


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:	Workforce Development, Inc.		
2. Director Name:	Jinny Rietmann	8. Contact Name:	Beth Christensen
3. Telephone:	507-292-5165	9. Telephone:	507-821-1002
4. Fax:	507-292-5166	10. Fax:	507-292-5166
5. Email:	jrietmann@wdimn.org	11. Email:	bchristensen@wdimn.org
6. Agency Website:	www.workforcedevelopmentinc.org		
7. Address:		12. Address:	
2070 College View Road East Rochester, MN 55904		2070 College View Road East Rochester, MN 55904	
13. Federal Tax ID: (required)	41-1484613	14. Minnesota Tax ID: (required)	4986064
15. Unique Entity ID (UEI) Number: (required)	GX4CN73XHSX1	16. SWIFT Vendor ID: (if known)	VN0000216816_1
Required Information:			
17. Project Name:	Generation Success		
18. Geographic Area Served:	10 Counties in Southeast Minnesota- including Dodge, Fillmore, Freeborn, Houston, Goodhue, Mower, Olmsted, Rice, Steele, Wabasha,		
19. Number of Participants Served:	30		
20. Project Start Date:	01/01/2023		
21. Project End Date:	12/31/2023		
22. Total Amount of Funding Requested:	\$20,000		

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 Executive Director	Date 12/5/2022
---	-----------------------------	-------------------

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.**

The targeted population for this project will be teen parents, ages 16-24, who are receiving MFIP (Minnesota Family Investment Program) benefits, as well as youth ages 14-18 who are on the cash grant in MFIP households. As an Employment Service provider for MFIP throughout Southeast Minnesota, Workforce Development Inc. receives referrals directly from county human service agencies. Career Planners across the region will identify MFIP participants and youth that fit the TANF Innovation Project demographic. WDI Youth Career Planners will work in partnership with our MFIP Career Planners to identify youth, develop employment plans and refer to services provided under this project. County Human Service Agencies will also be contacted to identify those that may be part of an MFIP family but are not MFIP parents themselves. Outreach to these targeted youth will be done by the Career Planners. WDI has a long history of co-enrollment into our MFIP and youth/young adult programs, increasing the number of young adults served and to expanding services available to them, including Work Experiences. Recently we began including MFIP career planners in the recruitment and enrollment of TANF Youth participants who are eligible as teen parents on the MFIP Grant. This allows the parent to have one case manager across both programs, eliminating unnecessary extra work and meetings to meet both the requirements of MFIP and of the TANF Youth Program. We plan to do the same for 2023, while continuing to enhance our Career Pathways and Work Experience opportunities

- 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.**

We plan to reach eligible youth using the following methods:

- Co-enrollment through existing TANF funding: We are the MFIP Employment Service in nine of the ten counties served, we will work with MFIP Career Planners in each office to recruit eligible participants.
- Outreach through intergenerational work-readiness and job club events: We plan to provide opportunities for families to participate in career awareness and education, work-readiness training and job search classes together. Through this intergenerational programming we plan to enroll both teen parents on MFIP as well as youth who are in an eligible household.
- Outreach through Steps to Success and Baby Steps: These two programs serve young parents on public assistance and have other barriers to employment.
- Co-Enrollment in the Minnesota Youth Program (MYP) and other youth funding streams: Many of the young and young adults we serve under these funding streams will be eligible for the program. We plan to work with our Youth Career Planners to identify eligible participants who would benefit from the programming offered.
- Continued outreach to our partnering organizations to target youth and young adults of color. Between 1/1/2021-12/10/2021 WDI served 42% students of color under the TANF Youth Program. In 2023 we plan to serve 50% youth of color under TANF funds.
- Share programming details with County Social Service agencies: New Programming opens doors for new partnerships, and we plan to market these services for our county social service providers to use as a resource for clients they are serving.

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.

Each participant is assigned a Career Planner who will provide information on career pathways, labor market information and financial literacy. Depending on critical mass of participants in each county, some of these activities may be provided in a group session with members of other programs.

We currently have Career Pathways programming in multiple sectors including construction, manufacturing, healthcare, and human services. TANF Youth participants will be referred to these programs when it aligns with their employment plan. A few highlights are below:

Construction Academy

We continue to host Career Pathways trainings in partnership with the Carpenter's and Laborer's Unions. This program consists of 4-8 week Essential Skills and Carpentry Trainings that allow those with barriers to employment an additional access point to an in-demand career that pays a living wage. The first two weeks are held at the Career Force Center and are taught by a WDI instructor and covers the Essential Skills of employment. The remaining weeks have the students transition to the Carpenter's Union Training Center in Rochester, MN. Curriculum focuses first on Orientation to Carpentry, General Construction Safety, Tool Safety and Tool Recognition. Great emphasis is placed on safety throughout the entire training so that by the end of the third day, students have completed their OSHA 10, an industry recognized certification. First Aid, CPR and AED training are also covered. The training then transitions to hands-on learning and includes reading a tape measure, basic math, laying out projects on a floor, introduction to wood framing, hanging drywall, a group rafter project, a metal stud and soffit frame project, a concrete forms project, and scissor-lift orientation.

Healthcare Careers

Funds will allow participants to complete the WDI Healthcare Academy and follow on to CNA (Certified Nursing Assistant) training. This is a great way for participants to explore the healthcare industry and learn about the vast number of career pathways opportunities that exist in a high-demand, high-growth industry. We then support their decision to move into other healthcare careers and help them with navigation, support services and training assistance for other high-demand, living-wage careers such as Health Unit Coordinator and Medical Assistant.

Public Sector/Administrative Office Professional

Participants complete their National Retail Federation Customer Service credential and obtain their NorthStar Digital Literacy badges. Upon program completion they either obtain employment or continue on into post-secondary education in office management, office support specialist, healthcare office support specialist, etc.

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

Career Planners work with individuals to determine their interests and skill sets. Through this process it can be determined that a youth could benefit significantly from a Work Experience with a local business partner. Staff members use their connections with employers to explain or Work Experience program and how it benefits youth, the community and the business.

Our staff use a variety of worksites determined by the youth's interest assessment results. We attempt to place youth in experiences that align with their career goals and interests. We

prioritize work sites who are interested in having an impact on the youth's overall development.

We align our Work Experience opportunities closely with career pathway programming so that a youth can enter a work experience in their sector after completing the training portion of their career pathway. We find that this is the best way to transition the youth to a full-time unsubsidized employment within their trained field.

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

This year, WDI will be implementing the use of online-self paced work readiness training as a prerequisite to our work experience programming. We are partnering with Rubin Education to offer their Emerge curriculum. Topics include Email Etiquette, Resume Writing, Essential Life Skills, Networking, Phone and Video Call Etiquette, and Interview Skills.

For students who need an in-person touch, we will continue to use our one-on-one and classroom Career Edventure curriculum which covers the same topics.

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.

We will not be issuing stipends as part of this program.

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.

We will not be issuing incentives to participants as a part of this program.

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.

We will track Work Readiness benchmarks by having the clients work-experience supervisor complete the Work-Readiness Evaluation tool (attached) as a pre and post assessment. First the supervisor will evaluate the student 2-3 weeks after the work experience starts. The Career Planner will review the evaluation with the student and provide the appropriate training for areas that need improvement. At the end of the Work Experience, the site supervisor evaluates the student a second time. This shows how much the student has grown.

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.

We hope to exceed our TANF Youth enrollment goals next year, which would likely have us spending down all the Work-Experience funding provided by this grant. For that reason, we may co-enroll TANF Youth clients in the Minnesota Youth Program.

We may also co-enroll clients in the WIOA youth program for access to increased training dollars. If a client is going to participate in a structured career pathway program and they are over the age of 18, they may also be enrolled in an Adult Career Pathway program.

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.

We utilize a prevailing wage pay structure, where the youth is paid the same wage that any other individual would be paid in an un-subsidized setting. For example, if our youth work experience individual is going to be working as a family resource associate and there are others already working in that position making \$15.00 per hour, that is the wage our individual would also make.

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: Workforce Development, Inc		Contact: Beth Christensen, bchristensen@wdimn.org		
Project Goal: To increase employment opportunities and self-sufficiency for the target population through Career Pathways Programing and Subsidized Work Experiences while gaining real world experiences and employment skills.				
Strategies (activities, steps, and tasks to achieve the goal):	Expected Outcomes	Number Served	Start Date	End Date
<p>Work-Readiness Training Young adults will participate in online-self paced Rubin Education Curriculum or in-person Career Ed venture Curriculum.</p>	90% of participants will obtain a work readiness badge or certificate.	27	1/1/2023	12/31/2023
<p>Unsubsidized Employment Young adults will maintain their current employment, obtain new employment or receive an increase in pay/promotion after completing their work readiness curriculum. Youth Career Planners will support participants in seeking out wage increases and advocating for themselves for promotions and other opportunities.</p>	50% of participants will obtain new employment (unsubsidized) or receive a pay increase/promotion at current employment.	13	1/1/2023	1/1/2023
<p>Work Experience Participants will be placed in a hands- on, subsidized, paid work experience with a business partner in their community.</p>	20% of individuals served will complete a work experience	6	1/1/2023	1/1/2023
	90% of work experience participants will show an increase in work-readiness skills as assessed by their site supervisor.	5		

Agency: Workforce Development, Inc	Contact: Beth Christensen, bchristensen@wdimn.org
---	--

Project Goal: To increase employment opportunities and self-sufficiency for the target population through Career Pathways Programing and Subsidized Work Experiences while gaining real world experiences and employment skills.

Strategies (activities, steps, and tasks to achieve the goal):	Expected Outcomes	Number Served	Start Date	End Date
Training and Post-Secondary Education	Funds will be made available for participants whose plan indicates enrollment into training or post-secondary education	Up to 3	1/1/2023	12/31/2023

ATTACHMENT 2: BUDGET 2023 TANF INNOVATION PROJECT

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

Agency	Contact Person Phone/ E-mail
Workforce Development, Inc.	Beth Christensen bchristensen@wdimn.org 507-821-1002

Budget Category	TANF Innovation Funds
833 - Administration (5% maximum)	\$1,000.00
881 - Youth Wages and Fringe Benefits	\$6,000.00
885 - Direct Services to Youth	\$11,000.00
891 - Support Services	\$2,000.00
TOTAL	\$20,000.00

Budget Category	Provide a detailed breakdown of the items and amounts budgeted:
833 – Administration (5% maximum)	Administration costs include reporting, auditing, fiscal management and support staff. Salary and fringe for portions of program director, management staff, IT staff and clerical staff.
881 – Youth Wages and Fringe Benefits	Wages and fringe for individuals to participate in Work Experiences. We plan to serve 6 youth in this capacity at \$1,000 each.
885 – Direct Services to Youth	Staff salaries and benefits for Career Planners to conduct outreach and recruitment. Assessment and intake, employer recruitment and training, offer career counseling and implementation of work-readiness curriculum. Placement and monitoring, case management and administering of support service funding. This category will also include training costs associated with career pathways training, basic skills education and post-secondary training.
891 – Support Services	Support services for program participants including, but not limited to: transportation, clothing for work, housing assistance, training materials and supplies.

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, child care, 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.

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