


## 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:	City of Duluth Workforce Development		
2. Director Name:	Elena Foshay	8. Contact Name:	Karissa Kucera
3. Telephone:	218-730-5241	9. Telephone:	218-730-5236
4. Fax:	218-730-5952	10. Fax:	218-730-5952
5. Email:	<a href="mailto:efoshay@duluthmn.gov">efoshay@duluthmn.gov</a>	11. Email:	<a href="mailto:kkucera@duluthmn.gov">kkucera@duluthmn.gov</a>
6. Agency Website:	<a href="http://www.duluthmn.gov/workforce-development">www.duluthmn.gov/workforce-development</a>		
7. Address:		12. Address:	
402 W 1 <sup>st</sup> St Duluth, MN 55802		402 W 1 <sup>st</sup> St Duluth, MN 55802	
13. Federal Tax ID: (required)	41-6005105	14. Minnesota Tax ID: (required)	8021696
15. DUNS Number: (required)	077627883	16. SWIFT Vendor ID: (if known)	0000197681-001
<b>Required Information:</b>			
17. Project Name:		TANF Youth of Duluth	
18. Geographic Area Served:		City of Duluth	
19. Number of Participants Served:		4	
20. Project Start Date:		January 1, 2022	
21. Project End Date:		December 31, 2022	
22. Total Amount of Funding Requested:		\$13,000	

*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	Title	Date
	Director of Workforce Development	12/10/21

## 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.**

Duluth Workforce Development (DWD) is an MFIP Employment Service Provider with St. Louis County. Youth Employment Services (YES) Duluth, in collaboration with the MFIP team, will administer the TANF Innovation Project during PY2022 and PY2023 including the intake, assessments, and dual case management. YES Duluth counselors will work directly with the MFIP counselors to ensure the participants' TANF Individual Service Strategy (ISS) goals align with their MFIP Employment Plans. Participants will be co-enrolled in other youth programs to best serve the participant and leverage funding.

- 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.**

YES Duluth has direct connection to eligible youth and young adults for recruitment through the DWD MFIP team. YES Duluth and MFIP counselors have developed strong relationships with participants and have an understanding of what the participants' skills are and what they are looking for in terms of training or employment. Our CareerForce Duluth partners also include MFIP counselors from Arrowhead Economic Opportunity Agency (AEOA) and Jobs, Empowerment, and Training (JET) which will serve as a secondary referral source for TANF Youth. DWD also works collaboratively with many community organizations including Life House, SOAR Career Solutions, Family Freedom Center, ISD709 faculty, and Duluth Adult Education to facilitate direct referrals of eligible youth.

DWD puts a high importance on serving communities of color. For this grant, we expect 70% of participants to be youth of color. DWD recognizes the economic disparities faced by Indigenous communities and other communities of color in our region. We are working to increase equitable access to the workforce for all residents. Staff routinely receive cultural competency training and incorporate lessons learned into delivering culturally responsive programming. DWD counselors engage with youth and young adults from a variety of different cultures and take care to consider differences in each individual.

- 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.**

As part of the career planning process, youth will be exposed to information about high-growth, in-demand occupations in a variety of ways including:

- Review of local and regional labor market data
- Soft skill training workshops

- Access to information about specific career pathways developed by the Duluth Workforce Board's career pathway working groups
- Participation in CareerForce workshops and other programming that will expose young adults to local employers and employment opportunities

Additionally, young adults will be informed of existing programs and/or training opportunities that lead to an industry-recognized credential or employment. For example:

- Pathways to Prosperity (P2P) Adult Career Pathways provides short-term training to prepare for entry level occupations with clear paths to high-demand, high-wage opportunities.
- WIOA Youth (YES Duluth) and WIOA Adult co-enrollment to support next steps in training and/or education.
- YES Duluth is partnering with agencies and businesses within the community (SOAR Career Solutions, Life House, Holiday Inn, Hampton Inn, Edgewater Inn, and Inn on Lake Superior) to provide a Hospitality Transitional Employment and Training program to youth ages 16-24. The curriculum is designed to help participants address the internal and external barriers of finding employment. Participants will have a chance to explore different career pathways within the hospitality industry and find their "best fit" before accessing permanent employment.
- YES Duluth is also partnering with Family Freedom Center and Life House to provide quality and culturally relevant entrepreneurship training to young adults. The participants will take part in cohort trainings concurrent with working towards their GED, connect with local business owners for mentoring and paid internships, and receive financial literacy training. Eligible TANF youth will be informed of this program, which will likely generate one or more enrollments.

YES Duluth staff can also provide financial literacy training individually to youth utilizing training materials from Consumer Financial Protection Bureau's Your Money, Your Goals materials. When needed and for additional support, DWD counselors refer participants to financial counselors at Lutheran Social Services and Community Action Duluth.

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

Duluth Workforce Development has strong relationships with a wide variety of local employers offering entry level employment opportunities. Youth will be matched with local employers who would provide worksite training, direct supervision, and mentoring which will help the youth develop needed work-based skills. For some participants, paid work experience is the best starting point to gain work readiness skills. For these youth, efforts are made to provide work experience/internships that are either directly or indirectly aligned with the youth's skills, abilities, area of career interest, and transportation and child care needs. All youth maintain contact and communication with their DWD counselors for ongoing coaching during their work experience placement or their first few months of employment. MFIP counselors continue working with youth on employment and education goals after the TANF grant ends. When appropriate, youth are co-enrolled in WIOA, MYP, or Youth at Work to continue working on goals.

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

TANF Youth participants will be able to complete work readiness and occupational training through various virtual and in-person program offerings.

For work readiness, SOAR Career Solutions provides two classes, Career Quest and Mind Over Matters, to build work readiness skills and help address internalized barriers to employment. Conover Company provides an online, self-paced Workplace Readiness Training that can be assigned to youth participants. This training includes Job Readiness which is an assessment of skills such as Attitude, Communication, Planning and Organizing, Critical Thinking, Interpersonal Skills, Teamwork, Professionalism, and Media Rules and provides additional training on skills scored below 80%. Following Job Readiness are modules on Job Seeking and Job Keeping. Conover Company tracks time spent on the lesson modules and provides reports for each participant.

Participants wishing to enter occupational training can enter classes through SOAR, Community Action Duluth, or DWD to gain skills and earn industry-recognized credentials in a variety of fields. TANF Youth will also provide opportunities for participants to engage with Duluth Adult Education or Life House to work on their GED or Adult Diploma.

**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 will be provided to TANF Youth participants that are engaged in work readiness, educational, or occupational skills training. This training must be tied to the youth's Individual Service Strategy goals.

- Participants will document and submit their time in training, which is verified by the training provider and/or YES Duluth staff.
- Participants can earn \$10/hour of verified training time, up to 10 hours or \$100 stipend per week. Participants are informed that stipend payments over \$600 in a calendar year are subject to income tax and they will receive a 1099 tax form.

**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.**

YES Duluth utilizes a Work Performance Evaluation form developed for MYP and WIOA youth programs. Partway and at the end of a work experience, worksite supervisors complete this performance evaluation; rating youth on attendance, attitude, interpersonal skills, workplace appearance, communication skills, and teamwork. The evaluation is reviewed by the supervisor, participant, and YES Duluth counselor. Counselors identify skills needing improvement and work with the youth to develop steps for positive changes and areas for improvement. For youth completing the Conover Company Workplace Readiness training, YES Duluth staff will utilize the Job Readiness assessment report to measure Work Readiness.

MFIP counselors complete 'Employability Measures' with participants. This assessment tool measures 11 categories of work readiness (transportation, dependent care, education, housing, social support, child behavior, financial, legal, safe living environment, health, and workplace skills). Additional data elements tracked include the number of participants earning academic credit, attaining unsubsidized employment, and/or attending post-secondary training. The MFIP employment counselor may identify other performance indicators or benchmarks in the employment plan such as the number of hours per week the participant is working or participating in job search.

**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.**

When appropriate, eligible TANF youth participants will be co-enrolled in WIOA Youth, Minnesota Youth Program, Youth at Work, and Youth Support Services. The co-enrollment will allow additional wrap-around support services and continued case management and services for the youth to reach their employment and educational goals. For example, a participant may be co-enrolled in WIOA while they are completing their GED and provided services to transition to employment and/or enroll in post-secondary training.

**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: City of Duluth Workforce Development</b>		<b>Contact: Karissa Kucera</b>		
<b>Project Goal:</b> To increase the employability for young parents, ages 16-24 who are receiving cash MFIP benefits; and younger youth, ages 14-18, who are on the grant in MFIP households by providing career counseling to help youth participants explore and enroll in education opportunities, and build work readiness skills.				
<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>
DWD staff work to recruit and enroll eligible youth and ensure age appropriate goals.	100% enrollment	4	Jan 2022	Dec 2022
Staff conduct assessment, review Employability Measures, determine barriers and goals, and provide case management	100% of youth complete and develop plan	4	Jan 2022	Dec 2022
Youth enroll in a work readiness training, provided by partners or Conover Company	Youth will successfully complete the work readiness training	3	Feb 2022	Dec 2022
Youth placed in a work experience aligning with career interest and skills	Youth will complete successfully and/or receive a proficient work rating	1	Jan 2022	Dec 2022
Provide ongoing counseling and support to youth participants to improve work readiness skills and/or make progress on education/employment goals	100% of youth participants will improve work readiness skills and/or make progress on education/employment goals	4	Jan 2022	Dec 2022

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

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

Agency	Contact Person Phone/ E-mail
Duluth Workforce Development 402 W 1 <sup>st</sup> St Duluth, MN 55802	Karissa Kucera 218-730-5236 kkucera@duluthmn.gov

Budget Category	TANF Innovation Funds
<b>833 - Administration (5% maximum)</b>	\$ 650
<b>881 - Youth Wages and Fringe Benefits</b>	\$ 6,240
<b>885 - Direct Services to Youth</b>	\$ 6,110
<b>891 - Support Services</b>	0
<b>TOTAL</b>	\$ 13,000

Budget Category	Provide a detailed breakdown of the items and amounts budgeted:
<b>833 – Administration (5% maximum)</b>	Admin expenses: \$650 Personnel costs for operational administrative functions
<b>881 – Youth Wages and Fringe Benefits</b>	(Please provide details on how funds will be allocated i.e. stipends, wages, etc.) Stipends: 4 @ \$10/hr for 120 hours = \$4800 Wages + Fringe Benefits: 1 @ \$12.00/hr for 120 hours = \$1440
<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.) Staff wages and fringe benefits: \$6110
<b>891 – Support Services</b>	(Please provide details on how you anticipate funds will be allocated i.e. transportation, clothing, tools, etc.) Support services will be provided through co-enrollment in other youth programs or MFIP program.

## 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



YES Duluth  
Duluth Workforce Development  
402 West 1<sup>st</sup> Street  
Duluth, Minnesota 55802  
Main: 218-302-8400  
Fax: 218-730-5952

## **YES Duluth Stipend Policy**

City of Duluth Youth Employment Service (YES Duluth)

*For participants enrolled in the*

*WIOA Youth, MYP, Youth at Work, or TANF Youth program*

**Updated and Approved 9/28/2021**

A stipend is a fixed small payment made to a participant during enrollment in a YES Duluth youth program to encourage and support their participation in approved activities as laid out in their Individual Service Strategy. Stipends may be paid based on actual hours of attendance, or completion of a training. Attendance in the activity or training must be documented and verified prior to issuance of the stipend payment.

Stipend amount is set at \$10.00/hour of attendance, up to 10 hours per week or \$100 per week.

Stipends may be paid to participants for their participation and completion of education or training services. Education or training must be approved and included in the ISS.

Stipends may be awarded for attendance/participation in:

- High School Equivalency classes, in person or online
- Attendance in a short term training program
- Attendance in work readiness training, in person or virtual, including Career Quest, Mind Over Matters, financial literacy packets, and Conover Online training programs
- Entrepreneurship Training and developing a business model/business plan

**Process:** Participants complete a W-9 form which is submitted to City of Duluth's auditors. Participants will document time on Tracking Form, the hours are verified by training provider or YES Duluth staff, and copies are maintained in customer's file. Stipend payments may be paid weekly. If stipend payments amount to \$600 in a calendar year, the payment is subject to income tax and participant will be mailed a 1099 tax form.