



State Fiscal Year 2019 American Indian Opportunities and Industrialization Center (AIOIC) Equity Direct Appropriation

Final Report
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Background

American Indian Opportunities and Industrialization Center (AIOIC)

To empower American Indians who wish to pursue career opportunities, AIOIC provides individualized education, training, and human services in a culturally rich environment.

Founded in 1979 as a practical resource and response to the considerable education and employment disparities faced by American Indians living in and around South Minneapolis. In the years since its founding, the AIOIC has built a workforce of over 20,000 people from the Twin-Cities and tribal nations across the country gaining national recognition as a leader in the workforce development field. Although created to support people of Native descent, American Indian OIC's resources and programs are available to all people regardless of race, creed, age, gender, or sexual orientation.

The goal of the American Indian OIC is not only to help people in poverty who are unemployed, but to assist and service individuals seeking advancement on their current job, and provide an educational foundation that secures employment in positions that have opportunities for professional and financial growth. The organization achieves this by educating people from all academic levels and moving them toward a more stable and thriving future.

Workforce Development Equity Appropriations

During the 2016 Legislative Session, the Minnesota State Legislature appropriated funds to the American Indian Opportunities and Industrialization Center (AIOIC), in collaboration with Northwest Indian Community Development Center (NWICDC), to "reduce academic disparities for American Indian students and adults." These funds are to be used for: "(1) student tutoring and testing support services; (2) training in information technology; (3) assistance in obtaining a GED; (4) remedial training leading to enrollment in a postsecondary higher education institution; (5) real-time work experience in information technology fields; and (6) contextualized adult basic education." ([Laws 2016, Chapter 189, article 12, section 11 \(n\)](#)) The following year, the 2017 Minnesota State Legislature again appropriated \$250,000 to AIOIC, in collaboration with NWICDC, for the same purposes. ([Laws 2017, Chapter 94, Article 1, section 2, subd. 3 \(i\)](#)) After subtraction of DEED's administrative fee, \$237,500 was available. Funds were distributed evenly between AIOIC (\$118,750) and NWICDC (\$118,750), and the allocation was operated, tracked and budgeted as separate grants by the respective organizations.

Summary of Work Plan Goals and Objectives

AIOIC invested its \$118,750 appropriation to reduce academic and economic disparities for adult American Indian individuals and other communities of color through optimizing and sustaining AIOIC's Adult Basic Education (ABE) program.

AIOIC expanded and extended programming to achieve the following objectives for American Indians:

1. Increasing overall participation within Adult Basic Education by adult American Indian individuals.
2. Increasing participation within Adult Basic Education by adults originating from other communities of color.
3. Increasing the number of American Indian adults who earn a GED.
4. Increasing the number of adults from other communities of color who earn a GED.
5. Increasing the number of American Indian adults who complete a portion of the overall battery of tests that comprise the formal GED exam.
6. Increasing the number of adults from other communities of color who complete a portion of the overall battery of tests that comprise the formal GED exam.
7. Increasing employment placement for ABE participants.
8. Increasing career training for participants within economically viable career pathways, including in the fields of Information Technology (IT), manufacturing, and health care.
9. Increasing enrollment within post-secondary education.
10. Increasing placement within career fields that possess a meaningful wage at placement.
11. Increasing earned wages at placement from when participants first enrolled.

NWICDC invested its \$118,750 appropriation to reduce academic disparities for American Indian students and adults through sustaining NWICDC's Anishinaabe Basic Education Program (ABE).

NWICDC expanded and extended programming to achieve the following objectives for American Indian individuals:

1. Increasing the number of American Indian adults obtaining their GED.
2. Increasing job placements within career pathways to livable wages.
3. Increasing remedial training leading to enrollment in a postsecondary higher education institution.
4. Increasing wages earned by American Indian individuals.

Strategies

Summary of Strategies to Achieve Goals Presented in the Work Plan

AIOIC Strategies

AIOIC planned to reduce academic and economic disparities for American Indian adults and adults from other communities of color through expanding and optimizing their ABE program. Strategies include:

1. Continuing to further establish external partnerships to increase enrollments from the American Indian community, as well as from other communities of color.
2. Further optimizing the work of AIOIC employment counselors working with ABE participants.
3. Utilizing AIOIC's newly established, on site, state-approved GED examination center.
4. Further incorporating upgraded, culturally appropriate, and career-contextualized curriculum.
5. Purchasing any equipment necessary to optimize consortium functionality between two locations.
6. Providing continued coordination of in-field service learning opportunities.

7. Purchasing any new on-site curriculum that could provide additional related credentialing options.
8. Implementing a marketing campaign with dedicated materials for outreach and recruitment.
9. Purchasing post-secondary entrance exam preparation curriculum.

NWICDC Strategies

NWICDC planned to reduce academic disparities for American Indian students and adults through expanding NWICDC Anishinaabe Basic Education Program (ABE). These strategies included:

1. Hiring one dedicated full-time ABE Director.
2. Hiring three to five part-time education advocates for tutoring and training purposes.
3. Dedicating a job counselor.
4. Purchasing equipment for new team member.
5. Purchasing equipment for GED testing capability.
6. Purchasing ABE equipment needs for expanding services, hours, and spaces.
7. Expanding hours, increasing services, and increasing space.
8. Expanding recruitment and outreach with upgraded website, social media, marketing, and public relations materials.
9. Contextualizing MN ABE curriculums for GED tutoring, remedial support to employment, and job readiness supports for career pathways.
10. Structuring program and activities to provide employment readiness training.

Data – SFY 2019

American Indian Opportunities and Industrialization Center and Northwest Indian Community Development Center documents demographics for its program participants, their activities, services received, and outcomes in WorkForce One, DEED’s web-based client management application. Additional information regarding GED attainment for this report was provided from the Minnesota Department of Education’s Student Information Database (SiD). Each organization is listed separately.

American Indian Opportunities Industrialization Center

Demographics

Demographics		
Demographic Characteristic	Number	
Total participants served	148	

Gender	Number	Percent
Male	61	41.22%

Gender	Number	Percent
Female	87	58.78%

Age at Enrollment	Number	Percent
<18	1	0.68%
18-24	59	39.88%
25-29	26	17.57%
30-39	32	21.62%
40-49	13	8.78%
50-54	8	5.41%
55-59	6	4.05%
60+	3	2.03%

Race	Number	Percent
American Indian or Alaska Native	87	58.78%
Black or African American	39	26.35%
Multi-Race	11	7.43%
White	11	7.43%

Labor Status at Enrollment	Number	Percent
Employed Full-Time	14	9.46%
Employed Part-Time	23	15.54%
Not Employed, Was Not Self-Employed	108	72.97%
Not in Labor Force	3	2.03%

Barriers	Number	Percent
Homeless	45	30.41%
Lack of work history	83	56.08%
Offender	35	23.65%
Public Assistance	87	58.78%

Education	Number	Percent
0-11th Grade	121	81.76%
12th Grade Completed, No Diploma	5	3.38%
High School Diploma	6	4.05%
GED	4	2.70%
Some College/Tech/Vocational School	8	5.41%
Associate's Diploma/Degree	1	0.68%
Bachelor's Degree or Equivalent	1	0.68%

Education	Number	Percent
Cert of Attendance/Completion	1	0.68%
Other Post-Sec Degree/Cert	1	0.68%

Outcomes

Outcomes represented in this report reflect outcomes SFY 2019, which runs from July 1, 2018 to June 30, 2019. Additional information reported by AIOIC, not recorded in Workforce One are “level gains” by students. These individuals have not yet passed a GED exam in one of the four subject areas, but they made a level gain. This means that they learned the skills and tested out of their prior TABE assessment level. TABE has four assessment levels (Easy, Medium, Difficult and Advanced). A learner must progress through all four levels before taking their GED exams in each of the four subject areas. A level gain shows progression and movement and is a critical measure of advancement toward a GED. AIOIC’s site had 36 level gains during SFY 2019.

Grant Summary	Number of Participants
Enrollments	148
Enrolled in Training	57
Percent of Total Enrolled in Training	39%
Enrolled in Credentialed Training	0
Enrolled in Non-Credentialed Training	57
Exits	81
Percent of Total Enrollments now Exited	55%
Entering Employment Exits	2
Percent Employment Exits Related to Training	50%

Credentialed Training		
Credential Type	Credential Total	Unique Person Total
GED-all tests	2	2
GED-all tests*	6	6
GED partial tests*	11	11
Occupational Skills Certificate	4	3

*GED as reported by the SiD database through Minnesota Department of Education.

Successful Exits	Unique Person Total
Does not require Workforce Development Services	71
Entered Unsubsidized Employment	2
Remained in School	1

Successful Exits	Unique Person Total
Subtotal Successful Exits	74
Total Exits	81

Average Wage at Enrollment	Average Wage at Exit	Change	Percent Change	Annualized Change
\$12.62	\$14.24	\$1.62	12.8%	\$3,369.60

Northwest Indian Community Development Center

Demographics

Demographics	
Demographic Characteristic	Number
Total participants served	887

Gender	Number	Percent
Male	334	37.66%
Female	553	62.34%

Age at Enrollment	Number	Percent
16-17	5	0.56%
18-24	155	17.48%
25-29	162	18.26%
30-39	286	32.24%
40-49	152	17.14%
50-54	54	6.09%
55-59	46	5.19%
60+	27	3.04%

Race	Number	Percent
American Indian or Alaska Native	754	85.01%
Asian	1	0.11%
Black or African American	23	2.59%

Race	Number	Percent
Multi-Race	50	5.64%
White	57	6.43%
Did Not Self-Identify	2	0.23%

Labor Status at Enrollment	Number	Percent
Employed Full-Time	71	8.00%
Employed Part-Time	82	9.24%
Employed, Received Term Notice/Military Sep	1	0.11%
Not Employed, Was Not Self-Employed	436	49.15%
Self-Employed	3	0.34%
Not in Labor Force	294	33.14%

Barriers	Number	Percent
Chemical dependency	54	6.09%
Homeless	307	34.61%
Lack of work history	225	25.37%
Limited English	32	3.61%
Offender	203	22.89%
Public Assistance	530	60.36%

Education	Number	Percent
0-11th Grade	269	30.33%
12th Grade Completed, No Diploma	31	3.49%
High School Diploma	300	33.82%
GED	119	13.42%
Some College/Tech/Vocational School	117	13.19%
Associate's Diploma/Degree	12	1.35%
Bachelor's Degree or Equivalent	26	2.93%
Education Beyond Bachelor's Degree	5	0.56%
Cert of Attendance/Completion	4	0.45%
Other Post-Sec Degree/Cert	4	0.45%

Tribal Affiliation	Number	Percent
Boise Forte	1	0.10%
Leech Lake	32	3.09%
Red Lake	79	7.63%
Fond du Lac	3	0.29%
White Earth	14	1.35%
Mille Lacs	1	0.10%
Non-Members	11	1.06%

Tribal Affiliation	Number	Percent
No Data	894	86.38%

Outcomes

The grant period for SFY 2019 runs from July 1, 2018 through June 30, 2019. Outcomes represented in this report reflect outcomes from July 1, 2018 to June 30, 2019. Additional information reported by NWICDC, not recorded in Workforce One are “level gains” by students. These individuals may not have yet passed a GED exam in one of the four subject areas but they made a “level gain”. This means that they learned the skills and tested out of their prior TABE assessment level. TABE has 4 assessment levels (Easy, Medium, Difficult and Advanced). A learner must progress through all 4 levels before taking their GED exams in each of the 4 subject areas. A level gain shows progression and movement and is a critical measure of advancement to GED. NWICDC’s site had 3 level gains during 7/1/18 – 6/30/19.

Grant Summary	Number of Participants
Enrollments	881
Enrolled in Training	175
Percent of Total Enrolled in Training	20%
Enrolled in Credentialed Training	55
Enrolled in Non-Credentialed Training	133
Exits	44
Percent of Total Enrollments now Exited	5%
Entering Employment Exits	12
Percent Employment Exits Related to Training	42%

Credentialed Training		
Credential Type	Credential Total	Unique Person Total
GED	4	4
GED*	9	9
GED partial tests*	5	5
Technical/Occupational Skills License	1	1
AA or AS Degree	1	1
Other Recognized Credential	6	6
Credential Pending	21	20

*GED as reported by the SiD database through Minnesota Department of Education.

Successful Exits	Unique Person Total
Completed Program Objective	5
Entered Unsubsidized Employment	10
Program/Type Transfer	7
Subtotal Successful Exits	22
Total Exits	43

Average Wage at Enrollment	Average Wage at Exit	Change	Percent Change	Annualized Change
\$11.47	\$13.09	\$1.62	14.4%	\$3,369.60

Expenditures

AIOIC budgeted their SFY2019 allocation as follows:

Budget Category	Amount
Administrative Costs (up to 10% allowed)	\$11,875
Direct Services	\$103,375
Direct Customer Training	\$0
Support Services	\$3,500
Total Funds	\$118,750

NWICDC budgeted their SFY2019 allocation as follows:

Budget Category	Amount
Administrative Costs (up to 10% allowed)	\$11,875
Direct Services	\$72,475
Direct Customer Training	\$19,400
Support Services	\$15,000
Total Funds	\$118,750

AIOIC expended their SFY2019 allocation as follows:

Budget Category	Amount
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Administrative Costs (up to 10% allowed)	\$11,875
Direct Services	\$103,375
Direct Customer Training	\$0
Support Services	\$3,500
Total Funds	\$118,750

NWICDC expended their SFY2019 allocation as follows:

Budget Category	Amount
Administrative Costs (up to 10% allowed)	\$11,875
Direct Services	\$72,475
Direct Customer Training	\$19,400
Support Services	\$15,000
Total Funds	\$118,750

Future Allocations

American Indian OIC, in collaboration with the Northwest Indian Community Development Center, received an appropriation of \$500,000 in SFY 2020 and in SFY2021. The amount each year after DEED's administrative fee is \$475,000. Because the appropriation was awarded to AIOIC, AIOIC will administer funds for both organizations.