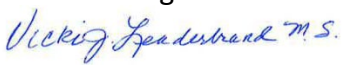


## Cover Sheet

### 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:	Rural Minnesota CEP, Inc.		
2. Director Name:	Vicki Leaderbrand	8. Contact Name:	Tina Jaster
3. Telephone:	218-847-0718	9. Telephone:	218-847-0720
4. Fax:	(218) 847-7404	10. Fax:	(218) 847-7404
5. Email:	<a href="mailto:Vickil@rmcep.com">Vickil@rmcep.com</a>	11. Email:	<a href="mailto:tinaj@rmcep.com">tinaj@rmcep.com</a>
6. Agency Website:	<a href="https://rmcep.com/">https://rmcep.com/</a>		
7. Address:		12. Address:	
803 Roosevelt Ave. Suite 301 P.O. Box 1108 Detroit Lakes, MN 56501-1108		803 Roosevelt Ave. Suite 301 P.O. Box 1108 Detroit Lakes, MN 56501-1108	
13. Federal Tax ID: (required)	41-0942639	14. Minnesota Tax ID: (required)	7223300
15. DUNS Number: (required)	07-651-7291	16. SWIFT Vendor ID: (if known)	000019698201
<b>Required Information:</b>			
17. Project Name:	2022 TANF Youth Innovation Project		
18. Geographic Area Served:	19 counties in the Local CareerForce Area 2 encompassing over 20,000 square miles of northwest and west central Minnesota		
19. Number of Participants Served:	8		
20. Project Start Date:	January 1, 2022		
21. Project End Date:	December 31, 2022		
22. Total Amount of Funding Requested:	2022 - \$20,000		

*I certify that the information contained herein is true and accurate to the best of my knowledge and that I am authorized to submit this application on behalf of the applicant.*

<b>Authorized Signature</b> 	<b>Title</b> Executive Director	<b>Date</b> December 7, 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.**

Those participants that are parents and receiving MFIP will be co-enrolled in the MFIP Employment and Training Program operated by Rural Minnesota CEP, Inc. (RMCEP). MFIP job counselors will inform enrolled parents of the opportunity this project holds for their children ages 14-18 who are active on the MFIP grant.

MFIP Employment Service counselors will incorporate TANF Youth Innovation into each eligible individuals' Employment Service Plan (EP) as appropriate. This individual EP will identify Employability Measures for those youth participants who are also parents on MFIP.

Both MFIP Job Counselors and Youth Service Coordinators serve MFIP youth within our eight regional offices in Little Falls, Brainerd, Bemidji, Wadena, Alexandria, Fergus Falls, Detroit Lakes and Moorhead, MN. Our staff will provide collaborative services while developing the Employment Plan (EP).

RMCEP continues to develop worksites that provide quality mentorship as well as valuable work skills to participants.

- 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.**

RMCEP is the Employment Service Provider for MFIP Employment and Training services in LWDA #2. Eligible youth will be identified through our current clients enrolled in other programs as well as referrals from our currently enrolled MFIP families. RMCEP is the Employment Services Provider for WIOA Youth and MYP programs. Finally, RMCEP has established partnerships with the counties and schools in our service area and we work with these entities to recognize eligible youth is a natural part of our operations.

Our efforts will target at least 20% from communities of color (2 out of 8). This number is derived from a review of our exiting MFIP and WIOA Youth participant's demographics as of 12/7/2021. Currently our MFIP Counselors are serving communities with relatively large Arabic, Kurdish and Somalian populations as well as Afro Americans.

Any participants who need or can benefit from English language services will be referred and connected to entities who provide those services in their local communities. RMCEP also includes information on diversity, equity and inclusion in both the worksite supervisor and participant orientation to work overviews that they must complete prior to being the work experience activity.

**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.**

RMCEP has incorporated *Guideposts to Success* into all its youth programming. <http://www.ncwd-youth.info/guideposts>. The Guideposts provide very specific career exploration and planning information, as well as counseling about career pathways and occupations in-demand. This information is also incorporated in the EP in beginning a career pathway to a high-growth, in-demand occupation through education and training opportunities. RMCEP may use the Minnesota Career Information System (MCIS) to assist youth to develop a career portfolio.

Job Counselors can also create YouScience accounts with participants which includes an assessment (with nine modules) that not only assesses interests, like other career inventories, but also measures aptitude. The results are positive, detailed, and comprehensive and are a great resource for participants who need extra assistance with identifying their strengths and matching careers.

Financial Literacy is addressed through training offered through the "Your Money Your Goals" curriculum. Participants can access paper booklet copies and download the publications. With COVID-19 in play during this grant, the use of virtual means to deliver this training is key. Job Counselors can better work with their participants to help them develop good financial skills and knowledge.

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

Job Counselors will ensure meaningful work experiences through assessment and structured discussions with participants on career goals and aspirations. Participants will be guided through a listing of established current worksites in the area. Job Counselors will discuss job details with each participant based on the stated participants' goals. If a job site is not already established, the Job Counselor will work to develop a site that best meets the needs of the participant. After the sites are selected, participants will be instructed on the application procedure. Job Counselors will be cognizant of sites that provide culturally responsive programming and respect specific procedures that each site may have. With COVID-19 closures to many businesses and worksites to in person work, Job Counselors are also discussing with potential worksites the ability to work from home options and job duties. For some participants and worksites, this can be done with electronic monitoring by supervisors.

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

Job Counselors will discuss any barriers to workplace success with participants and include steps to solve or alleviate those barriers in their Employment Plan. Referrals and/or support services will be provided as part of the solution.

A World of Work orientation session is completed with each participant that covers required and necessary information for success on the worksite. This included workplace expectations and responsibilities, safety, participant rights and pay procedures.

Through assessment tools such as MCIS and YouScience, information related to career planning to include labor market and occupational information will be provided. Job search techniques on

applications, resumes and interviewing will also be offered. Financial literacy and other on-line trainings are offered as appropriate and availability.

Regular check ins by the Job Counselor with both the worksite supervisor and the participant will include discussions of progress as well as any concerns or improvements to be made.

Any and all of these are able to be done in person or virtually with the participants. The preference is in person when possible, to develop trust and a mentoring relationship but, due to COVID-19 situations, virtual or phone conversations are available to use.

**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.**

RMCEP, Inc. will not be using stipends as part of our project design.

**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.**

Participants will be assessed through the work readiness indicator. Work readiness benchmarks include the ability to demonstrate positive behaviors in attendance, communication, cooperation, work quality, punctuality, teamwork, and initiative. Participants will be able to demonstrate that they can meet employer's expectations on the job through appropriate behaviors as instructed by both the supervisor and RMCEP counselor. The evaluation of Work Readiness Skills is completed by the worksite supervisor based on observations and interactions with the youth. In addition, the following elements will be tracked:

- a. participants earning academic credit or service-learning credit,
- b. participants attaining a high school diploma, equivalent, certificate or credential,
- c. entered employment, post-secondary education, occupational or vocational skills training, apprenticeship and military,
- d. returned to school (dropouts), and
- e. remained in school (potential dropouts).

Each participant will be coached and will experience the opportunity to complete a face-to-face interview with the worksite supervisor as a training opportunity for future employment search. RMCEP Counselors will provide interview guidance to assure that the participant is prepared for the interview, including follow-up communication.

Each participant will work towards a goal of obtaining a positive work reference or letter of recommendation from the job site.

**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.**

Young adults who are enrolled will have co-enrollment options available, dependent upon eligibility determination, for the following programs offered by RMCEP. These programs include: MYP, WIOA Youth, Youthbuild, Youth at Work, WIOA Adult, MFIP and SNAP. As other funding or program options arise, they will be considered as well. It is RMCEP's practice to determine and indicate on the intake form each individual applicant's eligibility for as many funding sources as possible at the time of intake. This helps to ensure for a smoother co-enrollment process later on as well as transitioning to another funding source to continue to receive work experience services when the funds in this program end.

During the time of any co-enrollment, the counselor can indicate through activity enrollment(s) in the following services: ALC, GED, Basic Skills, Credential without training, partnering, secondary school classes, transition to post-secondary education and staff assisted job placement. These services are not able to be reflected through WF1 activities available through this TANF Innovation funding source.

Our staff will co-enroll participants if it is determined appropriate based on the services needed by their participant.

## 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.**

<b>Agency:</b> Rural Minnesota CEP, Inc.		<b>Contact:</b> Tina Jaster		
<b>Project Goal:</b> To provide work readiness and work experiences for 8 MFIP parents up to age 24, or youth ages 14 – 18 who are in a MFIP household currently receiving MFIP.				
Strategies (activities, steps, and tasks to achieve the goal):	Expected Outcomes	Number Served	Start Date	End Date
1) Targeted youth and teen parents will be identified.	8 eligible MFIP teen parents and/or youth who are in MFIP households will be enrolled in this project.	8	Jan. 1, 2022	Dec. 31, 2022
2) An individualized Employment Plan will be developed with each participant to include barrier identification and solutions.	The Employment Plan will provide each participant with steps and supports to reduce or remove barriers to success in acquiring work readiness skills and on job performance.	8	Jan. 1, 2022	Dec. 31, 2022
3) Enrolled participants will attend the Orientation to Work component of the World of Work curriculum.	Participants will gain an understanding of the 15 targeted areas in this curriculum designed to help prepare them for work and the work environment.	8	Jan. 1, 2022	Dec. 31, 2022
4) Counselors will match prospective employers with participants for the work experience.	<ul style="list-style-type: none"> <li>a. The participant will have a job with a private, for -profit, non-profit or public sector employer and successfully complete the employment timeframe.</li> <li>b. The participant will gain work experience, earn a paycheck and attend the experience and knowledge of job-related expected work ethics.</li> </ul>	8	Jan. 1, 2022	Dec. 31, 2022

<b>Agency:</b> Rural Minnesota CEP, Inc.		<b>Contact:</b> Tina Jaster		
<b>Project Goal:</b> To provide work readiness and work experiences for 8 MFIP parents up to age 24, or youth ages 14 – 18 who are in a MFIP household currently receiving MFIP.				
<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>
5) RMCEP Staff will follow-up with the worksite supervisor regarding the development of the work readiness skills.	Enrolled participants will attain the work readiness skills as defined in Attachment B of this grant.	8	Jan. 1, 2022	Dec. 31, 2022
6) RMCEP will track the following data elements in addition to work readiness skills and goals: 1) participants earning academic credit or service-learning credit, 2) participants attaining a high school diploma, equivalent, certificate or credential, 3) entered employment, post-secondary education, occupational or vocational skills training, apprenticeship and military, 4) returned to school (dropouts), and 5) remained in school (potential dropouts).	Cumulative data provided at the end of grant period.  Progress data on any interim reports.	8	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
Rural Minnesota CEP, Inc.	Nancy Bisek 218-847-0732 <a href="mailto:nancyb@rmcep.com">nancyb@rmcep.com</a>

Budget Category	TANF Innovation Funds
<b>833 - Administration (5% maximum)</b>	1000
<b>881 - Youth Wages and Fringe Benefits</b>	12,952
<b>885 - Direct Services to Youth</b>	5472
<b>891 - Support Services</b>	576
<b>TOTAL</b>	<b>20,000</b>

Budget Category	Provide a detailed breakdown of the items and amounts budgeted:
<b>833 – Administration (5% maximum)</b>	Administrative costs for budgeting, monitoring, auditing and performance of reporting requirements. Costs include staffing and overhead costs of the Executive Director, Comptroller, Human Resources and Administrative Support Staff
<b>881 – Youth Wages and Fringe Benefits</b>	(Please provide details on how funds will be allocated i.e., stipends, wages, etc.) Work Training – 6 weeks @ 20 hours/week = 120 hours 120 hours x \$12.25/hour = \$1470. \$1,470 + FICA \$112 + WComp \$37 = \$1,619 per youth \$1,619/youth x 8 youth = \$12,952.
<b>885 – Direct Services to Youth</b>	(Please provide details on how funds will be allocated i.e., direct staffing costs, training funds, tuition, etc.) Staffing and data processing costs of client services is estimated at 19 hours staff time per youth enrollment @ \$36/hour = \$684 x 8 youth = \$5,472
<b>891 – Support Services</b>	(Please provide details on how you anticipate funds will be allocated i.e., transportation, clothing, tools, etc.) Support services to assist with transportation and clothing needs. It is estimated at \$72 per youth x 8 youth = \$576. It is anticipated other funding sources (MFIP or MYP) will assist with supportive service needs if applicable



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