

## Chapter 3 – Youth at Work Performance and Reporting

### Summary

Minnesota Statute (116L.562) authorizes the Youth at Work Equity grant program directing DEED to “award grants to eligible organizations for the purpose of providing workforce development and training opportunities to economically disadvantaged or at-risk youth ages 14-24.” Youth at Work funding is available on a biennial basis and awarded to eligible organizations/applicants in a competitive request for proposal process.

### Relevant Laws, Rules, or Policies

[Minnesota Statute 116L.562](#)

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# Contents

Chapter 3 – Youth at Work Performance and Reporting.....	1
Summary .....	1
Relevant Laws, Rules, or Policies .....	1
Fiscal Reporting:.....	3
Programmatic Reporting:.....	3
Grant modifications and extensions: .....	3
Monitoring: .....	3
Data Entry and Workforce One:.....	3
Enrolling Youth into Workforce One.....	3
Documenting Participant Progress in Workforce One:.....	4
Case notes for participant progress.....	4
Workforce One Activity Tracking: .....	4
Appendix A: Budget Definitions .....	5
Appendix B: Youth at Work Workforce One Activity Definitions .....	6
Appendix C: Youth at Work Exit Reasons Definitions .....	10

### **Fiscal Reporting:**

Youth at Work grantees must submit Reimbursement Payment Requests (RPRs) or Financial Status Reports (FSRs) by the 20<sup>th</sup> of each month. **Note: if there is a month in which no expenditures were recorded, an RPR or FSR indicating no expenditures must be submitted monthly.**

### **Programmatic Reporting:**

Youth at Work grantees are required to submit a quarterly narrative report that describes grant implementation, progress, and concerns. **Quarterly narrative reports are due 45 calendar days after each quarter end.**

### **Grant modifications and extensions:**

Youth at Work grantees may request a modification and/or an extension to their current grant. The grantee must formally request a modification and/or extensions by contacting the Youth at Work program manager. Grant modifications and extensions are not guaranteed and must adhere to the requirements of the Youth a Work program.

### **Monitoring:**

Minnesota Statutes §[16B.97](#) and State Policy on [Grant Monitoring 08-10](#) require DEED to do the following:

- One monitoring visit before final payment on all state grants of \$50,000 and higher
- Annual monitoring visits during the grant period on all grants of \$250,000 and higher
- Conducting a financial reconciliation of grantee's expenditures at least once before final payment on grants of \$50,000 and higher. For this purpose, the grantee must make expense receipts, employee timesheets, invoices, and any other supporting documents available upon request by the State.

### **Data Entry and Workforce One:**

All Youth at Work grantees are required to enter case managed youth into the State of Minnesota's case management system [Workforce One](#). If the program model is entirely non-case managed youth, contact the grant coordinator about receiving an exemption from this requirement.

Training is provided to organization at no-cost. Live training is provided by DEED's Workforce One team. Information about Employment and Training Programs (ETP) Workforce One training sessions can be found here: <https://www.mnworkforceone.com/ManagePrograms/SessionSearch.aspx>. Recorded training can be found under the "WF1 Case Management System Training for Staff" heading here: <https://mn.gov/deed/programs-services/workforceone/>.

### **Enrolling Youth into Workforce One**

The Youth at Work Program requires certain information to be entered for each youth at the time of enrollment in Workforce One. For the Youth at Work Program, there are bare minimum requirements for information that needs to be entered to officially enroll the participant in Workforce One. Any question asked on the enrollment screen in Workforce One has to be answered

## **Documenting Participant Progress in Workforce One:**

There are two primary ways for Youth at Work grantees to document participant progress in Workforce One – case noting and activity tracking.

### **Case notes for participant progress**

Youth at Work grantees must be in regular contact with program participants. Case notes documenting the date of each contact made with the youth and/or other persons who may be involved in the youth's care and career/educational development. Case notes should be done frequently enough so as not to have a significant gap between participant contact.

Case notes must be entered for the following program activities:

1. Case note at the time of enrollment to document eligibility.
2. Case note when a support service has been provided to the participant. Include:
  - a. What the support services is.
  - b. How much the support service is.
  - c. Why the support service was provided.
  - d. Date when the support service was provided.

**Example:** Participant A was provided a \$20 gas card on January 1<sup>st</sup>, 2024 to assist with maintaining employment.

**REMINDER:** as stated in Chapter 2 of the Youth at Work Policy, if support services are provided, a support services policy is required to ensure equitable distribution of support services to participants.

3. Case note when exiting the participant from program and Workforce One.
  - a. Should include a brief description of why the participant is being exited. This could include positive outcome reasons such as entered employment. This could also include negative outcome reasons such as participant has refused additional services.

**REMINDER:** In addition to case noting when a participant is exiting, Youth at Work grantees must formally exit the youth from the Youth at Work Program in Workforce One. See the section below on Exit Activities.

### **Workforce One Activity Tracking:**

The primary way in which Youth at Work grantees capture program participant progress is by adding activities to the participants Workforce One record. The Youth at Work program has a number of activities that can be selected for various education and employment related program elements. The full list of activities can be found in [Appendix B](#) of this policy.

## Appendix A: Budget Definitions

**ADMINISTRATION** – Costs are defined by WIOA Final Rules and Regulations 20 CFR, Section §683.215 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 PARTICIPANT WAGES AND FRINGE BENEFITS** – Wages and benefits paid directly to youth participants while engaged in program activities. Benefits should typically include (where applicable) workers' compensation, Medicare and FICA. Expenses related to Earned Sick and Safe Time should be budgeted in the Youth Participant Wages and Fringe Benefits cost category for the Youth at Work Program. Programs that are providing On-the-job Training programming should allocate funds under youth participant wages and fringe.

**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 who provide direct services to youth participants should be included in this cost category.

**SUPPORT SERVICES** – Items that are necessary for a youth to participate in the program, such as transportation, clothing, tools, childcare, housing/rental assistance, school-related expenses, etc. These expenses may be paid directly to the youth or to a third-party vendor. See Chapter 2 – Youth at Work Allowable Activities for further guidance on Support Services.

## Appendix B: Youth at Work Workforce One Activity Definitions

**ALTERNATIVE SECONDARY SCHOOL SERVICES** – A specialized, structured curriculum offered inside or outside of the public school system which may provide work/study and/or GED preparation. Under WIOA, a young person enrolled in an Alternative School at the time of enrollment is considered to be an in-school youth.

**BASIC SKILLS TRAINING** – This activity involves services provided to participants who are identified as being “basic skills deficient” and may include (but is not limited to) helping participants improve study skills, reading, math and/or writing skills. **Note: this should NOT be used for general academic tutoring – see Study Skills Training/Tutoring Activity.**

**CAREER COUNSELING** – A participant receives **one-on-one/individualized** counseling that provides current information about career pathways and relevant labor market information. Activities may also include more comprehensive and specialized skill assessments of the participant to help identify skills, career interests, goals and potential barriers.

**CLASSROOM TRAINING - ACADEMIC** – This activity should be used in cases where the classroom training focuses on increasing a group of participant’s academic skills. This can take place in a variety of settings and be taught by a variety of different providers, based on location, program design, duration of the classroom training, etc.

**COMMUNITY INVOLVEMENT AND LEADERSHIP DEVELOPMENT** – Under this activity, participants learn the importance of being involved with their community, assisting others through volunteerism and leveraging their skills. Other activities may be included that are designed to enhance the self-esteem and confidence of participants.

**CREDENTIAL ATTAINED WITHOUT TRAINING** - Use when participant training costs are funded through other sources where only tests and/or licensing fees are paid by the local service provider. The training must be attended during program participation.

**ENTREPRENEURIAL TRAINING** – This activity provides training to help participants start their own business.

**FINANCIAL LITERACY EDUCATION** – This may be individualized or in a classroom setting that is designed to help the participant understand how to manage their personal finances, household budgeting, managing credit responsibly, and other related topics.

**HOLDING** – This “nonactivity” temporarily places a participant in hiatus for no more than 90 days. Holding is typically used to allow some time to pass before anticipated entry into another activity.

**LABOR MARKET/IN-DEMAND EMPLOYMENT INFORMATION** – Unlike the “Career Counseling” activity where the participant receives services on a one-on-one basis, this activity should be used in instances where information is being presented in a group setting.

**MENTORING** – Youth participants who have been paired, one-on-one with adult mentors who provide advice or share experiences should use this activity. Mentoring can be done virtually. Note that case managers can provide mentoring if circumstances warrant.

**NONCREDENTIALLED TRAINING** - Training to generally increase employability. Examples of this may include one or two day computer software classes, first aid training, OSHA classes, forklift training, etc. These are certificates/credentials that are not tied to a specific occupation or occupation sector.

**OCCUPATIONAL SKILLS TRAINING** – An organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Local areas must give priority consideration to training programs that lead to recognized postsecondary credentials that align with in-demand industry sectors or occupations in the local area. Such training must:

- (1) Be outcome-oriented and focused on an occupational goal specified in the individual service strategy;
- (2) Be of sufficient duration to impart the skills needed to meet the occupational goal; and
- (3) Lead to the attainment of a recognized postsecondary credential.

**ON-THE-JOB TRAINING (OJT) (PUBLIC OR PRIVATE)** – Participants in this activity obtain job skills in a “real world” job setting. This training can occur in the private or public sector. The employer provides training to the participant based on a written contract negotiated and approved between the employer and the service provider. In return, the participant receives full time wages through the employer. Service provider reimburses employer an agreed upon percentage of wages during the OJT timeframe.

**PARTNERING** – This activity code should be used when a Youth at Work participant is either: A) receiving other coordinated services or activities simultaneously from another agency and that partnering agency is paying the cost for those services; or B) the participant continues to be enrolled by the local service provider that originally enrolled them but the current services are being provided and paid for by the partner agency.

**PLANNED EXTENDED LEAVE** – Use this activity if the participant experiences a planned gap in service that is greater than 89 days due to a delay before the beginning of training (for instance, the participant cannot get into a post-secondary class until the next term) or the participant has a health/medical reason that precludes participation, but the participant would like to resume their activities within a reasonable timeframe.

**PRE-APPRENTICESHIP** – Pre-apprenticeship is a program or set of strategies designed to prepare individuals to enter and succeed in a Registered Apprenticeship program and has a documented partnership with at least one, if not more, Registered Apprenticeship program(s).

**SCHOOL-TO-WORK TRANSITION** – This activity is for youth who complete an educational program and are planning to enter full-time employment. Transition services may include (but are not limited to) occupational information, short-term job search assistance, job clubs, placement and job development and/or follow-up services.

**SECONDARY SCHOOL CLASSES** – This activity should be used for in-school youth who are pursuing a secondary school diploma in a traditional high school setting (versus an alternative school learner). It may also be used when a (former) high school dropout chooses to return to a traditional high school setting. In both instances, the expected outcome is a secondary school diploma (or equivalent).

**STAFF-ASSISTED ASSESSMENT** – Objective assessment of the academic levels, skill levels, and service needs of each participant, which assessment shall include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs of such participant, for the purpose of identifying appropriate services and career pathways for participants, except that a new assessment of a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent assessment of the participant conducted pursuant to another education or training program.

**STAFF-ASSISTED JOB PLACEMENT** – For this activity, the participant is primarily involved with finding a job. Referral by program staff to job openings and independent job seeking would be included in this activity, including job development.

**STAFF-ASSISTED JOB SEARCH IN-AREA** – The participant is looking for work within 50 miles of their current residence. These activities are designed to help the participant plan and carry out a successful job hunting strategy. Services may include (but are not necessarily limited to) resume preparation assistance, job search workshops, job finding clubs, and development of a job search plan.

**STAFF-ASSISTED JOB SEARCH OUT-OF-AREA** – Same as “Staff assisted Job Search In-Area” but is being conducted in a geographic area that is considered to be generally beyond reasonable daily commuting distance (more than 50 miles) and would more than likely require immediate or future relocation.

**STUDY SKILLS TRAINING/TUTORING** - Tutoring, study skills training, and instruction that helps the participant to earn a recognized credential are reported under this activity. Such services focus on providing academic support, helping a youth identify areas of academic concern, assisting with overcoming learning obstacles, and providing tools and resources to develop learning strategies. Tutoring, study skills training, and instruction can be provided one-on-one, in a group setting, through resources and workshops. **Note: this should not be used for a youth who are actively receiving Basic Skills Training due to below grade level math, reading, and/or writing skills.**

**TRANSITION TO POST-SECONDARY** – Postsecondary preparation and transition activities and services prepare youth for advancement to postsecondary education after attaining a high school diploma or its recognized equivalent. These services include exploring postsecondary education options including technical training schools, community colleges, 4-year colleges and universities, and registered apprenticeship. Additional services include, but are not limited to, assisting youth to prepare for SAT/ACT testing; assisting with college admission applications; searching and applying for scholarships and grants; filling out the FAFSA as well as other financial aid applications and connecting youth to postsecondary education programs and services that may be beneficial to them.

**WORK EXPERIENCE** - Work experience is defined as a planned, structured learning experience that takes place in a workplace during program participation. Work experience may be paid or unpaid, full-time or part-time, summer only or for longer periods of time as appropriate. A work experience may take place in the private for-profit sector, the non-profit sector, or the public sector.

**WORK READINESS SKILLS TRAINING** - Work readiness skills training provides participants with the knowledge they need in order to seek out employment (resume development, appropriate dress, etc.) and to retain employment (arriving at work on time, conflict resolution skills, working with others, etc.).



Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in: (a) utilizing resources; (b) using information; (c) working with others; (d) understanding systems; (e) skills necessary for successful transition into and completion of postsecondary education or training, or employment; and (f) other employability skills.

**WORKFORCE PREPARATION AND EDUCATION** - This program activity brings together education and training, workforce preparation activities, basic academic skills, and hands-on occupational skills training within the same time frame and are connected towards training in a specific occupation, occupational cluster, or career pathway.

## **Appendix C: Youth at Work Exit Reasons Definitions**

**ADMINISTRATIVE SEPARATION** - The youth has been terminated from the program with (or without) cause.

**CANNOT LOCATE** - The youth has not responded to requests for contact for 90 days (or less, depending on local policy).

**COMPLETED PROGRAM OBJECTIVE** - The participant successfully completed at least one objective identified in the participant's service strategy and/or the organization's work plan.

**DEATH** - participant has passed away.

**DROP-OUT; RETURNED TO SCHOOL** – The youth returned to secondary or post-secondary education. This could be either a youth who was already in school at the time of enrollment or one who was out of school and has returned to school (but not yet earned a credential).

**ENTERED ARMED FORCES** – The youth has enlisted in any branch of the military.

**ENTERED FOSTER CARE** – the youth has been relocated to foster care because they have been moved from the area.

**ENTERED POST-SECONDARY TRAINING** – the youth has entered (or intends to enter) some type of post-secondary training.

**ENTERED REGISTERED APPRENTICE TRAINING** – the youth has entered (or intends to enter) a registered apprenticeship program.

**ENTERED UNSUBSIDIZED EMPLOYMENT** – the youth has entered employment and is no longer in need of program support.

**FAMILY CARE PROBLEMS** – the youth is unable to continue due to a family need which is not related to their own medical problems.

**FOUND INELIGIBLE** – this exit reason should only be used in cases where false information was provided in order to make a youth eligible when they were, in fact, not eligible at the time of enrollment.

**INSTITUTIONALIZED** – the youth is no longer able to participate in programming due to incarceration in a correctional facility or has become a resident of an institution or facility providing 24-hour support such as a hospital or treatment center.

**MEDICAL TREATMENT** – use this exit reason if the youth is receiving medical treatment and is expected to last longer than 90 days and precludes entry into unsubsidized employment or continued participation in the program.

**MOVED FROM AREA** – the youth is unable to continue due to moving from the service area and is NOT a foster youth.

**OBTAINED CERTIFICATE OR DEGREE** – Youth earns a certificate, degree or other industry recognized credential from a training provider.

**OBTAINED HIGH SCHOOL DIPLOMA/GED – participant earned high school diploma or GED.**

**REFUSED TO CONTINUE – the youth is no longer interested in services offered and did not complete all program objectives.**

**RELOCATED TO MANDATED RESIDENTIAL PROGRAM – participant has been mandated to enter a residential program that precludes them from further participation in the program.**

**REMAINED IN SCHOOL – the youth is enrolled in an education program and no longer requires employment services.**

**RESERVIST CALLED TO ACTIVE DUTY – the youth is a member of the National Guard or other reserve military unit and they have been called to active duty for at least 90 days.**

**RETURNED TO SCHOOL – the youth returned to secondary or post-secondary education. this could be either a youth who was already in school at the time of**

**STARTED BUSINESS/SELF-EMPLOYED – the youth left the program to start his/her own business or as an independent contractor working for themselves.**