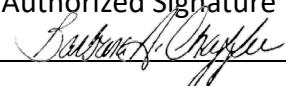


Cover Sheet
2023 TANF Youth Innovation Project

Applicant Agency: <i>Please use the legal name and provide the full address. This is the fiscal agent with whom the grant agreement will be executed.</i>			
1. Agency Name:	Central Minnesota Jobs and Training Services, Inc.		
2. Director Name:	Barbara Chaffee, CEO	8. Contact Name:	Diana Ristamaki, Youth Program Manager
3. Telephone:	(763) 271-3700	9. Telephone:	(320) 364-0321
4. Fax:	(763) 271-3701	10. Fax:	(320) 679-6495
5. Email:	bchaffee@cmjts.org	11. Email:	dristamaki@cmjts.org
6. Agency Website:	www.cmjts.org		
7. Address:	406 7th Street East P.O. Box 720 Monticello, MN 55362		12. Address:
			406 7th Street East P.O. Box 720 Monticello, MN 55362
13. Federal Tax ID: (required)	41-1484048	14. Minnesota Tax ID: (required)	2073311
15. Unique Entity ID (UEI) Number: (required)	TXPJB4KSNLS7	16. SWIFT Vendor ID: (if known)	
Required Information:			
17. Project Name:	No Limits		
18. Geographic Area Served:	LWDA 5		
19. Number of Participants Served:	6		
20. Project Start Date:	January 1 st , 2023		
21. Project End Date:	December 30 th , 2023		
22. Total Amount of Funding Requested:	\$15,000		

I certify that the information contained herein is true and accurate to the best of my knowledge and that I am authorized to submit this application on behalf of the applicant.

Authorized Signature 	Title Chief Executive Officer	Date 12-12-2022
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2023 TANF INNOVATION PROJECT

Narrative Questions:

- 1. Describe the youth service provider's plans to assure collaboration with participants' MFIP Employment Service Providers regarding their Employment Service Plans, as applicable.**

Central Minnesota Jobs and Training Services, Inc. (CMJTS) is the administrative entity of MFIP employment services in ten of the eleven counties within CMJTS's service area (Local Workforce Development Area 5). In these counties, our Youth Employment Specialist will work closely with MFIP job counselors to regularly review their caseloads to identify eligible youth, refer them for services under TANF, and develop employment plans. Staff will work cohesively to provide regular check-ins and joint meetings to assist the youth in addressing barriers, providing support, and celebrate accomplishments. This collaboration will facilitate ongoing communication among staff to ensure TANF youth are making progress toward their employment goals and individual plan.

In the remaining county, where employment services are delivered to MFIP recipients by a partner agency, potential TANF Innovation participants will be identified via partner referral. For those referred to the TANF Innovation Project, releases of information are signed, allowing the partner to communicate the potential participant's contact information and for effective ongoing communication and collaboration. In addition, will follow same above process to ensure progress on the employment plan.

- 2. Describe how the youth service provider will identify and recruit eligible youth for the project. What percentage of participants do you expect to be from communities of color? Describe the youth service provider's plans to incorporate culturally responsive programming approaches when applicable.**

CMJTS will promote our TANF program through the following recruitment methods and strategies. Please note, some of these activities will be done virtually when needed to meet individual needs.

- Attend MFIP orientations to market the program
- Present to financial and social workers at their staff meetings to inform them of the opportunity along with other teen parent programs
- Create a targeted mailing utilizing current administrative data to capture potential eligible youth
- Share program details with school guidance counselors
- Outreach through virtual work readiness and job club events
- Co-enrollment from Minnesota Youth Program, Support Service Grant, WIOA, and other youth funding streams
- Social media (e.g., CMJTS' Facebook page) <https://www.facebook.com/CMJTS>
- CMJTS website: www.cmjts.org
- Attending local events, including college expos, job fairs, career fairs, and other community outreach events
- Presentations to community service and educational providers
- Post brochures, posters, and flyers (focus on areas where youth tend to gather or spend time)

- Display information in CareerForce locations, as well as CMJTS affiliate sites, and within our LWDA communities
- Distribution of “Chart of Services” inserts and program applications to educational providers, corrections, health and human services, community agencies, and homeless shelter counselors to identify and refer youth
- CMJTS staff has developed a strong partnership with Open Doors for Youth in Elk River, a drop-in center for homeless youth, in which CMJTS staff are present one day a week to provide outreach to youth that may be eligible under TANF, currently available virtually.
- Partnering with local Adult Basic Education (ABE) instructors for GED, Adult Diploma, and English as a Second Language (ESL) students who may qualify for services. CMJTS staff are present on a regular basis at the achievement centers to meet with current program participants and for outreach to other eligible youth that could benefit from the services.
- Work closely with local community colleges and advising staff so that they have a solid understanding of our programs, to increase referrals of students not enrolled in college but have attended orientations and/or information sessions on careers supported by current Labor Market Information.
- Partnering with local Vocational Rehabilitation Services (VRS) providers, to provide program applications and offer services to their out-of-school youth, including and especially those placed on the VRS waitlist.
- Working with county social services and public health agencies, as well as other agencies serving low-income youth and their families (e.g., local resource centers for homeless youth, local food shelves, mental health services providers, foster care agencies, etc.)
- Continue to work with other community agencies such as energy assistance programs, thrift stores, housing programs, car ownership programs, Salvation Army, and minority-serving agencies for referrals.
- Connecting with school districts serving students from LWDA 5, including charter schools and alternative learning centers, to educate school staff about the services under the WIOA and MYP programs. Special effort will be made to connect with guidance counselors, school social workers, work experience coordinators, and special education case managers to ensure that program information is available to the most at-risk students.
- Partner with admissions, financial aid, retention, student support services, and TRIO staff at post-secondary institutions in our area to explain the program and how it can benefit their students. CMJTS staff participate in newly enrolled student orientations at Ridgewater and Pine Technical Colleges to promote program services.
- Partnering with local VRS providers to provide program applications and offer services to their in-school youth. In addition, meet with Pre-ETS representatives on a regular basis to determine if VRS youth can be co-enrolled for wrap-around services under TANF.

Percentage of participants do you expect to be from communities of color:

CMJTS anticipates that 20% of youth will be from communities of color.

Plans to incorporate culturally responsive programming approaches when applicable.

CMJTS will engage communities of color in our planning and implementation of programming, and to increase our overall impact and outreach through staff development, training, and targeted outreach efforts. Additionally, we will continue to engage multiple other organizations that serve youth of color in our region and expand these relationships through asking leaders from underserved communities to serve as mentors, volunteers, and sponsors in our programs. We are actively recruiting individuals representing communities of color for the Youth Committee and Local Workforce Development Board to enhance our ability to incorporate cultural approaches to the youth we serve. Youth committee goals focus our efforts on **“Decreasing equity gaps and ensure all youth have the resources they need.”** Examples efforts include:

- Identify and address the specific needs of youth within our communities.
- Expand outreach to special populations through high school affinity groups, BIPOC agencies, and other community-based organizations.
- Ensure equitable access to employment and education opportunities for all youth.
- Use an equity lens to review current programming.

CMJTS also strongly encourages and supports staff to attend cultural diversity trainings to learn how to incorporate programming approaches such as: acknowledging students’ differences as well as their commonalities, validating students’ cultural identity, educating students about diversity of the world around them, and promoting equity and mutual respect.

Stronger partnerships will continue with tribal communities and increase CMJTS’ efforts for coordinated services. Listening sessions are still being held with BIPOC groups and are continued on a quarterly basis to hear the voice of those individual youth and community servicing agencies on how we can incorporate their needs into our programming, in addition, reduce barriers for participation in career and educational activities. CMJTS will continue to build relationships with community representatives for the new emerging populations to share information about CMJTS’ program and services.

Furthermore, continued progress towards ensuring material used for programming is inclusive of all the youth we serve. Some examples include adding the word “Pronouns” on our universal application to support gender inclusiveness, inserting gender identity verbiage into our ISS, and looking at ways to provide material in alternative languages.

Additionally, during the youth’s individual program services, family members will be welcomed into this process, as appropriate, to ensure an atmosphere of trust and garner support from the home. Language Line and interpreters will be available to reduce any language barriers. Furthermore, youth will be placed at quality worksites that fit their interests and accommodate their cultural beliefs.

In closing, we have added Somali staff to our youth team that will focus on

- Better target our Somalia-based communities and expand accessibility by eliminating language and cultural barriers
- Developing education and employment opportunities for Somali youth
- Promoting investment in Somali-based organizational partnerships
- Establish strong working relationships with Willmar ABE for ELL (Glacial Lakes)
- Partner with Ridgewater College regarding training cohorts for Somali students

- Administer monthly community-available workshops focused on the needs of Somali immigrants and refugees in Willmar and Monticello

3. Describe the youth service provider’s plans to introduce career pathways, prepare targeted youth for post-secondary education, provide information on high-growth, in-demand occupations in the region, and deliver financial literacy activities.

Information within the objective assessment and career counseling is used to assist youth in identifying career pathways that meet their interests and ability to achieve self-sufficiency. Utilizing a strengths-based approach, employment specialists provide youth with a variety of different career exploration and post-secondary education activities that promote occupations in demand, labor market information, and current regional needs/or trends.

Examples of these activities may include:

- Provide opportunities for youth to directly experience occupations in high growth/demand through job shadowing, mentoring, and business/college tours.
- Discuss entrepreneurship opportunities for high-growth industries.
- Share information regarding occupations and industries that are in demand or high growth throughout the region using current labor market information via DEED data tools.
- Utilize career exploration activities that allow the youth to do guided exploration for in-demand career clusters.
- Distribute career infographics to youth.
- Demonstrate how to navigate “The Reality Check Tool” to learn about the cost of living and wage rates in the areas where a youth wants to live.
- Tie labor market information with financial literacy activities to demonstrate the need for balancing the cost of education with self-sustainable wages after the completion of training.
- Encourage youth to attend local hiring events provided by CMJTS and partners.
- Set up informational interviews with businesses and/or individuals representing career clusters.
- Assist with career exploration and identification of career pathways such as GetMyFuture, mySkills myFuture, Skills Matcher, occupational profiles, and assessments to gain knowledge on careers.
- Completion of career assessments and career planning, such as MNCareers, Onet, and Caps, Cops, Copes (CCC) to assess youth interests, skills, and values.
- Development of career success skills through guidance on résumés, cover letters, interview preparation, completing job applications, mock interviews, registering for Minnesotaworks.net, first impressions, and appropriate job searching techniques, including social media, references, thank you letters, and mentoring for successful employment.
- Demonstrate the use of LMI tools to help youth make informed decisions about their career of interest (e.g., Careerwise, Occupational Outlook Handbook, DEED data tools, and CareerOneStop).
- Discuss and research with youth current employment openings, local and state wage comparisons, projected growth, current high-wage/high-demand occupations, industry/clusters in demand, employment patterns/trends, and current industry needs and/or vacancies.
- Create career and employment portfolios.

- Help youth identify and access resources needed for self-sufficiency (e.g., driver's license, housing and energy assistance, food assistance).
- Discuss/review skills identification, transferrable and employability skills.
- Provide post-secondary preparation, including researching colleges, completing college applications, FAFSA, and college tours.
- Coordinate opportunities for employer job shadows and business tours.
- Provide opportunities to tour union training centers.
- Utilize Virtual Job Shadow lessons and MCIS for career development.

Attention is also given to participants who need additional educational training to be successful in college-ready skills. Employment specialists will refer youth to local ABE partners and collaborate services to enhance the opportunity for the participant to be successful in their chosen career pathway.

To reinforce financial literacy, CMJTS youth employment specialists will collaborate with public assistance employment specialists and/or partner agencies to provide participants with information on the following finance-related topics, as appropriate:

- How to create and manage a budget effectively
- Opening saving or checking accounts
- Credit history basics
- Creating savings plan

Furthermore, youth will be given the opportunity to participate in hands-on exposure for career fields of interest such as job shadows, business and college tours, informational interviewing, and career fairs.

Enrolled youth will also be encouraged to attend and participate in Operation Exploration (OE) Camps

- Youth from diverse communities are provided the opportunity to challenge themselves, gain knowledge, enhance skills, and strengthen communities through six innovative 2-week hands-on career exploration camps. This initiative targeted youth with disabilities, youth of color, and/or homeless youth that are economically disadvantaged and/or at-risk. Operation Exploration offered a unique opportunity for youth to learn about exciting, high-demand, well-paying careers in their area through hands-on career pathway projects, business presentations/business tours, development of career success skills, and classroom instruction. The focus was on in-demand career pathways such as healthcare, trades, automotive, manufacturing, agriculture, or other sectors in which labor market indicators show a need for skilled workers. During camp, participants had the opportunity to explore industry sectors through hands-on learning. Participants received coaching and guidance toward general career development. This opportunity truly gave youth the ability to "try on" careers while they are making decisions about their future! After the Operation Exploration camp, based on individual needs, youth participated in a work-based learning experience, service-learning project, and/or credentialed training. <https://clipchamp.com/watch/XR7Plz0cvZ9>

4. Describe how individual youth will be matched with employment opportunities.

Youth are provided work-based learning (WBL) opportunities through placement in entry-level paid work experiences which provide them with an opportunity to learn basic skills and competencies for success in employment. In addition, work experiences can provide opportunities to:

- Apply academic and technical skills
- Improve motivation and school attendance
- Establish connections between education and work
- Explore careers that match the youth's interests, aptitudes, and abilities
- Networking and connecting with employers
- Increase work-readiness and employability skills
- Develop leadership skills
- Experience a mentoring relationship between youth and employer

Prior to work-based learning placement, employment specialists work with the youth to gain necessary work readiness skills, such as interview preparation, completing an application, obtaining necessary documents needed for the I-9, and how background checks work for employment. Once the youth is ready to move forward, CMJTS uses its strong network of private businesses, government agencies, and nonprofits willing to host work experience participants at their sites to secure placements. These entities receive an orientation, alongside the youth, from the youth employment specialist. This orientation outlines the responsibilities and expectations of the youth, the worksite supervisor, and the employment specialist. Other items addressed include workplace safety, child labor restrictions (as appropriate), the Minnesota Right to Know Act, injury reporting, state and federal employment rules, confidentiality, and equal opportunity employment. Key components of all work experiences include an educational component, mentoring, work-readiness skill development, financial literacy-how to manage their paycheck, opening a bank account, etc., and soft skills development.

The employment specialist regularly visits the worksite to observe the participant, discuss progress and areas for skills enhancement, and provide encouragement and support. Youth are evaluated, on at least a quarterly basis, on a set of employability skills using an internal work experience evaluation form. Short-term goals for skills improvement are set and monitored by the employment specialist when workplace deficiencies or areas for improvement are identified. At times, when work evaluation sheets are not provided and returned from site supervisors, students' timecards are used as an evaluation tool to gather progress. The employment specialists communicate frequently with worksite supervisors to address any issues that may arise with the youth workers.

Whenever possible, CMJTS staff assist youth to find work experiences opportunities that are related to their career pathway of interest. Youth are encouraged to explore and pursue educational and employment options in high-growth industries and in-demand occupations, including STEM occupations (Science, Technology, Engineering, and Manufacturing), healthcare, information technology, construction/trades, and agriculture. Employers who can provide work experience opportunities in these growth industries/occupations are highly sought after.

5. Describe any work readiness or occupational training (in person or virtual) that will be part of the project.

Work readiness and career success skills are evaluated at intake and throughout the duration of program services. Utilizing CMJTS’s internal “Work Readiness Checklist” as an ongoing tool, the following work readiness training will be part of the TANF program and dependent on the individual need of the youth. Activities surrounding the below topics will be conducted in a group or individual setting. In addition, services will be provided in person and/or virtually depending on the current situation. *Youth will also be encouraged to take part in Operation Exploration camps for hands-on work readiness training.*

<p>SOFT SKILLS</p> <ul style="list-style-type: none"> ▪ Discussion/Education on Soft Skills in the Workplace ▪ Dependability, reliability, punctuality ▪ Conflict resolution/problem solving ▪ Importance of following rules ▪ Positive attitude ▪ Flexibility and adaptability ▪ Coping strategies for workplace stress ▪ Good personal hygiene ▪ Honesty and integrity ▪ Acceptance of feedback ▪ Respect and tolerance of diversity ▪ Teamwork ▪ Communication skills ▪ Self-advocacy ▪ Willingness to learn ▪ Taking Initiative 	<p>LIFE SKILLS</p> <ul style="list-style-type: none"> ▪ Financial literacy information and education (budget created, bank account opened, ability to write out a check/balance checkbook, understands wage information, paystubs, and/or waiver laws) ▪ Childcare plan/backup plan in place ▪ Has reliable transportation and backup plan ▪ Able to identify support(s) and can articulate a strategy for coping with those who are not supportive ▪ Demonstrates a time management/organization strategy (e.g., planner, calendar in phone/computer) ▪ Has stable housing
<p>CAREER SUCCESS SKILLS</p> <ul style="list-style-type: none"> ▪ Career exploration ▪ Skills identification ▪ Identify a career pathway or occupational cluster ▪ Informational interview/job shadow completed, or career videos watched ▪ Demonstrates basic computer knowledge ▪ Complete career assessment ▪ Explore labor market information 	<p>JOB SEARCH SKILLS</p> <ul style="list-style-type: none"> ▪ Registered on www.minnesotaworks.net ▪ Attended a work-readiness workshop or job fair ▪ Practice job application ▪ Résumé development ▪ Professional references ▪ Job interview education/mock interview ▪ Has appropriate clothing for job interview ▪ Has appropriate clothing and tools for work

6. If the project design includes payment of stipends to participants, please describe the stipend structure (i.e., for what activities they will be awarded, amount, etc.) and include a copy of the local stipend policy with the plan.

Youth will be able to obtain stipends through Work Readiness, professional skills development, participation in Operation Exploration Camp, and online learning activities following the below parameters:

- Must be tied to their ISS and documented.

- Stipend amount is set at \$10.00 an hour of attendance (seat time) or participation in an activity. A maximum of \$500.00 can be earned during the TANF program. Anything above maximum the amount needs manager approval.
- Online course options need to be pre-approved by the program manager.
- Online classroom attendance is allowable if participation time can be verified, and appropriate documentation is provided.
- Attendance sheet/and or log must be signed or verified by the participant and the instructor/ES before reimbursement can be made and maintained in the participant's file.
- ES monitors/tracks hours on log forms.

Examples of possible stipend opportunities:

- Stipends will be issued to youth participating in any work readiness, professional skills development, and online learning activities.
- Stipends may be awarded for attendance, participation, and completion of training-related goals as determined in their ISS. Attendance in the activity must be reported to the Employment Counselor, case noted, and documented to the extent the customer is able to verify they are making adequate progress toward their training relate-goals.

7. If the project design includes payment of incentives to participants, please describe the incentive structure (i.e., for what achievements they will be awarded, amount, etc.) and include a copy of the local incentive policy with the plan.

CMJTS has adopted a Youth Incentive Policy, which requires that all incentives earned by youth participants be tied to progress made toward goal and action step completion, as outlined in the ISS. Incentives may be distributed in the form of participation stipends, gas cards/vouchers, or store cards/vouchers. It is the responsibility of the employment specialist to determine when an incentive has been earned by the participant. Attached is a detailed policy on amounts to be awarded for achievements obtained.

Incentive requests are submitted to the CMJTS Finance Department where they are coded specifically as incentives. Employment specialists note the issuance of all incentives in case notes. Incentive distribution consistency is monitored via file reviews performed by supervisors. The program manager monitors incentives by reviewing budget reports and by communicating with supervisors and employment specialist staff.

8. Describe the youth service provider's plans to measure Work Readiness Indicators for targeted youth. Also identify any other LOCAL benchmarks/performance indicators for youth served under the 2023 TANF Innovation Project.

CMJTS has developed a work-readiness checklist which is used as a case management tool to help the employment specialists identify gaps in the work-readiness of youth. The form places emphasis on the identification of the participant's skills in the following areas: personal, social, teamwork, communication, job search, education and career, childcare, transportation, and other support skills. Once the youth participant has demonstrated that they possess a specific work-readiness skill, the employment specialist indicates this on the form. The employment specialist then explains how the participant demonstrated this measure in case notes. When gaps in work readiness are identified, the employment specialist can either provide the services necessary to overcome these barriers to employment or refer the participant to other services and resources to address the identified gap(s), as appropriate.

In addition, for those youth that are completing a work experience CMJTS utilizes the work evaluation form and/or timesheets for the performance indicator. CMJTS youth employment specialists ask worksite supervisors to complete the evaluation at least quarterly and generally within a few weeks of both the start and end date of the work opportunity. The evaluation is reviewed by the youth employment specialist along with the youth participant. Areas of concern are addressed, as are strategies for improvement in these areas. This evaluation process, and its importance, is outlined by the youth employment specialist as part of the initial work experience orientation, which is attended by both the youth participant and the worksite supervisor. One copy of the work experience evaluation is provided to the youth participant and the other is kept in the paper file. In addition, all evaluations, and the conversations resulting from them, are documented in case notes using the Workforce One data-management system.

If the work evaluation is not returned, worksite supervisors are encouraged to complete a short performance feedback questionnaire that is featured at the bottom of each bi-weekly timesheet. This shorter evaluation gives the worksite supervisor the opportunity to provide more frequent feedback in the areas of attendance, quality of work, personal appearance, relationships with supervisors or co-workers, and mastering new skills. It also gives the worksite supervisor the occasion to highlight successes as well as areas of concern.

Furthermore, activities completed successfully on the youth's individual ISS can be measured as a work readiness indicator and benchmark.

9. Describe any plans to co-enroll TANF Youth participants in other DEED-funded youth programs. Include the programs in which participants are likely to be co-enrolled and the services to be provided through this co-enrollment.

All participants will be co-enrolled with the Minnesota Youth Program (MYP).

To meet the needs of our youth most effectively, all participants will be co-enrolled with the Minnesota Youth Program (MYP). This allows for wraparound services and collaboration to meet the current needs of the youth. CMJTS will continue to utilize co-enrollments to braid funds, with Public Assistance, Adult WIOA, Dislocated Worker, Youth At Work, Pre-ETS, as well as other competitive grants and partner programs, to ensure participants are served to the fullest and most appropriate extent. CMJTS uses an internal universal application to make braiding of resources easier for the customer.

10. Describe the planned wage structure for work experience. If a wage higher than the minimum wage will be offered, explain how the wage rate will be determined.

CMJTS pay's the minimum wage for entry-level work experiences and then higher for our career internships. Internships are based on what an employer would pay a new hire taking into consideration our youths' work history, skills, etc. Discussion with the employer is conducted with the CMJTS staff and employer on suitable wage. In most cases, it is \$12 an hour, however, can be more if justification by the employer is provided. For example, at SNAP fitness they require our youth to complete specific training and certifications while on the internships so pay them closer to a new hire wage. We also have a process for wage increases for both our work experience and internships as identified below.

Youth are eligible for a pay raise of up to \$.50 after 50% of the WEP allocate hours are completed and they maintain an “Excellent” or “Good” rating for 3 out of the 5 performance measure areas on their timesheet. Performance areas include:

1. Attendance,
2. Communication,
3. Stay on task with no direction,
4. Teamwork/co-worker supervisor relationships,
5. Skill development

Process:

- ES will meet with the site supervisor and youth to discuss the amount of increase based on performance.
- ES will case note justification.
- ES will complete the “add/update” form and send it to payroll.

ATTACHMENT 1: WORK PLAN 2023 TANF INNOVATION PROJECT

Provide a brief summary of planned services/activities provided in the project. Make additional copies of this form as needed.

Agency: Central Minnesota Jobs and Training Services, Inc.		Contact: Diana Ristamaki Phone: (320) 364-0321 Email: dristamaki@cmjts.org		
Project Goal: To increase employment/training opportunities, career pathways, and self-sufficiency for teen parents ages 16-24 who are receiving cash MFIP benefit and younger youth ages 14-18 who are on the grant in MFIP households.				
Strategies (activities, steps, and tasks to achieve the goal):	Expected Outcomes	Number Served	Start Date	End Date
Youth Employment Specialists meet with MFIP counselors to outline referral and recruitment strategies.	Youth referrals generated from MFIP counselors and social services serving minor parents	6	01/01/2023	12/31/2023
Determine the process to generate data reports for targeted mailing.	Mailings are sent to potentially eligible participants	6	01/01/2023	12/31/2023
Eligibility determination-identify eligible youth to participate in the program.	A minimum of 6 youth will be identified to participate	6	01/01/2023	12/31/2023
Assessment and Individual Service Strategy (ISS) development-youth will be assessed in the areas of education status, career interests, and employment.	100% of youth will complete the ISS and develop a plan	6	01/01/2023	12/31/2023
TANF youth will receive one-on-one career counseling including but not limited to career and LMI research, occupations in demand, life and financial literacy skills, along with case management services.	100% of youth participating in the program will identify a career pathway to research and receive case management services	6	01/01/2023	12/31/2023
Provide ongoing counseling and support to youth participants to improve work readiness skills	100% of youth participants will improve work-readiness skills and/or make progress on education/employment goal	6	01/01/2023	12/31/2023

<p>Youth will have the opportunity to participate in the following employment/training opportunities:</p> <ul style="list-style-type: none">*Hands-on work experience and/or paid employment*Entrance into training opportunity which will result in an industry-recognized credential upon successful completion.*Stipend for work Readiness, professional skills development, and online learning activities*Take Part in Operation Exploration Camp	<p>80% of youth participating in these activities will successfully meet performance indicators.</p>	<p>4</p>	<p>01/01/2023</p>	<p>12/31/2023</p>
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APPENDIX A

DEFINITION OF WORK EXPERIENCES

(from Workforce Innovation and Opportunity Act “WIOA” Final Rules 20 CFR 681.600)

- (a) Work experiences are a planned, structured learning experience that takes place in a workplace for a limited period of time. Work experience may be paid or unpaid, as appropriate. A work experience may take place in the private for-profit sector, the non-profit sector, or the public sector. Labor standards apply in any work experience where an employee/employer relationship, as defined by the Fair Labor Standards Act or applicable State law, exists. Consistent with § 680.840, funds provided for work experiences may not be used to directly or indirectly aid in the filling of a job opening that is vacant because the former occupant is on strike, or is being locked out in the course of a labor dispute, or the filling of which is otherwise an issue in a labor dispute involving a work stoppage. Work experiences provide the youth participant with opportunities for career exploration and skill development.
- (b) Work experiences must include academic and occupational education. The educational component may occur concurrently or sequentially with the work experience. Further academic and occupational education may occur inside or outside the work site.
- (c) The types of work experiences include the following categories:
 - (1) Summer employment opportunities and other employment opportunities available throughout the school year;
 - (2) Pre-apprenticeship programs;
 - (3) Internships and job shadowing; and
 - (4) On-the-job training opportunities as defined in WIOA sec. 3(44) and in § 680.700.

DEFINITION OF CAREER PATHWAY

(from the WIOA law)

The term “career pathway” means a combination of high-quality education, training, and other services that:

- a) align with the skills of industries in the region;
- b) prepares an individual to be successful in any of a full range of secondary or post-secondary education options, including registered apprenticeships;
- c) includes counseling to support an individual in achieving the individual’s education and career goals;
- d) includes education offered concurrently with workforce preparation activities and training for a specific occupation or occupational cluster;
- e) organizes education, training and other services to meet the particular needs of an individual in a manner that accelerates the education and career advancement of the individual to the greatest extent possible.
- f) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized post-secondary credential;
- g) helps an individual enter or advance within a specific occupation or occupational cluster.

APPENDIX B

DEFINITION OF WORK READINESS SKILLS (from USDOL TEGL 17-05, Attachment B)

Work Readiness Skills - Work readiness skills include world-of-work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision making, and job search techniques (resumes, interviews, applications, and follow-up letters). They also encompass survival/daily living skills such as using the phone, telling time, shopping, renting an apartment, opening a bank account, and using public transportation. They also include positive work habits, attitudes, and behaviors such as punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, exhibiting good conduct, following instructions and completing tasks, accepting constructive criticism from supervisors and co-workers, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job. This category also entails developing motivation and adaptability, obtaining effective coping and problem-solving skills, and acquiring an improved self-image.

METHODOLOGY FOR MEASURING WORK READINESS (from USDOL TEGL 07-10, Attachment B)

A worksite evaluation measuring performance in the workplace is required to assess work readiness for the work readiness indicator. Previous feedback has demonstrated that the most effective method of assessing work readiness is to require the worksite supervisor to observe and evaluate workplace performance. Having youth complete true/false or multiple-choice tests, which only measure knowledge and not behavior, is a less effective tool for measuring work readiness. This worksite evaluation must be conducted by the employer. The employer (i.e., worksite supervisor) who regularly observes performance at the worksite is in the best position to assess the quality of a young person's work performance.

The worksite evaluation tool should focus on attaining a satisfactory level of workplace proficiency as opposed to a measurable increase or gain (as previously defined in TEGL No. 17-05). The attainment of proficiency or competency in the foundational and worksite-specific skills necessary to be successful in the workplace should be determined by the employer and should be based on the attainment of work behaviors outlined in the worksite evaluation tool. This tool should clearly state the overall criteria necessary to achieve workplace proficiency. For example, worksite evaluation tools could state that work readiness proficiency can only be attained after: a) the supervisor indicates satisfactory performance; and b) a minimum numerical score for determining proficiency is achieved.'

APPENDIX C

Key Data Elements Entered in Workforce One for TANF Youth Innovation Project

Participant Data

- Name
- Residence County
- MAXIS Number
- WF1 ID Number
- Date the participant entered the program
- Pre-placement training provided to participant
 - Name of training provided
 - Date training began
 - Date training ended
 - Reason training ended
 - Certificates, etc., earned for completing training
- Supportive services provided to participant
 - Type of supportive service provided
 - Amount of supportive service provided
- Date the participant exited the program
- Reason the participant exited the program

Employer Data (for each placement)

- Name of employer/worksite
- Name of participant placed
- MAXIS number of participant
- Job Title
 - Hourly wage
 - Hours per week
- Payments made to employer
 - Total wages paid
 - Total fringe benefits paid
 - Percentage of wage subsidized

**ATTACHMENT 2: BUDGET
2023 TANF INNOVATION PROJECT**

BUDGET PERIOD: January 1, 2023, to December 31, 2023

Agency	Contact Person Phone/ E-mail
Central Minnesota Jobs and Training Services, Inc.	Diana Ristamaki CMJTS Youth Program Manager (320) 364-0321 dristamaki@cmjts.org

Budget Category	TANF Innovation Funds
833 - Administration (5% maximum)	\$750.00
881 - Youth Wages and Fringe Benefits	\$7,200.00
885 - Direct Services to Youth	\$6,750.00
891 - Support Services	\$300.00
TOTAL	\$15,000.00

Budget Category	Provide a detailed breakdown of the items and amounts budgeted:
833 – Administration (5% maximum)	Funds to be used for: accounting, budgeting, financial/cash management, property and personnel management payroll, and other administrative functions.
881 – Youth Wages and Fringe Benefits	<p>(Please provide details on how funds will be allocated, e.g., stipends, wages, etc.)</p> <p>Funds will be used to pay participant wages, FICA, and workers compensation insurance or those participants taking part in a paid work experience where CMJTS is the employer of record. Participants will receive no less than minimum wage. Wages higher than minimum wage will be paid only in situations where it is warranted by the type of position and responsibilities associated. Funds will also be used to reimburse employers for costs related to training via an On-the-Job Training (OJT) contract/agreement.</p> <p>Youth wages for work experience (Avg. of 150 hours X \$11.25 X 2 youth) (\$11.00 wage+\$1.25 fringe</p> <p>Or stipends paid to youth for Work Readiness, professional skills development, participation in camps and online learning activities</p> <p>\$7,200</p> <p>CMJTS plans to co-enroll in other programs to braid and blend funds for work experiences.</p>

<p>885 – Direct Services to Youth</p>	<p>(Please provide details on how funds will be allocated, e.g., direct staffing costs, training funds, tuition, etc.)</p> <p>Training/tuition for short-term training programs/post-secondary education leading to industry-recognized credentials and high demand industries, e.g., nursing assistant training and related expenses such as books, test fees, required uniforms.</p> <p>Funds will also be used for direct staffing, related to supervision, and other overhead associated with the delivery of CMJTS TANF Innovation services such as outreach and recruitment, assessment and intake, employer recruitment and training, offer career counseling and teach work readiness courses, placement and monitoring, program/curriculum development, reporting, and case management, and administering of support service funding.</p> <p>\$6,750</p>
<p>891 – Support Services</p>	<p>(Please provide details on how you anticipate funds will be allocated, e.g., transportation, clothing, tools, etc.)</p> <p>Funds will be used to eliminate and overcome barriers to successful participation. They will be used to purchase gas cards, clothing needed for work or school/training, and/or tools, pay or car repairs, assist with rent and/or other bills, etc</p>

BUDGET CATEGORIES

Administration: Costs are defined by Federal Rules at 2 CFR 200 and are generally associated with the expenditures related to the overall operation of the employment and training system. Administrative costs are associated with functions not related to the direct provision of services to program participants. These costs can be both personnel and non-personnel and both direct and indirect.

Specifically, the project defines the following costs as administration:

- Accounting, budgeting, financial and cash management functions;
- Procurement and purchasing functions;
- Property management functions;
- Personnel management functions;
- Payroll functions;
- Audit functions;
- Incident reports response functions;
- General legal service functions;
- Costs of goods and services required for the administrative functions of the program including such items as rental/purchase of equipment, utilities, office supplies, postage, and rental and maintenance of office space;
- Systems and procedures required to carry out the above administrative functions including necessary monitoring and oversight; and,
- Travel costs incurred for official business related to the above administrative functions.

Youth Wages and Fringe Benefits – Wages and benefits paid directly to youth participants while engaged in program activities. Stipends provided for educational activities should be included in this cost category.

Direct Services to Youth – Costs associated with providing direct service to youth, **EXCLUDING** costs of youth participant wages and fringe benefits and support services. Wages and fringe benefits for staff providing direct services to youth participants should be included in this cost category. Tuition payments for training programs should also be included in this category.

Support Services – Items that are necessary for a youth to participate in the project, such as transportation, clothing, tools, childcare, housing/rental assistance, school-related expenses (other than tuition), etc. These expenses may be paid directly to the youth or to a third-party vendor.



Central Minnesota Jobs and Training Services, Inc.

“Practice Pays” Stipend Policy

Eligible Programs: MYP, TANF Youth, WIOA, MYP, YAW, and Support Service

Purpose of Policy:

Due to the pandemic and the availability of work experience opportunities, the CMJTS Youth Team has added the opportunity for youth to take part in the *“Practice Pays”* program. Youth will be able to obtain stipends through work-readiness, leadership/professional skills development, training, GED seat hours, and online learning activities.

Examples topics include:

- Financial literacy
- Career interests, assessments, and pathways
- Job search or career success skills
- Virtual networking, e-mentoring, and the opportunity to earn certificates to add to their portfolio
- Microsoft Office (WORD, PowerPoint, Excel, and Access)

Procedure:

- Must be tied to their ISS and documented.
- The stipend amount is set at \$10.00 an hour of attendance (seat time) or participation in an activity. A maximum of \$500.00 can be earned during the program. Manager approval is needed after that threshold has been reached.
- Online course options need to be pre-approved by the program manager.
- Online classroom attendance is allowable if participation time can be verified, and appropriate documentation is provided.
- The attendance sheet/and or log must be signed or verified by the participant and the instructor/employment specialist before reimbursement can be made and maintained in the participant’s file.
- The employment specialist monitors/tracks hours on log forms.

To ensure equity within the program:

- Employment specialist monitors/tracks hours on log forms.
- On an annual basis, the Youth Team will establish agreed-upon parameters regarding the types of activities that stipends are allowed.
- Payments are traced within WF1 through case notes. Employment specialists are required to enter specific information about the type and amount of stipend and how this relates to goals within the ISS.
- The manager monitors the incentives given via semi-annual file reviews.

Process:

- Employment specialist staff will complete the appropriate paperwork and turn completed forms into the Accounting Department.
- Employment specialist staff will document payment requests into WF1.
- The Accounting Department will process the payment as requested.
- The program manager will monitor via file reviews.
- The program manager will monitor via reviewing quarterly budgets.

WIOA Youth Incentive Policy

The Workforce Innovation and Opportunity Act (WIOA), Section 129(c)(1), states that WIOA Youth funds can be used to provide incentives for recognition and achievement to eligible youth. They are intended to be used to encourage and motivate WIOA youth to reach specific goals and obtain positive outcomes.

Purpose of Policy

Provide incentives for recognition and achievement to eligible youth.

Each Youth employment specialist has the ability to make the decision about when and if youth participants receive incentives.

Eligible Programs: MYP, TANF Youth, WIOA, MYP, YAW, and Support Service

The decision for providing an Incentive must be based upon:

- Completion of activities tied to activities and goals within their individual ISS.
- Funds available

Incentives will be given upon:

- An appropriate hourly dollar amount decided and communicated by the program manager on an annual basis.
- Resources within the community. Typical incentives may include, but are not limited to Walmart gift cards, gas cards, and payments through accounts payable and/or payroll.

Amounts attached to the activities are as follows:

- **GED students:**
\$25 – GED
- **High school students:**
\$25 – Diploma
- **Training**
\$25 – Certificate for short-term credentials.
Examples include: NRF, CNA, TMA, OSHA 30, Forklift from college, etc.
\$25 – AA or BA degree
- **Incentives reflected on ISS:**
\$10 for completion of activities tied to the ISS.
Examples include: Résumé, mock interview, information interview, job shadow, budgeting, skills inventory, assessments, attendance at job fair, job interview, self-advocacy
- Follow-up after exit for reward of performance:

Upon request, this material can be made available in an alternate format.

\$50 – quarterly retention in job or training.

- **MSG documentation:**
\$20 per program year July 1st through June 30th

To ensure equity within the program:

- On an annual basis, the Youth Team will establish agreed-upon parameters around the types of goals that will be incentivized and the amounts provided for that goal.
- Payments are tracked within WF1 through case notes. Employment specialists are required to enter specific information about the type and amount of incentive and how this incentive relates to goals within the ISS. Proper documentation for payment is obtained.
- The program manager monitors the incentives given via semi-annual file reviews and provides oversight.

Process:

- Employment specialist staff will complete appropriate paperwork and turn completed forms into the Accounting Department.
- Employment specialist staff will document payment request into WF1 via case notes.
- Accounting Department will process payment as requested.