

Cover Sheet

2022 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:	City of Minneapolis		
2. Director Name:	Deb Bahr-Helgen	8. Contact Name:	Linda DeHaven
3. Telephone:	612-673-6226	9. Telephone:	612-673-5294
4. Fax:	612-673-5299	10. Fax:	612-673-5299
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6. Agency Website:	<u>https://www2.minneapolismn.gov/resident-services/employment-training/minneapolis-employment-training/</u>		
7. Address:	505 Fourth Ave South, Room 320 Minneapolis, MN 55415		12. Address: same
13. Federal Tax ID: (required)	re41-600-5375	14. Minnesota Tax ID: (required)	80-23907ere
15. DUNS Number: (required)	066530411	16. SWIFT Vendor ID: (if known)	0000194872 006here
Required Information:			
17. Project Name:	TANF Youth Program		
18. Geographic Area Served:	Minneapolis and Hennepin County		
19. Number of Participants Served:	24		
20. Project Start Date:	January 1, 2022		
21. Project End Date:	December 31, 2022		
22. Total Amount of Funding Requested:	\$45,000		

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 Deb Bahr-Helgen	Title Director	Date 12/8/2021
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2022 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.**

LWDA #10 Minneapolis Employment and Training will provide youth employment services to Hennepin County participants who are eligible for the *Teen Hope Work Experience* project. Teen HOPE is operated by MVNA (a subsidiary of Hennepin Healthcare - HCMC) and acts as the MFIP employment service provider for all Hennepin County teens under age 20 who are enrolled in the Education Option. Graduates of Teen HOPE who wish to pursue college or training after high school are eligible to stay with the program up through age 24. The participants of the *Teen HOPE Work Experience Project* served by MVNA constitutes a group of young parents ages 16-25, who are actively receiving cash MFIP benefits and live in Hennepin County.

In addition, MVNA operates two Youth Engagement Site called Pathways for Success in collaboration with HIRED and Minneapolis College. Pathways is designed to re-engage out of school young parents with an appropriate education program (GED or high school or college) and to provide them with hands-on career education and job seeking/keeping skills. The vast majority (88%) of Pathways participants are co-enrolled in Teen HOPE. Summer programming is held exclusively at Minneapolis College. While we expect that the vast majority of interns will be co-enrolled in Teen HOPE, it is possible that a handful of Pathways participants will be working with other ESPs. In this case the Pathways staff will build on existing relationships the participant's ESP to communicate internship placement as well as progress. All interns will have employment plans reflective of their career and work experience activities.

- 2. Describe how the youth service provider will reach out to eligible youth to recruit them 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.**

MVNA provides public health case management as well as MFIP benefit coordination and monitoring through their Teen HOPE/Pathways programs. Upon program approval, MVNA's team of case managers will identify eligible MFIP participants from existing caseloads and new referrals to determine which students would benefit from the *Teen HOPE Work Experience Project*. Once a student has been identified as eligible, the case manager and participant will work together to secure childcare and align internship activities with school requirements. Every effort will be made to match the participant's career interests with existing and new job sites. Internship placements for 2022 continue to be responsive to the Pandemic. Every precaution will be taken to place students at sites that are compliant with CDC guidelines for social distancing and Personal Protective Equipment. Combined, Teen HOPE/Pathways serve over 450 MFIP youth annually; as a result, we do not anticipate a problem with recruitment. Approximately 93% of Teen HOPE/ Pathways participants come from communities of color, it is anticipated that the interns served in 2022 will reflect a similar demographic distribution.

MVNA has significant experience successfully serving clients from all cultures and has long established partnerships with many local organizations providing culturally specific services to make referrals as needed. In the *Teen Hope Work Experience Project*, staff will pay careful attention to cultural and language characteristics and consider those factors when finding suitable placement. Furthermore, internships at Hennepin Healthcare are operated in collaboration with the Health Equity department in an effort to ensure that participants are nurtured and supported in their internship.

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.

The *Teen HOPE Work Experience Project* will provide career assessments and coaching to determine appropriate pathways and introductory training. For students interested in healthcare, they will be provided a hospital internship at Hennepin Healthcare and be hired as hospital employees. Participants who have career interests outside of healthcare, will be offered internship placements through HIRED—a partner with MVNA on this project.

All participants are introduced to the Job’s for America’s Graduates (JAG) curriculum and work toward the completion of 20 career and work readiness competencies. Staff members work with students individually and in small groups to help them determine their career interests using a variety of surveys and inventory tools. Teens are introduced to the idea of career pathways as a means of understanding how they can gain valuable skills through internships and credentialing programs that will eventually lead to further training and/or employment within a field of interest. *Teen HOPE Work Experience* provides participants with experiential activities designed to help them identify a career pathway; these may include career talks and informational interviewing opportunities, as well as engaging in short-term credential trainings. These trainings may include but are not limited to Basic Life Support (BLS) and First Aid, Certified Nursing Assistant (CNA) and Emotional First Aid. In addition, we are coordinating with Minneapolis College to develop distance learning and digital literacy for students.

Just as internships are key to helping clients select a career pathway that is well suited to their interests and abilities, short-term trainings give the client a chance to learn valuable introductory skills, professional vocabulary and workplace expectations. Participating in a credential training along with an internship not only helps the client to build a viable resume, it also gives them the hands-on experience needed to make an informed decision about their future postsecondary plans.

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

Program staff will work individually with participants to help them identify their interests and aptitudes as they relate to possible career pathways. The purpose of the internship is to give young parents guided work experiences in order to narrow down or even eliminate possible careers and/or fields of study. Every effort is made to match each participant with an internship or training that is aligned with their individual interests. Together MVNA and HIRED have a wide variety of diverse internship

opportunities both within hospital's campus and community clinics as well as in the broader metropolitan community.

5. 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 2022 TANF Innovation Project.

Worksite supervisors will complete performance evaluations at the end of the work experience. A 5-point rating scale is used for specific job skills related to the job description, general job skills (job knowledge, quality of work, planning & organization, problem solving skills, adaptability, initiative, working relations), and soft job skills (attendance/punctuality, dependability, integrity, appearance, attitude). The employer also has the opportunity to add comments to justify the rating for each skill, in addition to overall final comments. In addition, the JAG competencies mentioned above are designed to measure work readiness. Worksite supervisors meet regularly with clients to discuss progress on each of the assigned competencies tailored to fit each internship and participant need.

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

As part of the healthcare internships offered at the hospital, 2-weeks of work readiness onboarding will be required to get participants familiar with hospital procedures and provide them with a chance to participate in a number of job shadowing experiences before being placed. In addition, they will take several digital literacy trainings modules, become familiar with My Chart and learn about patient rights and quality of care standards. While many placements opened back up after the end of the Governor's Emergency orders, we are still sensitive to the fact that the pandemic is not over and we may need to move to TEAMS and other distance learning options for trainings and onboarding in for the foreseeable future.

7. If you plan to use stipends as part of your project design, please describe the stipend structure (i.e. for what activities they will be awarded, amount, etc.) and include a copy of your local stipend policy with the plan.

We do not plan to use stipends.

8. 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.

Hennepin Healthcare was awarded a DEED Youth Support Services grant this fall to support their Onramp to Healthcare internships and training opportunities. It is possible that participants may be co-enrolled in order to ensure that their training or internship is not interrupted if funding from the first round of Youth Services runs out before the next round (7/1/22) begins. Funding for both Youth Services and TANF Youth are allocated exclusively to training and wages.

**ATTACHMENT 1: WORK PLAN
2022 TANF INNOVATION PROJECT**

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

Agency: LWDA #10 City of Minneapolis Employment and Training		Contact: Deb Bahr-Helgen		
Project Goal: To place eligible youth in safe and meaningful work experiences in line with career expectations and current skills after completing training.				
Strategies (activities, steps, and tasks to achieve the goal):	Expected Outcomes	Number Served	Start Date	End Date
<u>Work Experience</u> Monitor worksites, provide job coaching to youth	Work sites will be monitored, youth will receive job coaching and/or mentoring	24	Jan 1, 2022	Dec 31, 2022
Provide work comp and payroll services	Youth will be covered via work comp policy and receive wages via chosen method of check or direct deposit	24	Jan 1, 2022	Dec 31, 2022
Regular, consistent outreach to work site supervisors; conduct worksite evaluations	All site issues will be resolved in a timely, proactive manner; all youth will receive a worksite evaluation completed by site supervisor	24	Jan 1, 2022	Dec 31, 2022
<u>Training</u> Provide short term training to youth to increase work related skills, professional vocabulary and workplace expectations	Select youth will be provided industry specific training including Basic Life Support (BLS) and First Aid, Certified Nursing assistant (CNA) and Emotional First Aid	4	Jan 1, 2022	Dec 31, 2022

**ATTACHMENT 2: BUDGET
2022 TANF INNOVATION PROJECT**

BUDGET PERIOD: January 1, 2022 to December 31, 2022

Agency	Contact Person Phone/ E-mail
LWDA# 10 City of Minneapolis Employment & Training 505 4 th Ave S. #320 Minneapolis, MN 55415	Deb Bahr-Helgen Phone: 612-673-6226 Fax: 612-673-5299 e-mail: deb.bahr-helgen@minneapolismn.gov

Budget Category	TANF Innovation Funds
833 - Administration (5% maximum)	2,250
881 - Youth Wages and Fringe Benefits	30,750
885 - Direct Services to Youth	12,000
891 - Support Services	0
TOTAL	45,000

Budget Category	Provide a detailed breakdown of the items and amounts budgeted:
833 – Administration (5% maximum)	Accounting, reporting, auditing, fiscal management
881 – Youth Wages and Fringe Benefits	(Please provide details on how funds will be allocated i.e. stipends, wages, etc.) Youth wages and fringe for work experience
885 – Direct Services to Youth	(Please provide details on how funds will be allocated i.e. direct staffing costs, training funds, tuition, etc.) Tuition payments for youth training program
891 – Support Services	(Please provide details on how you anticipate funds will be allocated i.e. transportation, clothing, tools, etc.) Current MFIP Support Services fund will be leveraged

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