2023 TANF Youth Innovation Project

Planning Instructions



**Employment and Training Programs**

**2023 TANF Youth Innovation Project**

**Planning Instructions**

The Minnesota Department of Employment and Economic Development (DEED) Office of Youth Development is again partnering with the Minnesota Department of Human Services (DHS) and Minnesota Workforce Council Association (MWCA) to provide structured work experiences and an introduction to career pathways to youth receiving Minnesota Family Investment Program (MFIP) benefits. Funds are available January 1, 2023 (or the date the contract is executed, whichever is later) and must be expended by December 31, 2023.

**Project Objectives**

* To provide direct services in the form of work experiences, introduction to career pathways, direct services including short-term training, and related support services to youth on MFIP.
* To demonstrate effective interagency collaborations and local partnerships which improve the outcomes of youth on MFIP.
* To identify best practices and success stories that can be shared across states and local workforce system providers and other youth-serving agencies across the country.

**Allocations**

|  |  |  |
| --- | --- | --- |
| **Grantee** |  | **2023 Allocation** |
| **WDA 2 - Rural MN CEP** |  | $ 20,000.00 |
| **WDA 4 - Duluth** |  | $ 13,000.00 |
| **WDA 5 - CMJTS** |  | $ 15,000.00 |
| **WDA 6 - Southwest** |  | $ 15,000.00 |
| **WDA 7 - South Central** |  | $ 42,500.00 |
| **WDA 8 - Southeast** |  | $ 20,000.00 |
| **WDA 10- Minneapolis** |  | $ 50,000.00 |
| **WDA 12 - Anoka** |  | $ 42,500.00 |
| **WDA 15 - Ramsey** |  | $ 20,000.00 |
| **WDA 17 - Career Solutions** |  | $ 47,000.00 |
| **Tree Trust** |  | $ 15,000.00 |
|  |  | **$ 300,000.00** |

**Eligibility for Services**

Youth must fall into one of two categories below at the time of enrollment to be served with these funds:

* Teen parents, ages 16 - 24, who are receiving cash MFIP benefits; and
* Younger youth, ages 14 -18, who are on the cash grant in MFIP households.

Note that participants **must** be on the cash MFIP grant at the time of enrollment in the TANF Youth Innovation Project in order to be deemed eligible. Additionally, individuals in the Diversionary Work Program are NOT eligible to receive services under the TANF Youth Innovation Project.

Providers who do not have MAXIS Inquiry access are strongly encouraged to contact Lynn Douma ([Lynn.Douma@state.mn.us](mailto:Lynn.Douma@state.mn.us)) at DEED to confirm MFIP status and eligibility of individual participants prior to enrollment in the project to avoid disallowed costs.

**Allowable Activities**

The funds may be used to provide work experiences, introduction to career pathways, direct services to youth (including short-term training), and related support services. Up to 5 percent of the funds may be used for local administration. Work experience and career pathways are defined in Appendix A.

**Work experience is the priority activity under this project.** The participant wage for work experience must be at least minimum wage and may be higher than minimum wage as described in the plan. This project is considered a student training program, and participant earnings funded through this project are not counted against the MFIP cash grant. See Appendix D, “How MFIP and SNAP treat young people’s earned income: A Resource for Youth employment services providers”. Note that even though the earnings are not counted, participants/families are still required to report those earnings/hours to their financial worker and they are to be coded in MAXIS. See Appendix E, “Student Training, Service and Rehabilitation Programs Guide and FAQ for Cash Programs” for additional information.

**Data Collection and Reporting Requirements**

This project is tracked in Workforce One. Providers must enter all enrollments, activities, outcomes and expenditures in Workforce One. Providers will be required to report all grant expenditures by budget category for each program participant. See Appendix C for the participant and employer data required to be collected and reported.

**Performance Indicators**

The following performance indicators will describe the outcomes of the project across all providers:

* Work Readiness Skill Attainment Rate (measured pre and post by the worksite supervisor on the worksite)
* Attainment of Work Readiness and/or Education Goals identified on the Individual Service Strategy
* Earned Academic Credit or Service Learning Credit
* Earned a High School Diploma, Equivalent, Certificate or Credential
* Entered Employment, Post-Secondary Education, Occupational or Vocational Skills Training, Apprenticeship, Military
* Returned to School (dropouts)
* Remained in School (potential dropouts)

Other performance indicators or benchmarks may be identified by the WDA/service provider in the plan. The definition of Work Readiness Skills and methodology for measuring Work Readiness is provided in Appendix B for reference.

**Plan Submittal**

To review previous TANF Youth Innovation Projects, visit the TANF Youth Innovation Projects webpage here: <https://mn.gov/deed/programs-services/office-youth-development/special/tanf/>

**Plans should be submitted electronically to** [**Lynn.Douma@state.mn.us**](mailto:Lynn.Douma@state.mn.us)**, preferably in Microsoft Word format, as soon as possible but not later than December 9, 2022.**

**Cover Sheet  
2023 TANF Youth Innovation Project**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Applicant Agency:**  *Please use the legal name and provide the full address. This is the fiscal agent with whom the grant agreement will be executed.* | | | | | | |
| 1. Agency Name: | | *Tab here and enter agency name* | | | | |
| 1. Director Name: | | *Tab here and enter director’s name* | | 1. Contact Name: | *Tab here and enter contact’s name* | |
| 1. Telephone: | | *Tab here and enter telephone* | | 1. Telephone: | *Tab here and enter telephone* | |
| 1. Fax: | | *Tab here and enter fax* | | 1. Fax: | *Tab here and enter fax* | |
| 1. Email: | | *Tab here and enter email* | | 1. Email: | *Tab here and enter email* | |
| 1. Agency Website: | | *Tab here and enter agency web site* | | | | |
| 1. Address: | | | | 1. Address: | | |
| *Tab here and enter agency address* | | | | *Tab here and enter contact address* | | |
| 1. Federal Tax ID: (required) | *Tab here and enter Federal Tax ID number* | | | 1. Minnesota Tax ID: (required) | | *Tab here and enter Minnesota Tax ID number* |
| 1. Unique Entity ID (UEI) Number: (required) | *Tab here and enter UEI number* | | | 1. SWIFT Vendor ID: (if known) | | *Tab here and enter SWIFT vendor ID number* |
| **Required Information:** | | | | | | |
| 1. Project Name: | | | *Tab here and enter project name* | | | |
| 1. Geographic Area Served: | | | *Tab here and enter geographic area served* | | | |
| 1. Number of Participants Served: | | | *Tab here and enter number of participants* | | | |
| 1. Project Start Date: | | | *Tab here and enter start date* | | | |
| 1. Project End Date: | | | *Tab here and enter end date* | | | |
| 1. Total Amount of Funding Requested: | | | *Tab here and enter total funding requested* | | | |

*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 | Date |

**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.**
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.**
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.**
4. **Describe how individual youth will be matched with employment opportunities.**
5. **Describe any work readiness or occupational training (in person or virtual) that will be part of the project.**
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.**
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.**
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.**
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.**
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.**

**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:** | | **Contact:** | | |
| --- | --- | --- | --- | --- |
| **Project Goal:** | | | | |
| **Strategies (activities, steps, and tasks to achieve the goal):** | **Expected Outcomes** | **Number Served** | **Start Date** | **End Date** |
|  |  |  |  |  |

ATTACHMENT 2: BUDGET

2023 TANF INNOVATION PROJECT

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

|  |  |
| --- | --- |
| Agency | Contact Person  Phone/ E-mail |
|  |  |

|  |  |
| --- | --- |
| Budget Category | TANF Innovation Funds |
| 833 - Administration (5% maximum) |  |
| 881 - Youth Wages and Fringe Benefits |  |
| 885 - Direct Services to Youth |  |
| 891 - Support Services |  |
| TOTAL |  |

|  |  |
| --- | --- |
| **Budget Category** | **Provide a detailed breakdown of the items and amounts budgeted:** |
| **833 – Administration (5% maximum)** |  |
| **881 – Youth Wages and Fringe Benefits** | (Please provide details on how funds will be allocated i.e. stipends, wages, etc.) |
| **885 – Direct Services to Youth** | (Please provide details on how funds will be allocated i.e. direct staffing costs, training funds, tuition, etc.) |
| **891 – Support Services** | (Please provide details on how you anticipate funds will be allocated i.e. transportation, clothing, tools, etc.) |

**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)**

1. 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.
2. 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.
3. 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:

1. align with the skills of industries in the region;
2. prepares an individual to be successful in any of a full range of secondary or post-secondary education options, including registered apprenticeships;
3. includes counseling to support an individual in achieving the individual’s education and career goals;
4. includes education offered concurrently with workforce preparation activities and training for a specific occupation or occupational cluster;
5. 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.
6. enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized post-secondary credential;
7. 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 |

**How MFIP and SNAP treat young people’s earned income: A Resource for Youth employment services providers**

|  | **MFIP** | **SNAP** |
| --- | --- | --- |
| **Children younger than 18 (minor children)**  Attending school (Attendance may be self-verified.) | Earnings from a job do NOT count if the young person is enrolled full-time in school. | Earnings from a job do NOT count if the young person is both:   * enrolled at least half-time in school and * living with a parent or another responsible adult   The eligibility worker will need to know about all of these earnings even if they will not count |
| **Someone 18 years old** | Earnings from a job do NOT count if the young person:   * does not have a high school diploma or GED, and * is a fulltime student in secondary school or is pursuing a fulltime secondary level course | Earnings from a job DO count:  SNAP counts the earnings of people 18 and older regardless of whether or not they are enrolled in school. |
| **A young person who is a parent** | Earnings do NOT count if the young person is:   * younger than 20; and * enrolled at least half time in a secondary program. | SNAP does not have any special policies for young parents. |
| **In kind income** (examples: gift cards for specific purchases or at certain retailers; shelter; or clothing) | MFIP does not count in-kind income for people of all ages. | In-kind income does NOT count if a person of any age does not have a choice between cash or in-kind payment. |
| **Earnings funded by WIOA or Disability Employment Initiative**, including:   * Job Corps * Summer Youth Employment (WIOA funded) * Minnesota Migrant Council * YouthBuild | Earnings do not count (for a person of any age)  MFIP does NOT count reimbursements for training or work related expenses (such as child care or transportation) as income. | Earnings do NOT count (for a person of any age). |
| **Earnings from the Minnesota Youth Program** | See row above. | Earnings do NOT count |

**Not all earnings count dollar for dollar against benefits**

| **Program** | **What earnings from work are disregarded when figuring out benefits** |
| --- | --- |
| **SNAP** | 20% of income earned as wages is not counted, per wage earner |
| **MFIP** | The first $65 and then half of the remaining earnings per wage earner |

**What happens when a young person turns 18 or 19**

MFIP (*MFIP provides combined cash and food benefits).*

**A young person is no longer a minor child for MFIP purposes when she or he:**

* Turns 18 with a high school diploma or
* Turns 19 with a high school diploma.  *The family continues to get cash benefits for the young person between their 18th and 19th birthdays if the young person does not have a high school diploma but is attending school fulltime to get a high school diploma or GED or is in a trade school.*

**When a young person is no longer considered a minor child**

* The young person is no longer counted for calculating how much assistance the family gets on MFIP.
* But that young person may be able to SNAP benefits.
* The young person’s earnings income:
  + Will not affect the family’s MFIP benefits.
  + Will affect their SNAP benefits.

**When a young adult (over 18 years of age) family member is disabled:**

**If a parent is the legal guardian of their adult child, how do MFIP treat that situation?**

**MFIP:** MFIP combines cash and food benefits for families, commonly referred to as the MFIP cash and food portions. The food portion of the MFIP grant follow some different rules than regular SNAP benefits. See the chart below for what policies apply in different circumstances:

| **The disabled adult child’s particular circumstances** | **How that affects the family’s MFIP benefits** |
| --- | --- |
| The adult child is on SSI | * The adult child is not counted when figuring out how much MFIP assistance the family qualifies for * The adult child’s SSI benefits do not affect how much MFIP the rest of the family receives |
| The adult child is not on SSI and has a high school diploma or GED | * MFIP does not count that person when figuring out how much cash assistance the family qualifies for |
| The parent is needed in the home to care for the disabled adult child | * The parent is eligible for family stabilization services. * The parent is still required to follow MFIP’s work requirements however, the work requirements can be more flexible. * The parent may qualify for assistance beyond the 5 year lifetime limit. |
| The adult child qualifies for waivered services or home-based services through Medical Assistance | * The parent can bank additional months to use at a later date if they have not been on MFIP for 60 months. * The parent may qualify for assistance beyond the 5 year lifetime limit. |

**Other SNAP resources related to Students and Able-Bodied Adults Without Dependents:**

[Combined Manual (CM)](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=CombinedManual):

[CM0011.18 (Students)](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=cm_001118)

[CM0017.15.15 (Income of Minor Child/Caregiver Under 20)](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=CM_00171515)

[CM0011.24 (Able-Bodied Adults Without Dependents)](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=cm_001124)

[CM0028.03.03 (Employment Services/SNAP E&T Required Components)](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=CM_00280303)

[CM0028.06.12 (Who is Exempt from SNAP Work Registration)](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=CM_00280612)

[CM0028.07 (General Work Rules for SNAP)](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=CM_002807)



**Economic Assistance and Employment Supports Division**

**Student Training, Service and Rehabilitation Programs**

**Guide and FAQ for Cash Programs**

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# Student Training Programs

Effective August 01, 2021, income received from student training programs are no longer counted as earned or unearned income for the Cash programs.

## **Definition**

Student training program is defined as:

**An education or training program designed to build skills, knowledge, and/or work experience. Regular employment that includes a training time period is not considered a student training program.**

See STUDENT TRAINING PROGRAMS in [CM0002.63 (Glossary: Special Diet)](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=CM_000263).

## **Examples of student training programs**

Student training programs include but are not limited to:

* Job skills training (if the job skills training includes compensation for the activities the income is be excluded.)  
  Job skills training focuses on skills required for specific jobs and should provide a participant the ability to get a job or to advance or adapt to changing demands in a workplace.
* Paid internships
* Paid apprenticeships (or pre-apprenticeships)
* WIOA programs: This income was only excluded if it had an educational or training component however, effective November 1, 2022 all WIOA programs are excluded. See [CM0017.15.18 (Employment, Training, and National Service Income)](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=CM_00171518).
* Post-secondary training and education and/or vocational training program. (Post-secondary education is training or education provided by a private or state college or post-secondary institution that results in a degree or an industry-recognized certificate, including vocational or technical schools.)

For CCAP: Please refer to the [Child Care Assistance Program Policy Manual.](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_FILE&RevisionSelectionMethod=LatestReleased&Rendition=Primary&allowInterrupt=1&noSaveAs=1&dDocName=dhs-330977)

# Service and Rehabilitation Programs

Effective November 1, 2022, income from service and rehabilitation programs are no longer counted as earned or unearned income for the cash programs.

## **Definitions**

**Service Programs**

Programs include income types listed in [CM0017.15.18 (Employment, Training and National Service Program Income)](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=CM_00171518), [0017.15.78 (National and Community Service Programs)](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=CM_00171578) and [0017.15.66 (Older Americans Act)](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=CM_00171566).”

See [CM0002.61 (GLOSSARY: SELF…)](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=CM_000261).

**Rehabiliation (Rehab) Programs**A program that provides counseling, training, job skills, and/or job placement services to help people return to work, enter a new line of work, or enter the workforce for the first time. This includes vocational rehabilitation programs and services.

See [CM0002.55 (GLOSSARY: RECIPIENT…)](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=CM_000255).

# MAXIS Coding

Although income from student training, service and rehabilitation programs are not counted, the income and hours still need to be coded on the STAT/JOBS panel in MAXIS. MAXIS is fully automated to not count the following income type codes:

T – Training Program

J – WIOA

G – Experience Works

P – Service Program

R – Rehab Program

Use normal procedures to code the income and hours on the JOBS panel as shown below according to the income type.

## **Student Training Programs**

* Income Type: T – Training Program
* Ver: use the best code to reflect the type of verification provided. If section A of the HRF is used, use code 4 – Other Document.
* Hourly Wage: enter the hourly pay rate
* Inc Start: enter the date the client received their first pay check
* Pay Date: enter pay dates
* Gross Wages: enter wages
* Hrs: enter the actual hours.

## **Service Programs**

* Income Type: code according to the type of income.

**NOTE:** There are three types of service income: “J – WIOA,” “G - Experience Works,” and “P – Service Program.” If the income is not J or G, use P.

* Subsidized Income Type: code according to the subsidized income type if known. Leave blank if unknown.
* Ver: use the best code to reflect the type of verification provided. If section A of the HRF is used, use code 4 – Other Document.
* Hourly Wage: enter the hourly pay rate.
* Inc Start: enter the date the client received their first pay check.
* Pay Date: enter pay dates.
* Gross Wages: enter wages.
* Hrs: enter the actual hours.

## **Rehabilitation Programs**

* Income Type: R – Rehab Program
* Subsidized Income Type: code according to the subsidized income type if known. Leave blank if unknown.
* Ver: use the best code to reflect the type of verification provided. If section A of the HRF is used, use code 4 – Other Document.
* Hourly Wage: enter the hourly pay rate.
* Inc Start: enter the date the client received their first pay check.
* Pay Date: enter pay dates.
* Gross Wages: enter wages.
* Hrs: enter the actual hours.

MAXIS will send out monthly Household Report Forms (HRFs) when a STAT/JOBS panel exists.

**NOTE:** If this is a new job and the MFIP unit isn’t already subject to monthly reporting (listed on REPT/MONT), you will need to manually send HRFs to the unit for the first two months. TIKL to track the manual HRFs.

## **TEMP Resources:**

TE02.08.191 - STAT/JOBS: When Verificaton Is Not Required

TE02.05.34 – AmeriCorps

TE02.08.010 – Experience Works

TE19.068 – Mailing HRFs

# Frequently Asked Questions

1. **What is considered student training income?**

Income that is associated with a student training program. Student training program is defined as “An education or training program designed to build skills, knowledge, and/or work experience. Regular employment that includes a training time period is not considered a student training program.” See STUDENT TRAINING PROGRAM in [CM002.63 (GLOSSARY: Special Diet…)](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=CM_000263).  
Refer to the [Student Training Programs](#_Student_Training_Programs_1) information above.

1. **What is considered service program?**

Programs include income types listed in [CM0017.15.18 (Employment, Training and National Service Program Income)](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=CM_00171518), [0017.15.78 (National and Community Service Programs)](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=CM_00171578) and [0017.15.66 (Older Americans Act)](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=CM_00171566).” This definition can be found in [CM0002.61 (GLOSSARY: Self…)](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=CM_000261).

1. **What is considered rehabilitation program?**

A program that provides counseling, training, job skills, and/or job placement services to help people return to work, enter a new line of work, or enter the workforce for the first time. This includes vocational rehabilitation programs and services. This definition can be found in [CM0002.55 (GLOSSARY: Recipient…)](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=CM_000255).

1. **Is a paid internship considered a student training program?**

Yes.

1. **Is a PhD student’s employment by the school, as part of their PhD program, considered a student training program?**

These cases will need to be assessed individually. A PQ should be submitted in this case to assess if a PhD student’s employment by their school would be considered a student training program.

1. **There are situations where employers pay a "training wage" while the new employee is training for their job. Is this income considered a student training income?**

No, this is considered earned income from wages and is counted income.

1. **Is on-the-job training (OJT) considered a student training program?**

No. OJT is considered earned income.

1. **Are Job Corps, YouthBuild, Minnesota Youth (MYP) considered student training programs?**

Yes. See the following for more information:

[MN DEED](https://mn.gov/deed/programs-services/office-youth-development/youth-programs/youth-program.jsp)  
[Job Corps](https://huberthhumphrey.jobcorps.gov/our-program)  
[YouthBuild](https://mn.gov/deed/programs-services/office-youth-development/youth-programs/youthbuild.jsp)  
[Minnesota Youth (MYP)](https://mn.gov/deed/programs-services/office-youth-development/youth-programs/youth-program.jsp)

1. **Are WIOA programs considered student training, service or rehabiliation programs?**

Yes, WIOA programs are considered student training, service and rehabilitation programs. Determine which program the income falls under and code the JOBS panel according to the “[MAXIS Coding](#_MAXIS_Coding)” section above. If assistance is needed to determine this, submit a PQ.

1. **Is verification of the job required if the income is not counted?**

Yes, verification is required at the initial start of employment and when the employment ends. Verification is needed when they initially start to determine if the income is counted or not.

1. **Once the student training, service, or rehabilitation income is initially verified, do they need to report their wages and hours monthly when submitting the HRF?**

Yes, clients will still need to report their wages and hours worked monthly. Clients can do this by submitting their check stubs, or report the wages and hours in section A of the HRF. Although the income is not counted, it still needs to be tracked on the STAT/JOBS panel. Loading the STAT/JOBS panel will trigger MAXIS to send a HRF each month). Determine which program the income falls under and code the JOBS panel according to the “[MAXIS Coding](#_MAXIS_Coding)” section above.

1. **If a client with income from a student training, service, or rehabilitation program does not submit their pay stubs or complete section A of the HRF, is the HRF considered incomplete?**

Yes, the HRF is considered incomplete. However, since this income is not counted, attempt to call the client to get the information verbally.

* If you reach the client, complete section A of the HRF with the information reported and enter this in MAXIS. Document the conversation in CASE/NOTEs.
* If you are unable to reach the client, send out the [DHS-2414](https://edocs.dhs.state.mn.us/lfserver/Public/DHS-2414-ENG) explaining what is missing. To prevent delays in issuing benefits, you may also send section A of the HRF along with the [DHS-2414](https://edocs.dhs.state.mn.us/lfserver/Public/DHS-2414-ENG). Document all actions taken in CASE/NOTEs.

See the “[MAXIS Coding](#_MAXIS_Coding)” section above for coding instructions.

1. **Do we need to verify hours if the income source is not counted?**

No, verification of hours is not required however, the client still needs to report this. See questions 11 and 12 above. The financial/eligibility worker is responsible for obtaining the hours/information from the client. Information known to the agency must be shared within the agency. For example, if employment services takes a “verbal” confirmation of the client’s hours in these activities, the information needs to be shared with the financial/eligibility worker so it can be appropriately coded in MAXIS. Document in case notes.

See the “[MAXIS Coding](#_MAXIS_Coding)” section above for coding instructions.

1. **How is income from student training, service, and rehabilitation programs coded in MAXIS?**

See the “[MAXIS Coding](#_MAXIS_Coding)” section above.

1. **If a participant reports fewer hours than required by employment services, can the ES worker impose a sanction?**

Yes, the employment counselor must followprovisions in [ESM Chapter 19 (Sanctions and Non-Compliance)](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=TOC_ESM_0019) and [ESM 17.61 (Sanctions)](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=ESM_001761).

1. **How does income from student training, service, and rehabilitation programs affect the Work Participation Rate (WPR)?**

Student training, service, and rehabilitation program hours affect the Work Participaton Rate (WPR). They need to either be reported monthly on the HRF or the client will have to provide their check stubs and recorded on the JOBS panel in MAXIS. These hours are reported for the federal WPR as paid employment hours.

# Resources

## CM

[0002.63 (Glossary: Special Diet)](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=CM_000263): STUDENT TRAINING PROGRAMS

[0002.61 (Glossary: Self…)](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=CM_000261): SERVICE PROGRAMS

[0002.55 (Glossary: Recipient…)](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=CM_000255): REHABILITATION (REHAB) PROGRAMS

[0017.15.18 (Employment, Training, and National Service Income)](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=CM_00171518)

[0017.15.78 (National and Community Service Programs)](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=CM_00171578)

[0017.15.66 (Older Americans Act)](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=CM_00171566)

[0007.12.03 (What is a Complete HRF/CSR)](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=CM_00071203)

[0007.12.06 (Incomplete HRF/CSR)](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=CM_00071206)

[0028.18 (Good Cause For Non-Compliance – MFIP/DWP)](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=CM_002818)

[0028.30 (Sanctions For Failure to Comply – Cash)](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=CM_002830)

## TEMP

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## ESM

[17.61 (Sanctions)](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=ESM_001761)

[Chapter 19 (Sanctions and Non-Compliance)](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=TOC_ESM_0019)

## Forms

[DHS-2120](https://edocs.dhs.state.mn.us/lfserver/Public/DHS-2120-ENG-pform) (Household Report Form)

[DHS-2414](https://edocs.dhs.state.mn.us/lfserver/Public/DHS-2414-ENG) (Notice of Late or Incomplete Household Report Form, Healthcare Renewal Form or Combined Six-Month Report)

[DHS-2919](https://edocs.dhs.state.mn.us/lfserver/Public/DHS-2919-ENG) (Verification Request Form)

[DHS-2146](https://edocs.dhs.state.mn.us/lfserver/Public/DHS-2146-ENG) (Authorization for Release of Employment Information)

## CCAP

[Child Care Assistance Program Policy Manual](https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_FILE&RevisionSelectionMethod=LatestReleased&Rendition=Primary&allowInterrupt=1&noSaveAs=1&dDocName=dhs-330977)