



The 360|Report

Scott County **Live, Learn, Earn** Initiative

Let's Work!

Facilitated by MTI, hosted by the Workforce Development Working Group

Date: Tuesday, April 10th, 2018 | 6:00 p.m. – 9:00 p.m.

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Let's Work! IZI
SCALE | Live, Learn, Earn Initiative
Tuesday, April 10th 2018

The 360 Report | Event Overview

The 360 | Demographics

Total Participants | Approx. 77

People of Color | Approx. 42 (55%)

Youth/Under 24 | Approx. 30 (39%)

Generational Breakdown | *65 total attendees participated in Human Survey*

Silent Generation | 0 (0% of Human Survey participants)

Baby Boomers | 13 (20% of Human Survey participants)

Generation X ("GenX") | 17 (26% of Human Survey participants)

Millenials | 18 (28% of Human Survey participants)

Generation Z ("GenTech") | 17 (26% of Human Survey participants)

Continuum | Approximate percentages of participants who indicated via a spatial orientation game called "Continuum" that during the course of the event they:

Met someone new with whom they wanted to stay in touch | 80%

Would come back again | 100%

Would like to invite others [to a similar event in the future] | 95%

Feel like they are part of the community | 85%

Nervous looking for work | 100%

Nervous at an interview | 100%

Know someone in the career they are in/want to be in | 50% "Yes" | 50% "No"

Lived outside the country of birth for more than a year | 40% "Yes" | 60% "No"

Wants to be a "boss" | 40% "Yes" | 60% "No"

Has trouble with transportation | 40% "Yes" (mostly young people) | 60% "No"

Interested in what fields of work?

- Health and human services: 21
- Business/entrepreneurship: 14
- Education: 9
- Arts and communications: 4
- Engineering/manufacturing/construction: 4
- Technology/science: 3
- Politics: 3

Note: Percentages above have been estimated from in-room counts by members of our research team and then rounded to the nearest whole percent. Given in-and-out flows over the course of an event and the fact that Continuum counts are conducted at the beginning of the feast when not all participants have arrived, actual numbers may be greater than presented above.

The 360 | Event Summary

On Tuesday, April 10th 2018, approximately 77 community members from the Scott County area gathered for a feast and dialogue on workforce development. The event featured playful, interactive elements such as Human Survey, Continuum, Mindstorm and Sticky Stats drawing attention to a variety of relevant facts about labor and employment in Scott County. The event closed with a meditative collective ceremony called Circle Share-in during which participants stand shoulder-to-shoulder and practice sharing space, voice and power equally while reflecting on their experiences. Transcripts of this closing session are available at the end of this report under "Selected Responses from Circle Share-in."

The 360 | Goals & Outcomes

| Goals Measurable Indicators of Success (MIS) | Achieved |
|---|---|
| <p>Demographics: At least 51% people of color and/or immigrant community members</p> <p>Project: Expand the role of those who are traditionally "left out" of the conversation as change agents, leaders and innovators by "adding more seats at the Table"</p> | <p>55% of participants Indigenous or people of color</p> |
| <p>Demographics: At least 25%-33% under 24 (emphasis on ages 16-24)</p> <p>Project: Expand the role of those who are traditionally "left out" of the conversation as</p> | <p>39% of participants under the age of 24</p> |

| | |
|--|---|
| change agents, leaders and innovators by “adding more seats at the Table” | |
| <p>Project: Rapidly and organically uncover community assets, resources and gaps; identify and learn from a spectrum of voices, collect stories of impact and outcomes, take action!</p> <p>MIS: Map existing community assets and locate gaps.</p> <p>MIS: Capture community stories, concerns and needs via community-based participatory action research, utilizing Mindstorm and other IZI tools.</p> | <p>Community assets, gaps and barriers uncovered via Mindstorm focused conversation and qualitative feedback: see Mindstorm Report on page n for full findings.</p> <p>Raw community feedback responses available following the Mindstorm analysis, with additional community stories, concerns and needs captured via direct outreach and summarized in the outreach findings on page 5.</p> |
| <p>Project: Catalyze civil engagement across/within communities</p> <p>MIS: 10-30% want to join a board, program or initiative.</p> <p>MIS: 25% agree to be a part of whatever comes from the IZI.</p> | <p>95% of participants would invite or bring someone from their personal networks to a future gathering.</p> <p>100% of participants said they would like to be a part of whatever comes from the IZI / would attend another engagement event.</p> |

The 360 | New Learning: Main Findings, Themes

In this section, we layout a preview of the main themes uncovered in the Mindstorm “deep dive” focused discussions alongside emergent learning uncovered during the planning and engagement process.

Emergent Learning

Based on participant-partner observation and emergent learnings from processes and logistics:

- Youth and young adults in the county are hungry for local post-secondary education and job opportunities. Many of the young people of color that we spoke to faced significant challenges in accessing resources and job opportunities but have a deep desire to do so.
- We chose to hold this final IZI outside of Shakopee (at the request of the LLE as a whole) but we believe we lost a significant amount of people who were interested in the issue by doing so. The greater county does not have many other spaces that were large enough to

hold a large intergenerational community engagement event that allows for outside food vendors (to meet the needs of a diverse group of people); that is accessible by transit and has ample parking. Plus several different community members who engage in cultural outreach warned us about holding anything outside of Shakopee. While we still had a great attendance we think we would have had even more if it was held in the center of diversity in the county.

Mindstorm, main findings

Based on the participant-submitted notes from Mindstorm discussions:

Financial management and career planning needs, beginning in high school (or earlier) and extending through early working life. Needs identified by respondents include:

- College readiness skills, how to transfer credits, apply for financial aid, information on career pathways and workforce development in schools, AVID;
- Financial literacy and life skills: budgeting, taxes, building good credit;
- Resources for would-be entrepreneurs and small-business builders;
- More internships, apprenticeships, and job shadowing opportunities (beyond just the healthcare field).

Cultural awareness and sensitivity, family-friendly and inclusive working environments for parents, immigrants, those with medical health concerns, members of different religious traditions (Muslim, Jewish, Christian, etc.). Respondents expressed concerns about:

- Need for accommodations (and understanding) for breastfeeding mothers and other working parents, including early morning/late evening childcare for those with long workdays and transportation support (especially for general laborers who start work very early), including less expensive (or free) employer-based van/bus pools;
- Lack of awareness of cultural difference, especially around religious practices and holidays makes workplaces unwelcoming and difficult for some;
- Need for medical leave and accommodations for those with chronic or acute health challenges;
- Language learning resources necessary for workers who are also English language learners (non-native speakers);
- Flexible scheduling to accommodate differing availabilities and support for those working multiple jobs;
- More resources for small business owners and budding entrepreneurs.

Sense of belonging in community and on the job, centrality of social networks and technology in pursuing and finding employment opportunities, resources for training, job hunting and workforce development.

- Sense of community support and welcome, positive attitudes and good communication practices important in the workplace;

- Most find jobs through personal networks (parents, neighbors, friends, etc.), online resources (Indeed, LinkedIn, social media, etc.), print media (newspapers, flyers) and community-based outreach opportunities (workforce center, job boards, school fairs, referral programs, etc.).

Barriers identified by respondents include:

- Childcare needs for working parents, accommodations for breastfeeding mothers (and a need to overcome stigma for those who must breastfeed infants while at work);
- Transportation to and from work, school;
- Resources (including online and self-teaching support) for non-English speakers and English language learners, especially for those who are working and unable to access traditional classes due to time, financial capacity, and transportation issues;
- Lack of cultural and religious literacy (especially around Muslim holidays, shared spaces for multifaith practice);
- Stigma about age affects hiring, especially for younger and older workers, makes it difficult to get work;
- Male-dominated fields unwelcoming to women, gender-based discrimination an obstacle.



Let's Work!

Live, Learn, Earn Initiative

Tuesday, April 10th, 2018 | 6:00 p.m. – 9:00 p.m.

Mindstorm

Directions: *Find a group of people with the fewest number of participants whom you already know.*

Form into groups of 5-6 (at least two groups per table). Identify someone to write down what is discussed. Read the questions and decide together which ones you think are most important to answer. Then discuss those questions as a small group. Start with the most important question! Freely enter and exit groups. Remember to listen and give everyone a chance to speak. Speak from your own personal point of view. Write the order in which you answered the questions in the spaces below.

Questions for Discussion

(10-15 minutes per question | Choose any 3 to 4 questions to answer):

1. Are there things you wish you would have known or experienced in high school to help you find a job or career? What are they?
2. If you work outside of the home, are there things that play a role in whether you take a job or stay in a job? If so what are they and why are they important? Does access to quality childcare play a role? Does transportation play a role in the employment opportunities you can or want to take? What is that role?
3. Are there resources (skills, training, connections, etc.) that you need to help find, keep or advance in your area of work? What are they? Do you know where you would go to find them? Are there barriers?
4. Is there a job you would like to have? Are there jobs or careers that you think you would be really good at? Do you know anyone who has the job you would like to have? Do you know the steps you need to take to get into those jobs? Are there barriers?
5. Is it important to you to be able to be your authentic or whole self at work? Are there things you need to accommodate your specific religious, cultural, gender or other identities? Do you feel the workplace a safe place to bring those identities?
6. Is it important to you to feel connected to others in your workplace or your community? If so, what are the words, actions and behaviors that would help build connection? Is working within your community important to you? Why is it important?
7. If you are looking for a job, what do you do to find one? Where do you look, with whom do you talk about the opportunities you are seeking? Are there barriers to finding employment opportunities? What are they and are there ways to overcome them? If you have a job, how did you find it?
8. Is there anything we didn't we ask that should be asked? Please share the question and your answer to it as well!



The 360 Report | Mindstorm

Themes &

Analysis

Let's Work!

SCALE | Live, Learn, Earn Initiative

10 April 2018

[Overview | Methodology](#)

This Mindstorm was undertaken on by approximately 65 guests of the *Let's Work!* feast and dialogue on April 10th 2018. For this set of small group discussions, we asked participants to select the questions from the Mindstorm discussion guide (see facsimile on page 7) that their group thought most important to address and rank their top three questions in order of importance. In order to circumvent any potential question order effects, we designed three versions of this guide each containing the same questions and content, but varying the order in which the questions were posed. This process facilitates analysis of the themes and questions identified by discussion groups as most significant.

Nine groups of participants submitted notes from the Mindstorm discussion, ranking the importance of the questions addressed by each small group according to the judgment of each group's members. Four groups worked from *Version One* of the guide, three from *Version Two*, and two from *Version Three*. Of the nine groups submitting notes, one group did not rank questions in order of importance, and one group submitted rankings without substantive notes. Identical instructions were given to each group on how to conduct their discussions and submit notes after the session. Although we have only included *Version One* of the discussion guide in this report (given the identical content), digital copies of the other versions of this guide are available upon request.

Question ranking results indicate that the themes of opportunities and barriers in the job-seeking process, resources for career advancement, workplace environment (inclusive, welcoming accommodations) and issues of accessibility were of greatest importance to discussion groups completing notes for this Mindstorm. Full results are presented in Figure 1.1 below.

Fig. 1.1 Mindstorm Priority Ranking Results: Discussion Topics Ranked in Order of Importance by Small Group Participants and Number of Responses/Response Groups

| Question # | Text of Question | # of Groups | # of Total Responses | Importance Ranked |
|--|---|-------------|----------------------|---|
| Question 1 Early Workforce Development & Career Support | Are there things you wish you would have known or experienced in high school to help you find a job or career? What are they? | 1 | 18 | 3 total votes: 1 second place vote, 2 unspecified |
| Question 2 Accessibility Issues: Transportation & Childcare Needs | If you work outside of the home, are there things that play a role in whether you take a job or stay in a job? If, so what are they and why are they important? Does access to quality childcare play a role? Does transportation play a role in the employment opportunities you can or want to take? What is that role? | 3 | 21 | 4 total votes: 1 first place vote, 1 third place vote, 2 unspecified |
| Question 3 Resources for Career Advancement | Are there resources (skills, training, connections, etc.) that you need to help find, keep or advance in your area of work? What are they? Do you know where you would go to find them? Are there barriers? | 4 | 34 | 4 total votes: 2 first place votes, 2 unspecified |
| Question 4 Career Goals, Support & Development Needs | Is there a job you would like to have? Are there jobs or careers that you think you would be really good at? Do you know anyone who has the job you would like to have? Do you know the steps you need to take to get into those jobs? Are there barriers? | 0 | 0 | 0 votes |
| Question 5 Workplace Environment I: Diversity & Accommodations | Is it important to you to be able to be your authentic or whole self at work? Are there things you need to accommodate your specific religious, cultural, gender or other identities? Do you feel the workplace a safe place to bring those identities? | 1 | 13 | 3 total votes (all unspecified) |
| Question 6 Workplace Environment II: Connection & Community | Is it important to you to feel connected to others in your workplace or your community? If so, what are the words, actions and behaviors that would help build connection? Is working within your community important to you? Why is it important? | 3 | 27 | 5 total votes: 2 third place votes, 3 unspecified |

| | | | | |
|---|--|---|----|---|
| Question 7 Jobseeking: Opportunities, Barriers, Networks & Resources | If you are looking for a job, what do you do to find one? Where do you look, with whom do you talk about the opportunities you are seeking? Are there barriers to finding employment opportunities? What are they and are there ways to overcome them? If you have a job, how did you find it? | 4 | 60 | 6 total votes: 2 second place votes, 4 unspecified |
| Question 8 Anything Else? | Is there anything we didn't we ask that should be asked? Share the question and your answer to it as well. | 3 | 18 | 1 total vote (unspecified) |

What follows is an overview and analysis of the emergent themes resulting from these conversations, as recorded by participant scribes on the notes sheet included with the questions. The handwritten responses have been transcribed, aggregated and deidentified in a document following this analysis. Parenthetical numerical entries within the question-by-question breakdown indicate the number of times a discrete response appeared in the aggregated response data.

Question One

We asked: *Are there things you wish you would have known or experienced in high school to help you find a job or career? What are they?* (18 total responses)

Only one group submitted notes in response to this question consisting of 18 total comments. Responses in this section identify knowledge, skills, and resources supportive of early career planning and development. Nine of 18 responses focus on academic supports and preparation for college through programs like AVID and the need for information on transferring credits, applying for college, planning curricular pathways to align studies with interests and maximization of career fairs at school. The remaining 9 comments focus on financial management and life skills such as building good credit, paying taxes, parental support differentials, and budgeting/planning for retirement.

Question Two

We asked: *If you work outside of the home, are there things that play a role in whether you take a job or stay in a job? If, so what are they and why are they important? Does access to quality childcare play a role? Does transportation play a role in the employment opportunities you can or want to take? What is that role?* (21 total responses)

Three groups submitted a collective total of 21 comments in this section, largely identifying barriers facing those living and working in Scott County. Nine of 21 comments identify transportation and childcare as primary barriers, particularly for working parents with long workdays or early/late

hours who experience a gap between when daycare centers, schools and caretakers are available and when parents must be at work. One comment addressing the issue of transportation points out that, "some companies provide a pool, but charge \$5-6 a ride," which for some may not add up to the paltry sum it appears to employers.

Seven of 21 comments highlight workplace inclusion and culture issues like respect for (and consideration of) religious holidays and practices, accommodations for breastfeeding mothers and those facing medical illnesses or disability, challenges facing women in male-dominated fields and working environments, along with general respect for colleagues.

Four of 21 comments focus on general or structural aspects of worklife such as pay, management, and work schedule (hours, nights, weekends), with general labor noted to start very early in the morning, compounding the transportation and childcare issues facing working parents that we have identified above.

Question Three

We asked: *Are there resources (skills, training, connections, etc.) that you need to help find, keep or advance in your area of work? What are they? Do you know where you would go to find them? Are there barriers?* (34 total responses)

In response to this inquiry, four groups submitted a total of thirty-four comments on the nature of their workforce development needs for career advancement, as well as barriers to achieving these aims and resources supportive of these efforts. Responses in this section turned up a variety of themes, ranging from the importance of education and internships targeted toward specific career goals or fields beyond nursing (such as engineering), community-based ("library, "community ed[ucation]") and online resources, as well as the characteristics of several workplace environments and hiring practices ("big company versus small business," "online applications versus first impressions," "negative attitude brings everyone down," etc.). Participants highlighted the importance of positive and welcoming communications and colleague supports such as offering to help coworkers, while some stated a desire to see a greater diversity of jobs available in the community.

Question Four

We asked: *Is there a job you would like to have? Are there jobs or careers that you think you would be really good at? Do you know anyone who has the job you would like to have? Do you know the steps you need to take to get into those jobs? Are there barriers?* (0 responses)

In this Mindstorm, participants elected to focus largely upon current workplace experiences and barriers and challenges to career advancement and workplace success. No group elected to address this question on ideal career paths and related issues in the notes they submitted or in their rankings of discussion themes.

Question Five

We asked: *Is it important to you to be able to be your authentic or whole self at work? Are there things you need to accommodate your specific religious, cultural, gender or other identities? Do you feel the workplace a safe place to bring those identities?* (13 total responses)

One group submitted a total of thirteen responses to this question, all of which share stories and identify challenges related to religious inclusion in the workplace (Muslim and Jewish employees in mostly Christian environments in particular). Respondents emphasize the need to recognize religious holidays and allow space for prayer and practices of many faith traditions, with one comment pointing out the example of Shutterfly, which “has [a multifaith] prayer room – [and] made a schedule [to accommodate those who wish to use the prayer room,” and others pointing to a “need to talk to people [one] work[s] with,” in order to set an example about inclusive accommodations and welcome. Sensitivity toward other religious and cultural needs – such as the admonition of a cultural liaison that schools should alert families before serving pork to students – also appear in this section.

Question Six

We asked: *Is it important to you to feel connected to others in your workplace or your community? If so, what are the words, actions and behaviors that would help build connection? Is working within your community important to you? Why is it important?* (27 total responses)

Three groups addressed this question in their small group discussion notes, generating 27 total responses among them. Comments in this section largely focus on ways of connecting with others at work and in the community through positive communications, asking questions, pursuing personal friendships, volunteering to assist a colleague or train others, listening, observing, making intentional efforts to include a new employee, and offering practical support such as referrals, directions or other help. One group adds: “the effort you put into community, you will get back.”

Question Seven

We asked: *If you are looking for a job, what do you do to find one? Where do you look, with whom do you talk about the opportunities you are seeking? Are there barriers to finding employment opportunities? What are they and are there ways to overcome them? If you have a job, how did you find it?* (60 total responses)

Four groups submitted notes addressing this question consisting of a total of 60 responses, making it the highest traction question of this Mindstorm discussion session. Participants were able to share a number of places they looked to find opportunities (33 of 60 comments), primarily across four sources:

- Online resources: LinkedIn, Indeed, social media, nonprofit websites, etc.;
- Print media: flyers, newspapers, signs on stores;
- Community resources: referral programs, job fairs, workforce center, MN Works, SCALE county meeting, etc.
- Social networks: family, friends, neighbors, etc.

Participants also identified several barriers faced in pursuing employment (27 of 60 comments), chief among them were age (old/young) and gender discrimination (esp. for women of childbearing age), language barriers (writing/speaking), transportation needs, and to a lesser extent, availability, experience, and pay. Participants recommended bussing or ride- and bike-sharing programs to address transportation needs, free online classes and materials for English language learners who lack the transportation to attend in-person English classes, and the development of a Scott County jobs forum or website where community members might search for jobs (and related needs like transportation and housing) online.

Question Eight

We asked: *What else should we know? Is there anything we didn't ask, that we should have? If so, please share both the question(s) you have identified and your group's response(s).* (18 total responses)

This open-ended section of the Mindstorm received a collective total of 18 responses from 3 small groups submitting notes on themes, questions and comments they didn't want left out of the conversation. Comments in this section cover a diversity of themes, but center upon three areas in particular:

- 1) Financial barriers to college and support for 2-year and 4-year pathways and internships;
- 2) Culturally-specific challenges, such as those facing working-parent immigrants who must exert themselves full-time in general labor (long hours) and care for children, precluding the opportunity to pursue a GED or other educational credential and related career paths; or the expectation of Latina mothers that "mom [does] everything"; and
- 3) Barriers to and resources for starting one's own business including educational supports like free classes and marketing, resources for understanding regulations, support for expanding existing small businesses.

The full list of unedited participant comments is available in the raw aggregate document that follows this report.

Mindstorm | Raw Response Aggregate

Note: Responses that include participant names have been partially deidentified via the use of initials in order to preserve confidentiality of responses, however the handwritten notes from which this transcript was taken have not been altered.

Question 1: Are there things you wish you would have known or experienced in high school to help you find a job or career? What are they?

- Appealing to get into college
- The importance of homework
- How to transfer credits
- How to apply for financial aid
- AVID
- Parents supportive for 2-4 years, deepens LD influenced
- Wish: how much would [it] cost?
- Wish: how to pay for it?
- Youth development – program manager
- School fairs – educational – how does the career pay bills?
- How to pay bills/budget/[plan for] retirement
- Financial management, taxes
- Building good credit
- Life skills, laundry
- How to show for food
- School is focused on graduation requirements – too small
- Why take art if you don't like it?
- Then took others

Question 2: If you work outside of the home, are there things that play a role in whether you take a job or stay in a job? If, so what are they and why are they important? Does access to quality childcare play a role? Does transportation play a role in the employment opportunities you can or want to take? What is that role?

- Hours in the position, weekends (?), nights (?)
- Pay
- Management team
- Transportation
- Childcare

- Advocate – religious holidays, prayer time, breast feeding
- Respected for who you are – will stay longer
 - Important impacts: "Lose people who can make you a lot of money"
- Breastfeeding my children [requires a] private, calm place, had to convince boss. At first [they were] resistant. How about the smoke breaks of my coworkers?

- People judge your work ethic – male dominated field, not accommodating, made me more sensitive to others.
- Medical health time, to check glucose – employment counselor
 - Some clients don't get accommodations – workplace needs to accommodate medical [needs, leave] can be productive
 - Need for accommodations like an IEP [Individualized Education Plan] at school – does it have to be the same?
- At home mom needs quality childcare
 - Need to start work at 6:00, but daycare opens at 6:30
- ER with temp agency
 - My ee's have barriers with transportation and daycare
 - Need to get kids to bus or daycare, but work begins earlier
- Need to find someone to take [care] of kids during "gap period"
- General labor starts so early
- Some companies provide a van pool, but charge \$5-\$6 per ride

Question 3: Are there resources (skills, training, connections, etc.) that you need to help find, keep or advance in your area of work? What are they? Do you know where you would go to find them? Are there barriers?

- Training is very important
- Take entry level job to gain experience
- Volunteering
- Community ed[ucation]
- College
- Library – research
- Online resources/classes
- Through your job
- Engineering – lack of classes in school
- Learn where to find jobs specific to engineering (through schools)
- Schools don't focus on one – too many different areas
- Having internships/job shadowing – too much nursing and not other academics
- Some people didn't get into the academy they wanted
- Talking to one another, employee can be scared to talk – afraid to ask question[s], complaining
- Negative atmosphere brings everybody down
- Welcoming new employees – make feel welcome and offer to help – be sincere

- Would like to work in community
- Diversity of jobs in the community – if there were more it would be interesting
- Less pay here, temps to hire with layoffs
- Stable job with good pay
- Drives over river to work

- Financial
- Online applications versus first impressions
 - Barrier: you check-in, perceptions of being desperate
- Joy – different experience
- Asking questions – good for skilled maintenance versus housekeeping
- Different experiences in applying for job
- Big company versus small business
 - Big company: (online)
 - How to stand out?
 - Less personal
 - Small business (in person)
 - More personal
 - Okay to ask questions

Question 4: Is there a job you would like to have? Are there jobs or careers that you think you would be really good at? Do you know anyone who has the job you would like to have? Do you know the steps you need to take to get into those jobs? Are there barriers?

N/A

Question 5: Is it important to you to be able to be your authentic or whole self at work? Are there things you need to accommodate your specific religious, cultural, gender or other identities? Do you feel the workplace a safe place to bring those identities?

- Send email to employer itself about Muslim holiday [and] a staff member was offended and said promoting Muslim [sic] religion over other religion[s] – accused of promoting Islamic view. Explained, “This is who I am.” I am the cultural liaison for the school district and I informed my coworkers why the kids of the school district would be gone. Paved the way for others in the school district to understand. Now has floating holiday. Now [I] am [an] equity specialist.
 - Getting better.
 - Alert families when [planning to] serve pork in school.
 - Some high school students abused prayer time – school staff, “accommodated you.”
- Other group member [says], respect for belief[s] – will stay longer

- Effects [for] company, lose people who can make a lot of money
- Christian [who] work[s] in Jewish school
- Challenging [for the] Islam [Muslim] community in Minneapolis
 - Holidays not recognized, want to celebrate with family
- Some companies accommodate, some don't
- Need to talk to people [one] work[s] with
- Important to set example so people understand, some maybe haven't had [the same] issue, [this will] improve [the working] environment
- Shutterfly has prayer room – made schedule

Question 6: Is it important to you to feel connected to others in your workplace or your community? If so, what are the words, actions and behaviors that would help build connection? Is working within your community important to you? Why is it important?

- Resources nearby for transportation
- Directions
- Referrals
- Buddy system
- Nice to you, help guide you
- Friendly connections
- Feel welcome – breath to talk with others
- See some customers once in a while
- MN is friendly
- "MN-nice"
- People here always trying to help
 - Kind, help with language
- Yes
 - Talking to them often
 - Ask questions
 - Have a positive attitude
 - Employees working to include new person
 - Be willing to do anything in job
 - Make friends
 - Train other people
 - Listen to community
 - Observe
 - Push your comfort zone
- Want to connect with others

- The effort you put into community you will get back
 - Community is everything beyond your immediate friend[s] and acquaintances
- Yes, because place of work should be a place of communication

Question 7: If you are looking for a job, what do you do to find one? Where do you look, with whom do you talk about the opportunities you are seeking? Are there barriers to finding employment opportunities? What are they and are there ways to overcome them? If you have a job, how did you find it?

- Online job searches
 - MN works
 - Job boards at school
 - Signs on stores
 - Friends
 - Job fairs
 - Parents
 - Neighbors
 - Friends
 - Referral programs
 - Age
 - Language
 - Writing/speaking English
 - Availability
 - Experience
 - When you want to work, hours, your availability
 - Pay
-
- Online
 - Drive around
 - Need to look for benefits
 - Social media
 - Networking (high school)
 - Nonprofit website
 - InDEED (too many emails)
 - A local website would be useful
 - Learn how to do a resume in high school
 - LinkedIn
-
- Internet, online
 - Family

- Friends
- Network
- Newspaper
- Flyers
- Walk-in (help wanted signs)
- Workforce center
- Jobs are hard to find
- Barriers:
 - Age (young or old)
 - Transportation
 - Language barriers (very much so)
 - Don't have opportunity to go to school to learn language
 - No car, no license, no buses, no way to get there
 - Especially here in Scott County
- To overcome:
 - Online self-teaching options for language
 - Having bus service
 - Possible ride sharing/bike sharing
 - Neighbors sharing books
 - Internet classes
 - Accessing internet could be issue
 - Website would be a good idea – with all components: housing, transportation...
 - Finding jobs – flyer (at stoplights)
 - Starting own business / networking
- Apply where you want to work
 - Introduce yourself to others in your field of interest
 - Family/friends – who do they know who could help you visit places you want to work and talk to employees there (will you “fit”)
- Look online
 - Indeed
 - Social media
- Age, education, language, cultural/racial, gender (especially [with respect to] woman of childbearing age) – also less pay
 - To change: communication
- Recruited at SCALE meeting
 - County, jobline, Indeed

What else should we know? *Is there anything we didn't ask, that we should have? If so, please share both the question(s) you have identified & your group's response(s).*

- College – top of mind
- Career choice – shorter, easier path versus long haul

- College fair
 - Money barrier
 - Debt
 - Start two-year – four-year
 - Internships – Shakopee
- Our own #8
- College – how to pursue
 - Money plays a big role
 - Shorter route (two-year) and then can move to four-year?
 - Or two-year and work to earn money
-
- As immigrants, we have so many opportunities, but it is so hard to get my GED so I can get a job other than general labor. I have to work so hard and take care of kids. No time for me to advance myself.
 - Mom needs to focus on kids' education. Hispanic culture has a culture of mom doing everything.
-
- Barriers for starting your own business
 - Having an education on how to expand your business
 - Having funding for increasing a business to hire employees
 - Promote free classes and marketing
 - Resources and understanding restrictions



The 360 Report | Oral Report Notes

The following consists of notes taken by members of our research and engagement team during the small group oral reports summarizing the Mindstorm discussions. Every attempt has been made to capture exact words of participants where possible, though recordings are not used, therefore they should be considered paraphrased notes.

Group 1 | Education, what parents [sic] and what they talk about how opportunities happen. They wish they had opportunities and spend a lot of time thinking about how to get opportunities to find work. Most of my friends, even with opportunities, we still lost interest in school and it hit me really hard. I've seen some of my friends drop out and that they didn't care, and it hit me hard that they wished they had had opportunities to find work. It's hard to explain why young kids lose that focus and respect, trying to do their best for the future, so they don't end up struggling.

Group 2 | We talked about job areas and one of the things was age, transportation, and language. Sometimes teenagers have to be 18 to work, or they don't hire because you're too old. Sometimes transportation isn't good, or buses take too long. Language, some people don't speak perfect English.

Group 3 | It's important to have employees, but also employers [aware] that there are people with ideas that don't have the funding, don't have the education on how to start a business, or get a loan, or where to go. Since they can't build the business, they can't hire, and having new employers create jobs, and providing training for these people interested in creating business, would provide more jobs.

Group 4 | We talked about how interesting it was, two people got jobs, and a person got a transportation opportunity. There are different roles, and you can see how many opportunities there are in the community around you. We talked about job areas, and how to meet and network with people that may know of job opportunities.

Group 5 | One thing we talked about was the fact that schools don't have a lot of opportunities to go into certain areas, [you] have to have certain credits or classes to go into specific programs in the school. I want to go into a business program. I'd like to learn more about banking and finance, like 401Ks and loans, and practical finance information.

Group 6 | We talked about job experiences and opportunities. One of them was connections and big companies versus small companies. We had different views on how to get a job. One was on making first impressions versus online. We also talked about exploring resources online. Our school has some opportunities, scholarships and resources for college and post college routes.

Group 7 | We talked about bringing your whole self to work. There was a lot of talk about advocating for yourself at work. Having religious practices that affect your work environment. If you feel respected at work, you will stay longer at a job. If you don't respect people, you are going to lose a lot of money.

Group 8 | One of things we talked about was the traditional career paths that high school and college push us into. And don't acknowledge the nontraditional career paths. I work at a non-profit that does housing issues, and nowhere in high school did someone talk about that. Some people aren't ready for college and should wait to go to school. My son is 24 and has worked and traveled, and now he has an idea of what he wants to do. Too often we push people into paths we have taken in the past that aren't always the best now. Be your authentic self, be true to yourself, it is truly something we shouldn't shy away from.



SCALE: Let's Work!

Responses from Circle Share-in

Tuesday, April 10th 2018 | 6:00 p.m. – 9:00 p.m.

One Sentence: *Please turn to the person on your left in the circle and say to them one thing you have always wanted to hear about yourself.*

- You belong
- I'm a better person when I'm with you
- You are amazing and I'm glad you are here
- You're awesome
- You're smart
- You're good company
- You like to learn things try new things
- I'm so glad you are here
- You're fearless
- I like to talk to you
- You deserve security tomorrow
- You are a good friend
- You always support me

- You're intelligent
- You're good to work with
- I really respect you
- You're worthwhile
- You're smart
- You're important
- You're fun to have as a neighbor
- Your opinions matter
- You're a lot of fun
- You know what you're talking about
- You're special
- You're intelligent
- You're worthy
- You're important
- You're brave
- I trust you
- I'm glad I know you
- You rock
- You're special
- You are smart
- You're funny
- You're someone that no one will ever forget

- I'm glad you're a part of my community
- You're going to make a big difference in the world
- You have a big heart
- You're very special person
- You're very sweet



SCALE: Home!
Outreach Feedback

The statements below have been collected by Blanca Martinez Gavina and Donte Curtis of MTI in the form of door-knocking, face-to-face retail and business interactions, outreach at community and religious events, and through outreach by local community members.

- A woman from Shakopee stated that her 17 year old son had submitted 12 applications for part-time jobs, yet he had not heard back from any of them.
- A woman in Savage was looking for a job in Burger King and she mentioned that without a car and as an older woman, it was very hard to find a job that would be flexible and close to her home.
- A man shared that though he has lived in the county for 15 years, he had never found work in the construction field close to home.
- Many Latinx community members stated that their immigration status plays a large role in the type of job they are able to find.

- A woman shared that she drives an hour for her job each day. She works in retail in South St. Paul but has not been able to find a job in Shakopee (which she would prefer).
- Shakopee High School Latinx youth shared that they would like to have jobs that give provide on the job training. They also shared that they often do not have as many connections and cannot find the “fancy” internships that many of their class mates have access to.
- A Savage grocery store clerk stated that he would love to find opportunities to better support his family but without training or an advanced education, he finds it difficult to find a better job in the area.
- A man from a local church stated that many Latinx community members in the congregation he attends work up to three jobs and find it hard to focus on finding an overall better job or career when they are busy just surviving.
- A man from Belle Plaine mentioned that people who have had formal training/education in their native countries would like to have opportunities to transfer those certifications and find similar work here in the United States.
- Many Latinx community members stated that they were not aware of any English classes for newcomers, or other community classes job skills (such as how to write a resume).
- A woman in Shakopee felt there are not enough jobs available that are for working class people (such as jobs that do not require advanced training or a higher education degree).
- A man from Belle Plaine shared that he would like to see a job fair/conference for the county that focuses on immigrants and refugees with workshops and trainings.
- A young college graduate from Jordan stated that she has to leave the area due to the lack of employment opportunities.
- A Latinx small business owner in Savage stated that he wished there were opportunities to further develop his business.
- A teenager working at a business in Savage was planning to attend because work was very important to him and he wanted a better job than what he currently had.
- A community member who works at Amazon shared that he works two jobs because he wouldn't make enough at only one and it causes a lot of stress in his life.
- An African American barber in Shakopee shared that owning a business was challenging in the region.