

## Cover Sheet

### 2022 TANF Youth Innovation Project

<b>Applicant Agency:</b>			
<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:	Career Solutions		
2. Director Name:	Tammy Biery Executive Director	8. Contact Name:	Audrey O'Driscoll Program Director
3. Telephone:	320-308-5702	9. Telephone:	320-308-5712
4. Fax:	320-308-1717	10. Fax:	320-308-1717
5. Email:	<a href="mailto:Tammy.biery@csjobs.org">Tammy.biery@csjobs.org</a>	11. Email:	<a href="mailto:Audrey.odriscoll@csjobs.org">Audrey.odriscoll@csjobs.org</a>
6. Agency Website:	<a href="http://www.careersolutionsjobs.org">www.careersolutionsjobs.org</a>		
7. Address:		12. Address:	
1542 Northway Drive St Cloud MN 56303		1542 Northway Drive St Cloud MN 56303	
13. Federal Tax ID: (required)	41-1724832	14. Minnesota Tax ID: (required)	1718001
15. DUNS Number: (required)	008604746	16. SWIFT Vendor ID: (if known)	0000214093
<b>Required Information:</b>			
17. Project Name:	TANF Youth Innovation Project-CareerONE		
18. Geographic Area Served:	Benton and Stearns Counties		
19. Number of Participants Served:	15		
20. Project Start Date:	01/01/2022		
21. Project End Date:	12/31/2022		
22. Total Amount of Funding Requested:	37,500		

*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
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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.**

Career Solutions Youth Career Planner(s) will connect with the MFIP Employment Service Provider(s) to ensure coordination of plans. Youth Career Planners will establish individual work experience sites for TANF enrolled youth.

- 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.**

For this project, we will recruit eligible youth to take part in CareerONE: an intensive summer day camp, providing at risk youth with work readiness skills training in a safe, nurturing, and learning-rich environment. Through the various components of CareerONE, youth will increase their life skills-. This includes improving academic skills; developing employability skills including safety, teamwork; identifying career goals; enhancing financial knowledge; and helping the community through performance of community work projects. Youth Career Planners will reach to eligible youth through phone, text, FaceTime and Zoom

Youth Career Planers will reach out to AVIVO staff; AVIVO is the local MFIP provider for Benton and Stearns Counties. Youth Career Planners will also reach out to school counselors and community education staff at local school districts to provide an overview of our CareerONE program and supply them with enrollment materials Eligible interested youth are contacted by Career Solutions. Career Solutions will identify students during the enrollment/in-take process who are from MFIP households.

Youth Career Planners will also reach out to other youth-serving agencies in our region to find candidates for programming.

We are planning several different sessions/programs for CareerONE in the summer of 2022:

- CareerONE – St. Cloud: 5-week program
- CareerONE – two sites; Paynesville and Sauk Centre: 2-week program
- Step Up – follow up 40 hour enhanced work experience
- CareerONE Youth Aging Out – 5-week program; added work literacy component

TANF Innovation Project participants, will be recruited from the St. Cloud session; however, if other sessions better align with their needs, we will enroll in those sessions. Last year, 70% of the youth that participated in CareerONE were youth of color; 5 identified as Hispanic/Latino; 87 identified as Black/African American. 12 were basic skills deficient and 36 had a documented disability.

As part of Career Solutions' continued efforts to be culturally responsive, we incorporate team building activities and work to recruit team leads that reflect the demographics of our youth participating. We work with food service providers to supply meals that are culturally appropriate and plan for cultural events that affect youth (such as youth that fast-during Ramadan). To address potential barriers, we ensure translation/interpretation is available and staff supply continual outreach and connection to community resources. In addition, we have three bi-lingual team leaders.

**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 components of the CareerONE program include:

- Contextual Academics - Contextual learning provided by teachers. Achievement is documented with pre- and post-test level increases certification exams.
- Employability Skills Training
  - Attendance, Punctuality & Dress Code - Demonstrate regular daily attendance, be on time, return from breaks on time, attend the entire day, follow dress code, and practice good hygiene.
  - Safety, Cooperation & Teamwork - Demonstrate understanding, friendliness, respect, adaptability toward others; contribute to the group; participate in all activities and events; demonstrate a positive attitude and honesty; work toward goal attainment; monitor self-progress; exhibit self-control; use proper verbal and written language; demonstrate ability to work safely; assist co-workers to be safe; identify safety concerns.
  - Work Quality & Work Quantity - Demonstrate the ability to understand and follow directions; be prepared for assignments; complete tasks on time with neatness, accuracy, speed, and consistency; show pride in your work; finish each project; meet customer expectations.
- Workforce Readiness - Learn labor market information tools; complete career exploration activities; set education and employment interest goals; complete a generic application and resume; secure references.
- Financial Education - Complete Money Smart Curriculum enhancing financial skills.
- Work Experience/Community Service—participate in work experience and community service.

As part of the Workforce Readiness component of CareerONE, targeted participants are introduced to career pathways and required post-secondary education; as part of utilizing the labor market tools, youth are introduced to high-growth, in-demand occupations in the region. All three tracks that we are offered are in-demand. Those tracks are Health Care, Construction/manufacturing, and Childcare

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

As part of CareerONE, team leads complete ongoing evaluation of the youth’s skill development.

Youth identify career interests, explore career pathways, and set individualized goals. After participating in CareerONE, some youths are eligible for added services including Youth at Work experiences, the CentraCare Step-Up program, and WIOA Work Experiences. Referrals and co-enrollment strategies will be reviewed with the youth enrolled in the TANF Innovation Project.

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

Workforce Readiness - Learn labor market information tools; complete career exploration activities; set education and employment interest goals; complete a generic application and resume; secure references.

As part of the Workforce Readiness component of CareerONE, targeted participants are introduced to career pathways and required post-secondary education; as part of utilizing the labor market tools, youth are introduced to high-growth, in-demand occupations in the region. All three tracks that we are offered are in-demand. Those tracks are Health Care, Construction/manufacturing, and Childcare

**6. 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.**

Stipends are issued to CareerONE participants with these top three goals in mind:

1. Attendance, Punctuality & Dress Code (\$340 possible)
2. Safety, Cooperation & Teamwork (\$340 possible)
3. Work Quality & Work Quantity (\$340 possible)

Please find enclosed a copy of the Career Solutions stipend policy.

**7. 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.**

As part of CareerONE, St. Cloud session, youth can earn up to \$1,020.00 stipend for successful completion of the various components of the program and demonstration of employability skills. Students in the program, are educated on resumes, applications, soft skills, employability, and interviewing skills. Each day youth are evaluated and earn a portion of their stipend based on set criteria. Team leaders track students' progress on each component.

In addition, youth that go on to complete a work experience program are measured by their employer for demonstration of work readiness indicators.

**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.**

Eligible youth could be co-enrolled into MYP, Y@W, Youthbuild and WIOA ISY-OSY if enrolled into another program dual enrolled participants may be given additional work experience or education depending on the program.

## 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: Career Solutions (SBETC)		Contact: Audrey O'Driscoll 320-308-5712 Audrey.odriscoll@csjobs.org		
<b>Project Goal:</b> Career Solutions will serve 15 youth who receive cash assistance from MFIP. Each participant will receive direct, comprehensive services in the form of work experiences, introduction to career pathways, and related support services.				
<b>Strategies (activities, steps, and tasks to achieve the goal):</b>	<b>Expected Outcomes</b>	<b>Number Served</b>	<b>Start Date</b>	<b>End Date</b>
Employability Skills Training: <ul style="list-style-type: none"> <li>• Safety Training</li> <li>• Teamwork activities</li> <li>• Work quality and work quantity</li> </ul>	<p>Overall expected outcome is that youth will successfully complete all components of CareerONE or their individual Work Experience and receive full pay.</p> <ul style="list-style-type: none"> <li>• Demonstrate regular daily attendance, punctuality, return from breaks on time, attend all day</li> <li>• Demonstrate ability to work safely, assist co-workers to be safe; identify safety concern</li> <li>• Demonstrate understanding, friendliness, respect, adaptability toward others, contribute to the group; participate in all work activities and events; demonstrate a positive attitude and honesty; work toward goal attainment; monitor self-progress; exhibit self-control; use appropriate verbal and written language</li> </ul>	15	01/01/2022	12/31/2022

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<b>Strategies (activities, steps, and tasks to achieve the goal):</b>	<b>Expected Outcomes</b>	<b>Number Served</b>	<b>Start Date</b>	<b>End Date</b>
Work Readiness	<ul style="list-style-type: none"> <li>Demonstrate the ability to understand and follow directions; prepared for assignments; complete tasks on time with neatness, accuracy, speed, and consistency; demonstrate pride in work; finish each project; meet customer expectations</li> </ul> <p>Gain knowledge of and utilize labor market information tools to identify high-growth, high demand occupations; identify a career pathway of interest; set education and employment interest goals; complete a generic application and resume; secure references</p>	15	01/01/2022	12/31/2022
Work Experience/Community Service	Gain work experience; successfully complete work tasks.	15	01/01/2022	12/31/2022

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

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

Agency	Contact Person Phone/ E-mail
Career Solutions (SBETC)	Audrey O'Driscoll 320-308-5712 audrey.odriscoll@csjobs.org

Budget Category	TANF Innovation Funds
<b>833 - Administration (5% maximum)</b>	1,875
<b>881 - Youth Wages and Fringe Benefits</b>	16,000
<b>885 - Direct Services to Youth</b>	16,625
<b>891 - Support Services</b>	3,000
<b>TOTAL</b>	37,500

Budget Category	Provide a detailed breakdown of the items and amounts budgeted:
<b>833 – Administration (5% maximum)</b>	Includes all admin costs including audit, reporting, procurement, incident reports, and agency legal services. Also represented in this category is salary and fringe for a portion of Executive Director, Program Director, as well as Accounts Payable and IT costs.
<b>881 – Youth Wages and Fringe Benefits</b>	This includes salary, fringe, stipends, and incentives to participants. Incentives are awarded upon meeting benchmark goals such as resume completion, job search steps, etc.
<b>885 – Direct Services to Youth</b>	Salary and Fringe for Career Planners to provide outreach, participant and employer recruitment, enrollment, career services, experiential learning development, placement, monitoring, etc. plus other miscellaneous materials, and supplies.
<b>891 – Support Services</b>	Support services funds will cover participant costs for transportation, team building activities, work uniforms, and any other required supplies for employment

## BUDGET CATEGORIES

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

Specifically, the project defines the following costs as administration:

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

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

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

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



## **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 participants
- Job Title
  - Hourly wage
  - Hours per week
- Payments made to employer
  - Total wages paid
  - Total fringe benefits paid
  - Percentage of wage subsidized



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320.308.5320

<https://CareerSolutionsJobs.org>

## Career Solutions Stipends for Youth Policy

**Date Updated:** December 16, 2020

**Subject:**

There are programs in which it may be appropriate for Career Solutions participants to be compensated for training time, even when they are not engaging in a formal paid work experience that further develops their occupational or educational skills. In these programs, participants would be compensated for their time with a stipend.

**Purpose:**

The purpose of this policy is to provide guidance to program staff on how to administer stipends to Career Solutions participants. Notable programs include, but are not limited to, CareerONE.

**Policy:**

- Stipend payments will result from completion of activities that are tied to goals in the participant's Individual Service Strategy (ISS) along with the overall programming goals of the program in which the client is enrolled and participating.
- The amount of the stipend a client may receive will be reasonable.
- The amount of the stipend will be in relation to the difficulty of achievement of the goal.

**Career Planners will:**

- Ensure that the use of stipend is detailed in the participant's employment/support plan (IEP, ISS, etc.)
- Track participant's attendance at programming through attendance records, time sheets, certificate of completion, etc. and save documents in participant file
- Ensure that participant meets program requirement to qualify for stipend (hours completed, milestones met, etc.)
- Inform participants that stipends are income and they will need to consider this in regard to their personal income taxes
- Submit necessary paperwork to Accounting Department for processing.

**Effective Date:** *March 11, 2021*

**Contact Person:** Program Director and/or Youth Lead Career Planner.

Individuals with hearing or speech disabilities may contact us via their preferred Telecommunications Relay Service.