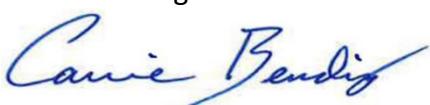


Cover Sheet
2022 TANF Youth Innovation Project

Applicant Agency: Please use the legal name and provide the full address. This is the fiscal agent with whom the grant agreement will be executed.			
1. Agency Name:	Southwest Minnesota Private Industry Council, Inc.		
2. Director Name:	Carrie Bendix	8. Contact Name:	Eriann Faris
3. Telephone:	507-476-2188	9. Telephone:	507-476-4053
4. Fax:	507-537-6362	10. Fax:	507-537-6362
5. Email:	cbendix@swmnpic.org	11. Email:	efaris@swmnpic.org
6. Agency Website:	www.swmnpic.org		
7. Address:	Lyon County Government Center 607 West Main Street Marshall, MN 56258		12. Address:
			Lyon County Government Center 607 West Main Street Marshall, MN 56258
13. Federal Tax ID: (required)	411487964	14. Minnesota Tax ID: (required)	3012698
15. DUNS Number: (required)	061564931	16. SWIFT Vendor ID: (if known)	0000204682
Required Information:			
17. Project Name:	SW MN TANF Innovations Project		
18. Geographic Area Served:	Big Stone, Chippewa, Cottonwood, Jackson, Lac qui Parle, Lincoln, Lyon, Murray, Nobles, Pipestone, Redwood, Rock, Swift, and Yellow Medicine		
19. Number of Participants Served:	5		
20. Project Start Date:	1/1/2022		
21. Project End Date:	12/31/2022		
22. Total Amount of Funding Requested:	\$15,000		

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 Executive Director	Date 11/23/2021
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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.

The Southwest Minnesota Private Industry Council (PIC) works to build tomorrow's workforce through partnerships with a shared focus on training and leadership. We are a private, nonprofit organization that offers customized training and employment services for individuals and businesses in a 14-county area of Southwest Minnesota. We also facilitate services through three CareerForce locations in Marshall, Montevideo, and Worthington.

For 35 years, the PIC has helped build a skilled and qualified workforce. Our youth and young adult division works with employers and educators to assist students with career exploration, career preparation, and skills training that align with the needs of local employers. This is accomplished through a series of work-based learning activities, career focused events and workplace experiences. Providing students with opportunities to experience "real-life" workplaces and employees outside of the classroom is important for their career preparation and for building a pipeline of future Southwest Minnesota skilled workers.

PIC is the Minnesota Family Investment Program (MFIP) Employment and Training service provider in WDA 6. Referrals of identified MFIP eligible youth are easily made between the PIC MFIP Job Counselors and the PIC Youth employment specialist. PIC youth employment specialists provide county human services and public health staff information about available services and seek referrals. PIC staff provide applications and materials to county personnel, to assist with identifying and recruiting individuals for the program. Teen parents are a priority for service. Teen parents can be co-enrolled in WIOA and/or MFIP and/or Diversionary Work Program. Services include, but are not limited to: career awareness, career exploration, career assessments, job keeping/seeking skills, life-long learning skills, scholarship opportunities, labor market information, introduction to career pathways, work experience and support services.

PIC MFIP Job Counselors, in coordination with the PIC Youth Employment Specialists, incorporate the work experience activity into the individual MFIP Employment Plan for each participant. PIC youth staff work with the youth participants to address barriers by providing experiential and work-based learning opportunities for youth via paid internships/work experience placements. The work placements provide participants the opportunity to gain basic skills competencies and experiences necessary to be successful in the workplace.

Work based learning:

- Provide an opportunity for youth to learn about and meet employer expectations while gaining transferable skills.
- Allow youth to "try out" different jobs to help determine what they like and dislike.
- Help build work-readiness skills to prepare them for a future career.

- **Provide youth exposure to work/careers that will improve their employment prospects.**
- **Expand the youth's professional social network.**

The Employer Partnerships we have in southwest Minnesota are very influential in providing solid work-based learning experiences. PIC facilitate the Workforce Development Regional Plan alongside our employer partners working towards the end goal of providing comprehensive skill development to student learners including activities designed to promote awareness of careers, workplace norms and employer expectations. These activities incorporate the technical skills components which are industry specific.

In the workplace, Career Exploration includes Informational Interviews, Job Shadowing and Workplace Tours. Career Preparation & Training Career Preparation activities give an in-depth discovery of a particular career and the development of the skills and understanding of the education needed in a particular industry or occupation and activities include work-based skills training, internships, paid work experience and apprenticeships. The student is held to the same expectations as all employees and is evaluated by the workplace supervisor. Traditional classroom-based education and job training programs do not always reflect workplace needs, and employers find that many job candidates lack valuable employability skills.

The PIC was recently approved as a DOLi Youth Skills Training program and awarded dollars in which high-quality work-based skills training will be designed, supported, and structured to meet specific learning outcomes, be educationally rich, and build awareness of local employers, in-demand industry sectors, their role in the economy and the career options it provides. We will work with local employers to have various high growth-high demand occupations approved to allow 16–17-year-old learners to explore various careers they would otherwise be restricted due to their age. It will also allow employer more flexibility to provide work-based learning opportunities for students.

PIC youth programs proactively work to increase the number of work experience opportunities in the private sector. PIC has a strong network of businesses and organizations willing to host paid youth interns. Participating worksite supervisors and participants receive a program orientation from Program Staff. The orientation includes the following elements:

Responsibilities and expectations of the youth intern, worksite supervisor, and the employment specialist include:

- **Overview of Workplace Safety;**
- **Child Labor Laws;**
- **Minnesota Right to Know Act;**
- **Workers Compensation and injury reporting processes;**
- **State and Federal employment laws and rules;**

- **Workplace Confidentiality; and**
- **Equal Opportunity Laws.**

A worksite evaluation, measuring performance in the workplace, is required. The evaluation is used to assess work readiness for the work readiness indicator requirement. The worksite supervisor observes and evaluates performance on a bi-monthly basis. The supervisor provides the ratings for the participant on the timecard which is submitted to youth program staff. Staff then uses the evaluation information to interact with the youth and discuss strengths and areas needing further development.

- 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.**

PIC is the MFIP service provider in WDA 6; therefore, the referrals of identified MFIP eligible youth are made by the PIC MFIP Job Counselors directly to the PIC Youth employment specialist.

The PIC has a strong network between the counties and the Workforce Center partners. This network allows for direct recruitment of potential youth through direct contact with case workers and financial workers. PIC staff provide applications and materials to county personnel to assist with identifying and recruiting individuals for the youth services.

The PIC provides work experience to eligible MFIP youth participants. The MFIP Job Counselor and/or county worker (with a release of information signed by participant and if applicable parent/guardian) will provide youth staff with any assessment and detailed information regarding barriers that may directly impact the work experience placement. The PIC youth employment specialist meets with the eligible TANF youth to identify areas of interest, barriers, and abilities. When necessary TANF youth will take a formal career assessment to define more clear interest and aptitude areas.

When appropriate, the TANF Innovative Project participants are co-enrolled in WIOA Youth and/or MVP to leverage additional resources and maximize value to the individual.

The Southwest Teen Parent Pathway project will provide services to 5-6 youth in the career pathway/work experience component of the project. Forty percent will be youth from communities of color.

The Southwest Minnesota Workforce Development Board has established a Diversity/Emerging Workforce Committee including diverse representation from across the region. The goal of the committee is to address employment disparities, seek feedback and engage communities of color, and to evaluate and improve the cultural competency of the organization.

PIC youth employment specialists collaborate with the Southwest Minnesota Adult Basic Education Consortium. When language or cultural barriers to education or employment exist, a referral is made to ESL classes. Interpreters are available to work with individuals with language and cultural barriers. In-house Spanish speaking staff are available to provide

interpreter services. The language line and interpreters are also available as a resource to assist with interpretations. Staff participate in cultural competency trainings to learn how to incorporate programming approaches such as:

- Acknowledging differences and commonalities;
- Validate students' cultural identity;
- Educate students about diversity of the world around them; and
- Promote equity and mutual respect.

Youth staff work with the schools Minority Advocates, Minority School Liaisons, and Integration Collaboratives in the region to incorporate specific program approaches.

As an organization, the PIC demonstrates cultural competence through: 1) a commitment from senior leadership and the board to provide culturally responsive services; 2) the mission, structure, policies, and procedures; 3) all program participants feeling valued, programming that builds on their strengths, 4) translation or interpretation services being available; 5) a diverse representation of the board and staff members; 6) engaging ethnic communities in the planning and implementation of services; 7) training staff in the cultures and traditions of communities of color; and 8) personal performance measures that include skills related cultural competency.

The PIC views a diverse and new immigrant population as a strength in the community and a potential solution to workforce shortages. The implementation of the actions outlined above is the work of the board's Diversity/Emerging Workforce committee. Utilizing community members, past participants and organizational cultural competency assessments, the committee will evaluate the organizations cultural competences and work to continually improve on an ongoing basis.

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 intent of the Southwest Minnesota Workforce Development Board Career Pathways Partnership committee is to create a pathway in high growth, in-demand occupations for the young adults in the identified target populations, to enhance basic academic abilities, complete the career pathway, participate in job training, and earn industry recognized credentials and post-secondary education credits. This is done through a strong and seasoned partnership between the PIC, ABE, Minnesota West Community and Technical College, and other partners.

The initial step is to create opportunities that might not otherwise be affordable or accessible to some of the region's residents. A benefit to MFIP eligible out of school youth is accessible training that will allow them to become more employable where they learn additional academic skills. The Bridge programming provides preparatory skills needed to enter the integrated training. The skills offered in the bridge portion include but are not limited to basic employment skills, job search skills, and an introduction to the industry in that the participant is pursuing.

The fundamental career and technical skills training concentrates on high demand/high pay industries in Southwest Minnesota. According to DEEDs Occupations In Demand (OID) Tool, Manufacturing, Healthcare, Transportation, and Construction industries are identified as "well above average" demand and growth in Southwest Minnesota. The expressed need throughout each industry is the increasing demand for skills with the ability to advance along the employer or industry career pathway for rewarding successful career opportunities.

To assure increased participant completion and skills mastery, career pathway training, work experience, post-secondary credit, and support services will be provided through the project partnership. Additional instruction will enhance participants' Basic English and Math comprehension, computer/technology literacy, work readiness, soft skills, and employability skills.

The intended outcome of the project is higher skill attainment and successful completion of industry recognized credentials, college credits, job placement, job retention, enrollment in higher education career pathway/degree programs, enhanced awareness of resources and opportunities for career advancement. All of the information is packaged into a portfolio for the participants' future access and reference.

Ongoing support is a vital component for participants. Many young people are entering the workforce for the first time, some have had unsuccessful attempts at jobs, others may be reaching beyond what they have ever considered possible for themselves. For this reason, PIC youth employment specialists are available on an ongoing basis to provide a connection, encouragement, and/or to serve as a general resource.

As participants progress along their career path, PIC youth employment specialists provide a post-secondary orientation session, to help youth identify post-training career options. Staff assist in navigating the post-secondary system and provide career counseling to enhance the participants' opportunity for successful transition into the post-secondary environment. College is defined as any post-high school training opportunity resulting in an earned credential, from a certificate to a bachelor's degree and beyond.

Ultimately, the goal of the program is to create career pathways for participants while creating systems change in strengthening partnerships to better support individuals to increase employability and provide employers with skilled workers.

The PIC has well established Career Pathway Partnerships to meet the needs of residents and the workforce. The partners are passionate about making a positive impact for all individuals in our region, which will also impact their families, and ultimately result in a stronger workforce for our employers. Partners understand the specific needs of the target audience and the need to incorporate career pathways into the participants work and family lives for optimal success. The strength of the partnership is collaboration and understanding of each agency's missions and strengths and utilizing that to navigate for the success of the student. The partnership allows each partner to do what they do best in an effort to avoid duplicating services.

The sustainability of the program is vital for individuals and the community. Staff will continue to develop the staff and board's ability to generate expanded funding in order to diversify revenues. Funding and implementation strategies include building and maintaining

relationships with workforce partners, foundations, corporate sponsors, counties, and individual donors. The PIC youth and young adult programs focus are on expanding and enriching our current work-based learning initiatives, career pathways, job shadows, and career awareness activities. Continued development of labor market infographics and reaching parents is also a major focus and considered at every point of program development. All of which will encompass enhancements to our employer engagement and ability to provide further efficient and effective employer driver services.

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

Objective assessment is the beginning of the set of comprehensive services designed to help youth achieve their potential and become productive and self-sufficient contributors to their communities. Objective assessment is both comprehensive and ongoing. Assessments are provided through individual interviews, paid internships/work experience opportunities, leadership activities, computerized and paper assessments, written assignments, and more. Appropriate accommodations are made for youth with special needs.

The PIC Youth Programs Initial Assessment and Individual Service Strategy (155) form is used to assess youth interests, level of work experience, education, skill competencies and allows for discussion around any barriers or challenges to the career goals the youth is seeking to achieve. The 155 section prompts youth employment specialists to identify the steps necessary to achieve their career goals and work around their challenges. The participant's goals and next steps are then aligned with the 14 WIOA program elements, 5 Guideposts for Success, and Pre-Employment Transition Services (if applicable) which are necessary for the young person to achieve their goals. This includes the creation of career pathways for youth and young adults involved in PIC programs as well as effective connections with employers, including small businesses, and in-demand industry sectors and occupations resulting in effective work-based learning.

Other assessment tools used include the World of Work Inventory (WOWI), the Career Scope, Minnesota Career Information System (MCIS), Occupational Research Packet, and Roadblocks to Employment.

In addition to the assessments administered to participants directly, PIC youth employment specialists receive copies of school records for in-school youth, including their Individual Education Plans (IEP), 504 plans, transcripts, standardized test results, etc., as appropriate.

Partnerships have been formed with new employers in our 14 county area. The youth team takes a strong participant centered focus and tailors the work experience to that person's career interests and goals calling new employers if they fit the needs and aspirations of the participant.

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

Our career pathway approach provide occupational skills training that will lead to multiple industry recognized credentials and WE opportunities in key industries:

Health Care	Credentials include the following certifications, diplomas, and degrees: First Aid/CPR, Personal Care Assistant, CNA, Trained Medication Administration, Community Interpreter, Community Health Worker, EMT, Paramedic, Health Unit Coordinator, Medical Assistant, Phlebotomy, Medical Lab Technician, LPN, RN and Dental Assistant
Manufacturing	Credentials: OSHA 10, NIMS Credentials, MSSC Certified Production Technician Credential, Welding, Machining and Mechatronics certificate, diploma, and degree programs of study
Construction	Credentials: Carpentry certificate, diploma, and degree programs. Heating, Ventilation, and Air Conditioning certificate, diploma, and degree programs, Plumbing certificate, diploma and degree programs.
Transportation	CDL Permit prep leading to a Class A Commercial Driver’s License, Automotive Technician, Auto Body and Collision, and Diesel Technician
Information Technology	Computer Support Technician

The work experience component has significant impact in preparing youth for the workforce and introducing career pathways. Providing an education component in conjunction with WE opportunities provides a unique opportunity for conceptual learning at the worksite as well real time workplace examples to bring to the classroom. When possible, youth are placed in private sector worksites where there is a greater opportunity to get hired after the WE for direct entry into the industry. Upon completion of the WE the school counselor will receive a summary of the program activities and the school districts can award students' elective academic credit, whereas students involved in post-secondary level and/or industry recognized certification will be awarded credit upon completion of their courses in which an internship is combined with the training component. Prior to setting up a WE, youth that need additional skills to be successful at work are referred to our virtual work readiness program focused on preparing youth for the world of work. Topics include communication skills, budgeting, health and wellness, and community exploration, which are fundamentals in being successful in life and employment. Youth learn about the importance of effective workplace communication, how to budget their money, the impacts of health and wellness on employment and local community resources that are available. These programs were developed to adapt to the changing needs of youth and in response to the pandemic. Youth and their families may be concerned with starting employment during a pandemic and allows an opportunity for youth to continue to build their employability skills. In addition to the topics covered, youth are learning technology skills, dependability, time management skills and building self-confidence. Youth will participate in a variety of career exploration events to gain exposure to in-demand occupations.

- 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.**

PIC does not plan to use stipends as part of our project design.

- 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.**

A worksite evaluation measuring performance in the workplace is used to assess the participants work readiness. Worksite supervisors observe and evaluate workplace performance. The process used to track work readiness is to have the worksite supervisor evaluate/rate the youth on the following key categories:

- **Attendance/Punctuality (Dependability)**
- **Positive Attitude/Behaviors**
- **Interpersonal Skills (Communication, Relations)**
- **Decision Making/Stability**
- **Communication Skills -Written & Verbal**
- **Appearance**

The rating scale is located on the students' timecards and supervisors provide a bi-weekly evaluation of the participant. The supervisors complete the evaluation using a likert scale of one through four (one unacceptable to four exceeding expectations). The evaluation is included on the timecard to promote a conversation about positive developments and needed improvements. Youth meet the goal when they receive a minimum rating of three, 75% of the time throughout the duration of their work experience.

- 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, TANF Innovative Project participants will be co-enrolled in WIOA Youth, MYP and/or Youth at Work as a means to leverage additional resources and maximize resources for the participant. The services to be provided through the co-enrollment might be WEX, training and/or support services.

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: Southwest Minnesota Private Industry Council		Contact: Eriann Faris, Youth Program Manager		
Project Goal: Increase the employment opportunities for teen parents, ages 16-24, who are receiving MFIP benefits; and younger youth, ages 14-18, who are on the grant in MFIP households, while assisting them in addressing any problems that impair the ability to make successful transitions from school to work, apprenticeship, the military, or postsecondary education training and improve their long term employability skills. Building on successful on-going business driven, short-term training initiatives to offer comprehensive, integrated training, job readiness and job placement services and support services to target populations in Southwest Minnesota.				
Strategies (activities, steps, and tasks to achieve the goal):	Expected Outcomes	Number Served	Start Date	End Date
Development of Individual Employment Plan (MFIP Plan, Youth Plan (ISS).	100% of participants will develop an ISS.	6	1/1/2022	12/31/2022
Become more aware of career opportunities right here in southwest Minnesota.	100% of participants will become more aware of career opportunities right here in southwest Minnesota through various WBL activities and use of Labor Market Information and Career Pathways.	6	1/1/2022	12/31/2022
Investigate career options that align with their skills and interests.	90% of participants will engage in career awareness and career exploration activities and be able to identify career options that align with their skills and interests.	5	1/1/2022	12/31/2022
Improve job seeking skills and understanding of what employers need.	90% of participants will improve job seeking/keeping skills and understand employer expectations.	5	1/1/2022	12/31/2022
Enter training	100% success rate of participants entering training program.	3	2/1/2022	12/31/2022
Satisfactory Progress/Attainment	90% success rate of participants submitting satisfactory progress/credential attainment documentation (grades, cert.)	2	2/1/2022	12/31/2022

Agency: Southwest Minnesota Private Industry Council		Contact: Eriann Faris, Youth Program Manager		
Project Goal: Increase the employment opportunities for teen parents, ages 16-24, who are receiving MFIP benefits; and younger youth, ages 14-18, who are on the grant in MFIP households, while assisting them in addressing any problems that impair the ability to make successful transitions from school to work, apprenticeship, the military, or postsecondary education training and improve their long term employability skills. Building on successful on-going business driven, short-term training initiatives to offer comprehensive, integrated training, job readiness and job placement services and support services to target populations in Southwest Minnesota.				
Strategies (activities, steps, and tasks to achieve the goal):	Expected Outcomes	Number Served	Start Date	End Date
TANF Innovation Project participants will be involved in a work experience, with the purpose of providing the youth with opportunities for career exploration and skill development. The work experiences will include the following elements: instruction in employability skills or generic workplace skills such as those identified by the SCANS, exposure to various aspects of an industry, and other elements designed to achieve the youth goals of a work experience.	85% of participants placed in a work experience will meet the PIC youth programs work readiness goal, which is defined as the following: "The participant is employed 3 at least 75% of the time is evaluated with a "3" Meets Requirements on their time cards".	4	2/1/2022	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
Southwest Minnesota Private Industry Council 607 West Main Street Marshall, MN 56258	Pam Russell, Fiscal Manager 507-476-4061 prussell@swmnpic.org

Budget Category	TANF Innovation Funds
833 - Administration (5% maximum)	\$750
881 - Youth Wages and Fringe Benefits	\$6,000
885 - Direct Services to Youth	\$7,750
891 - Support Services	\$500
TOTAL	\$15,000

Budget Category	Provide a detailed breakdown of the items and amounts budgeted:
833 – Administration (5% maximum)	Salaries, Payroll Taxes and Benefits for Administrative Staff, along with related costs that are allocated on a monthly basis. These include Office Supplies, Rent & Utilities, Telephone (including internet costs), Insurance, Office Equipment Repair/Maintenance, etc. ~ 5% • \$15,000= \$750
881 – Youth Wages and Fringe Benefits	(Please provide details on how funds will be allocated i.e. stipends, wages, etc.) Each student (4) will be allowed 120 hours/work experience. Approximately 460 hours@ \$12.92/hour (rate including fringe): \$6,000
885 – Direct Services to Youth	(Please provide details on how funds will be allocated i.e. direct staffing costs, training funds, tuition, etc.) Career Pathway Training (College, ABE, Secondary Schools) \$1500/participant * 3 participants= \$4,500 PIC Youth Staff: Approximately 5% FTE (104 hours) @ \$31.25/hour (including benefits, MN UI Taxes, IWorkers'Comp Insurance Premiums, Health/Life Insurance, Retirement Plan Benefits, Rent, Travel, Internet, Phone, Supplies= \$3,250

891 – Support Services	<p>(Please provide details on how you anticipate funds will be allocated i.e. transportation, clothing, tools, etc.)</p> <p>Approximately \$100/participant x 5 participants= \$500</p> <p>These will be used for work uniforms, transportation, and/or training or work necessities.</p>
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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