



SFY 26-27 Minnesota Youth at Work Competitive Grant

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Grant Overview

The Youth at Work Competitive Grant, as authorized in Minnesota Statute [116L.562](#), provides workforce development and training opportunities to economically disadvantaged or at-risk youth ages 14-24. The Youth at Work Competitive Grant is administered by the Minnesota Department of Employment and Economic Development (DEED). The current Youth at Work Policy chapters can be found [here](#).

Funding Availability

State Fiscal Year (SFY) 2026 and SFY 2027 funds will be available to grant recipients beginning July 1, 2025.

- The total amount of funding appropriated is \$4,098,000 for SFY 2026 and SFY 2027. DEED retains five percent of the appropriation for administration and monitoring of the grant program. Therefore, up to \$3,893,100 per fiscal year is available to be awarded to qualifying organizations as defined in MS [116L.562](#). The final funding amount available will ultimately be determined by the Minnesota Legislature.
- The maximum amount of funding that can be requested by any single applicant for SFY 2026/2027 is \$850,000 per fiscal year. Second year funding for SFY 2027 in the same amount as SFY 2026 will be available based on satisfactory performance in the first year. SFY 2027 funds will not be available prior to July 1, 2026. The number of grants awarded under the Youth at Work Competitive Grant will depend on the final funding amount allocated to the program by the Minnesota Legislature.

Funding will be allocated through a competitive process with review by a committee representing content and community specialists with regional knowledge. DEED expects to announce selected grantees in June 2025. If selected, you may only incur eligible expenditures when the grant contract agreement is fully executed, and the grant has reached its effective date – not before July 1, 2025.

Minimum Requirements:

Applicants must meet the minimum requirements in order to be fully considered for this grant opportunity. To be eligible to apply for funds, an applicant must be a local unit of government (including tribal nations), nonprofit organization, Community Action Agency, or a public school district. These requirements must be met by every applicant in order to be considered. Per [MS 116L.562](#), eligible organizations must have demonstrated effectiveness in administering youth workforce programs and must leverage non-state or private sector funds. Additionally, new eligible applicants must be youth-serving organizations with significant capacity and demonstrable youth development experience and outcomes to operate a youth workforce development project. For additional information requirements for successful applicants, refer to the [Youth at Work Policy Chapters](#).

Priorities

As stated in [MS 116L.562](#), in awarding competitive grants, priority shall be given to programs that:

1. Provide students with information about education and training requirements for careers in high-growth, in-demand occupations. (Refer to DEED's Occupations in Demand data tool [here](#)).
2. Serve youth from communities of color who are under-represented in the workforce; or
3. Serve youth with disabilities.

Participant Eligibility

Proposals must serve economically disadvantaged or at-risk youth ages 14 to 24.

- **Economically disadvantaged:** youth who are economically disadvantaged as defined in the rules and regulations of the Workforce Innovation and Opportunity Act:
- An individual who received an income, or is a member of a family that received a total family income, that, in relation to family size, does not exceed the higher of —
- the official poverty level, for an equivalent period; or
- 70 percent of the lower living standard income level.
- Please follow this [link](#) to DEED’s website for the current Income Eligibility Table that includes both Poverty Levels and Lower Living Standard Income Level.

Other methods to determine economic status:

- Youth who are eligible to receive or are receiving **Federal free/reduced school lunch** are considered to be economically disadvantaged.
- Expected family contribution of “0” on the Free Application for Federal Student Aid (FAFSA) qualifies a youth as low-income.
- Youth who is receiving public assistance (i.e. MFIP, TANF, SNAP, SSI, SSDI, general, refugee or medical assistance) qualifies the youth as low-income. Being counted in the household of a family receiving public assistance also qualifies a youth or young adult as low-income

At-risk youth:

Youth classified as at-risk under section [116L.56](#), subdivision 2:

For purposes of Youth at Work eligibility determination, the following individuals are considered at risk:

1. a pregnant or parenting youth;
2. a youth with limited English proficiency;
3. a potential or actual school dropout;
4. a youth in an offender or diversion program;
5. a public assistance recipient or a recipient of group home services;
6. a youth with disabilities including learning disabilities;
7. a chemically dependent youth or child of drug or alcohol abusers;
8. a homeless or runaway youth;
9. a youth with basic skills deficiency;
10. a youth with an educational attainment of one or more levels below grade level appropriate to age;
or
11. a foster child.

Applicant Eligibility

Eligible applicants or “eligible organization” are specifically defined by law as being either a local government unit (including tribal governments), a nonprofit/Community-Based Organization, a Community Action Agency, or a public school district.

Under §[116L.562](#), eligible organizations:

1. Must have demonstrated effectiveness in administering youth workforce programs and **must leverage non-state or private sector funds**.
2. **Must be** youth-serving organizations with significant capacity and demonstrable youth development experience and outcomes to operate a youth workforce development project.
3. If a program is **not** operated by a local unit of government or a workforce development board, the grant recipient **must coordinate the program with the local workforce development board**. Contact information can be found here: <https://mawb-mn.org/workforce-development-areas>.

Collaboration with Local Workforce Development Board

Partnerships are highly encouraged. Include all necessary partnerships in the Partnership Chart. If a program is not operated by a local unit of government or a workforce development board, the grant recipient must coordinate the program with the Local Workforce Development Board (LWDB). Contact information for LWDBs can be found [here](#). DEED does not set strict parameters for coordination under the Youth at Work program. Given the wide variety of youth workforce program models, DEED defers any degree of coordination of the grant to the applicant and the Local Workforce Development Board in the applicant’s service area. The requirements of coordination are as follows:

1. Youth at Work applicant must list the Local Workforce Development Board in the applicant’s respective service area(s) in the required Youth at Work partnership chart. The partnership chart is required as part of the application packet.
2. Coordination can take many forms. The following are examples of what coordination can look like:
 - Example 1. “Organization X” and “LWDB Y” agree to provide client referrals when it is in the best interest of the youth.
 - Example 2. “Organization X” serves as a subgrantee to “LWDB Y.”
 - Example 3. “Organization X” and “LWDB Y” serve similar populations so they agree to engage in regular communication so as to reduce duplication of efforts.

Grant Outcomes

The Youth at Work Competitive Grant allows for a wide variety of program models. There are eight (8) grant outcomes that are tracked as part of the grant program. Applicants need to identify at least one (1) grant outcome that is expected to be met with program participants. Definitions of these outcomes can be found in [General Definitions](#).

1. Attained work readiness goals;
2. Attained education goals;
3. Received academic credit or service-learning credit;
4. Obtained high school diploma, GED, remained in school, obtained a certificate, degree, or youth was a dropout who returned to school.
5. Entered post-secondary education, vocational/occupational skills training, apprenticeship, or military;

6. Entered employment;
7. Retained employment, increased wages, or advanced career
8. Completed program objective(s).

Selection Criteria and Weight

The review committee will be reviewing each applicant on a 100-point scale.

The review committee will evaluate all eligible applications received by the deadline. Please note that past performance will be taken into account in proposal evaluation.

The review committee will be reviewing each proposal on a 100-point scale. The scoring factors and weight that applications will be judged on are:

1. *Project Design: 40 points*
2. *Project Goals, Activities, and Timetables: 10 points*
3. *Partnership: 10 points*
4. *Evaluation and Reporting: 10 points*
5. *Equity and Relevant Experience: 10 points*
6. *Budget and Budget Narrative: 5 points*
7. *Work Plan: 10 points*
8. *Executive Summary: 5 points*

The Commissioner of DEED will review all committee recommendations and is responsible for award decisions. The Commissioner of DEED reserves the right to prioritize resources to proposals that address racial equity and geographical location, and to increase or decrease the amount of the funding requested. The award decisions of DEED are final and not subject to appeal.

Required financial and grantee capacity review

Before awarding a grant of over \$25,000 to a nongovernmental organization that has not previously had a grant from the State of Minnesota, state law requires DEED to assess a recent financial statement from that organization. Items of significant concern must be discussed with the grant applicant and resolved to the satisfaction of DEED staff before a grant is awarded. (Minn. [Stat. 16B.97](#) and Dept. of Administration/Office of Grants Management [Policy 08-06](#))

Minn. Stat. [§16B.981/Chapter 62 - MN Laws](#), Article 7, Section 11 requires that a pre-award risk assessment is conducted for grant awards of \$50,000 or more.

All grantees as defined in Minn. Stat. [§16B.981](#) Subd. 1 (c) applying for grants in the state of Minnesota must undergo a financial and capacity review prior to a grant award of \$50,000 and higher.

In order to comply with this requirement, the following information and documents will need to be submitted before the grant contract agreement is fully executed:

I. Capacity Responses: All potential grantees: Exhibit C

- a) Please describe your history of performing the work that will be funded by the grant:
 - o This includes describing your organization's current staffing, current budget.

- II. **Certification: No current principals have been convicted of a felony financial crime in the last ten years: All potential Grantees: Exhibit D**
- III. **Evidence of good standing: For-profit and nonprofit potential grantees: Exhibit E**
 - For-profit and nonprofit grantees: Filed and up-to-date with the Secretary of State
- IV. **Nonprofit grantees as applicable: Exhibit F**
 - Most recent Form 990 or Form 990-EZ
 - Most recent audited financial statement of a charitable organization which has received total revenue in excess of \$750,000 for the 12 months of operations covered by the statement per [Minn. Stat. §309.53](#)
 - Most recent board-reviewed (or managing group if applicable) financial statements, description of internal controls over business expenditures and outcomes of grant funds, if awarded, and evidence of exemption

The submission of inaccurate or misleading information may be grounds for disqualification from the grant contract agreement award and may subject an organization to suspension or debarment proceedings, as well as other remedies available to the State, by law.

Based on Minn. Stat. §16B.981/[Chapter 62 - MN Laws](#), Article 7, Section 11, Subd. 3-5 establishes the authority for a granting agency to:

- Provide or require enhanced grant oversight
- Request additional information from a potential grantee to determine whether there is a substantial risk that the potential grantee cannot or would not perform the required duties of the grant agreement.
 - The potential grantee has 30 business days to respond
- Develop a plan to address the risk or concerns identified
- Not award the grant.
 - The granting agency must provide notice of this determination to not award the grant to the grantee and the Commissioner of Administration.
 - The notice must include the following:
 - The reason for postponing/not awarding the grant
 - The timeline for the process for contesting the agency's decision

Questions:

- Questions may be submitted via email to Cory Schmid at Cory.Schmid@state.mn.us.
- All answers will be posted within two business days on DEED's Competitive Grants and Contracts webpage found [here](#).
- Please submit questions no later than 4:30 p.m. Central Time, on March 7th, 2025.

Application Content

Applicants must submit the Youth at Work Application Packet for the application to be considered complete:

- a. Form 1. Cover Sheet
- b. Form 2. Narrative Responses
- c. Form 3. Work Plan
- d. Form 4a. Budget – SFY26
- e. Form 4b. Budget – SFY27
- f. Form 5. Partnership Chart

- g. Form 6. Unemployment Insurance Account Consent
- h. Form 7. Applicant Conflict of Interest Disclosure Form
- i. Form 8. Performance Capacity
- j. Form 9. No Conviction of Felony Financial Crime by Principal
- k. Form 10. Evidence of Good Standing
- l. Form 11. Required Nonprofit Grantee Documents

Application Submission:

The application packet must be received via email by no later than 11:59 p.m. CST on Friday, March 21st, 2025. The application packet must be submitted to Youth.Team.DEED@state.mn.us in a single PDF. Late proposals will not be considered. DEED is not responsible for any issues related to technology. Please do not submit any other materials (binders, photos, letters of support, etc.) Unrequested materials will not be reviewed.

IMPORTANT: Applicants may be required to supplement their proposals at the request of the Commissioner of DEED and/or the Governor’s Office.

Review Process and Timeline

The review committee will evaluate all eligible and complete applications received by the deadline. DEED will review all committee recommendations and is responsible for award decisions.

RFP posted on the DEED’s web site	January 10, 2025
Questions due no later than 4:30 pm Central Time	March 7, 2025
Applications due no later than 11:59 pm central time	March 21, 2025
Committee begins review of applications	March 2025
Selected applicants undergo pre-award risk assessment	April 2025
Applicants submitted to DEED’s commissioner for review	May 2025
Selected grantees announced; grant agreement negotiations begin	June 2025
Work plans and budget approved, and grant begins	Not before July 1, 2025

Conflicts of Interest

State grant policy requires that steps and procedures are in place to prevent individual and organizational conflicts of interest, both in reference to applicants and reviewers per [Minn. Stat.§16B.98 Subd. 2-3](#) and [08-01 Conflict of Interest in State Grant-Making Policy](#).

Organizational conflicts of interest occur when:

- a grantee or applicant is unable or potentially unable to render impartial assistance or advice to the Department due to competing duties or loyalties
- a grantee’s or applicant’s objectivity in carrying out the grant is or might be otherwise impaired due to competing duties or loyalties

In cases where a conflict of interest is in question or disclosed, the applicants or grantees will be notified and actions may be pursued, including but not limited to, revising the grant work plan or grantee duties to mitigate the risk, requesting the grant applicant to submit an organizational conflict of interest mitigation plan,

disqualification from eligibility for the grant award, amending the grant, or termination of the grant contract agreement.

Public Data

Per [Minn. Stat. § 13.599](#)

- Names and addresses of grant applicants and amount requested will be public data once proposal responses are opened.
- All remaining data in proposal responses (except trade secret data as defined and classified in [§13.37](#)) will be public data after the evaluation process is completed. For the purposes of this grant, data will be considered public when all the grant contract agreements have been fully executed.
- All data created or maintained by [State agency] as part of the evaluation process (except trade secret data as defined and classified in [§13.37](#)) will be public data after the evaluation process is completed. For the purposes of this grant, Data will be considered public when all the grant contract agreements have been fully executed

Grant contract agreement templates are available for review at: [Office of Grants Management Policies, Statutes, and Forms/Forms and FAQs tab](#)

As referenced in the Workforce Innovation and Opportunity Act¹ ineligible expenses include but are not limited to:

- Fundraising
- Taxes, except sales tax on goods and services and payroll taxes
- Lobbyists, political contributions
- Bad debts, late payment fees, finance charges, or contingency funds
- Parking violations and traffic violations
- Out of state transportation and travel expenses. Minnesota will be considered the home state for determining whether travel is out of state.
- Food or snacks provided to participants (exceptions are made in extreme circumstances for youth who need food to participate in a training or maintain employment.)

Accountability and Reporting

- A quarterly narrative that describes progress of the grant (see [Appendix A](#));
- Entry of participant data into Workforce One or alternative data reporting format (see [Appendix B](#)); and
- Monthly Reimbursement Payment Request Forms (RPRs) or Financial Status Reports (FSRs) to a grant administrator within DEED. Reimbursement Request Forms or FSRs must accurately reflect expenditures and obligations consistent with rates of participation which grant administrators will be able to track.

¹ Refer to [WIOA Youth Chapter 18 Cost Matrix](#) for additional guidance.

Successful applicants will be required to enter participant data into Workforce One, DEED's case management system.² Information that needs to be collected on all youth includes: name, address, emergency contact information, demographic information, income status, and any at-risk characteristics as described in the [priorities](#) section above.

Grant Payments

Per [Policy 08-08](#) reimbursement is the preferred method for making grant payments. All grantee requests for reimbursement must correspond to the approved grant budget. The State shall review each request for reimbursement against the approved grant budget, grant expenditures to-date and the latest grant progress report before approving payment. Grant payments shall not be made on grants with past due progress reports unless DEED has given the grantee a written extension. DEED may consider requests for issuing advance grant payments on a case-by-case basis]

Grant Monitoring

[Minn. Stat. §16B.97](#) and [Policy 08-10](#) Grant Monitoring require the following:

- One monitoring visit during the grant period on all state grants of \$50,000 and higher
- Annual monitoring visits during the grant period on all grants of \$250,000 and higher
- Conducting a financial reconciliation of grantee's expenditures at least once during the grant period on grants of \$50,000 and higher. For this purpose, the grantee must make expense receipts, employee timesheets, invoices, and any other supporting documents available upon request by the State.
- For more information regarding DEED's monitoring practices, review [DEED's Monitoring and Oversight Policy](#).
- For applicants that subgrant funds to one or more organizations it is a requirement that the applicant monitors the subgrantee(s) to ensure compliance with all rules and regulations related to the Youth at Work program.

Grantee Bidding Requirements:

[For Nongovernmental organizations and for-profit businesses]

Any grant-funded services and/or materials that are expected to cost:

- \$100,000 or more must undergo a formal notice and bidding process.
- Between \$25,000 and \$99,999 must be competitively awarded based on a minimum of three (3) verbal quotes or bids.
- Between \$10,000 and \$24,999 must be competitively awarded based on a minimum of two (2) verbal quotes or bids or awarded to a targeted vendor.

The grantee must take all necessary affirmative steps to assure that targeted vendors from businesses with active certifications through these entities are used when possible:

² Exceptions may be given on a case-by-case basis to organizations that provide services in a manner that does not align with Workforce One data entry.

- [State Department of Administration's Certified Targeted Group, Economically Disadvantaged and Veteran-Owned Vendor List](#)
- Metropolitan Council's Targeted Vendor list: [Minnesota Unified Certification Program](#)
- Small Business Certification Program through Hennepin County, Ramsey County, and City of St. Paul: [Central Certification Program](#)

The grantee must maintain:

- Written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts.
- Support documentation of the purchasing and/or bidding process utilized to contract services in their financial records, including support documentation of verbal quotes or bids and justifying a single/sole source bid, if applicable.

The grantee must not contract with vendors who are suspended or debarred in MN: [Suspended/Debarred Vendor Information](#)

For grant-funded projects that include construction work of \$25,000 or more, prevailing wage rules apply per; [Minn. Stat. §§177.41](#) through [177.44](#). These rules require that the wages of laborers and workers should be comparable to wages paid for similar work in the community as a whole.

Grantee Bidding Requirements:

[For Municipalities]

Grantees that are municipalities must follow:

- The contracting and bidding requirements in the Uniform Municipal Contracting Law as defined in [Minn. Stat. §471.345](#)
- The requirements of prevailing wage for grant-funded projects that include construction work of \$25,000 or more, per [Minn. Stat. §§177.41](#) through [177.44](#). These rules require that the wages of laborers and workers should be comparable to wages paid for similar work in the community as a whole.

The grantee must not contract with vendors who are suspended or debarred in MN: [Suspended/Debarred Vendor Information](#)

Audits

Per [Minn. Stat. §16B.98](#) Subdivision 8, the grantee's books, records, documents, and accounting procedures and practices of the grantee or other party that are relevant to the grant or transaction are subject to examination by the Commissioner of Administration, the state granting agency and either the legislative auditor or the state auditor, as appropriate. This requirement will last for a minimum of six years from the grant contract agreement end date, receipt, and approval of all final reports, or the required period of time to satisfy all state and program retention requirements, whichever is later.

Affirmative Action and Non-Discrimination requirements for all Grantees:

- A. The grantee agrees not to discriminate against any employee or applicant for employment because of race, color, creed, religion, national origin, sex, marital status, status in regard to public assistance, membership or activity in a local commission, disability, sexual orientation, or age in regard to any position for which the employee or applicant for employment is qualified. [Minn. Stat. §363A.02](#). The grantee agrees to take affirmative steps to employ, advance in employment, upgrade, train, and recruit minority persons, women, and persons with disabilities.
- B. The grantee must not discriminate against any employee or applicant for employment because of physical or mental disability in regard to any position for which the employee or applicant for employment is qualified. The grantee agrees to take affirmative action to employ, advance in employment, and otherwise treat qualified disabled persons without discrimination based upon their physical or mental disability in all employment practices such as the following: employment, upgrading, demotion or transfer, recruitment, advertising, layoff or termination, rates of pay or other forms of compensation, and selection for training, including apprenticeship. Minnesota Rules, part [5000.3500](#)
- C. The grantee agrees to comply with the rules and relevant orders of the Minnesota Department of Human Rights issued pursuant to the Minnesota Human Rights Act.

Voter Registration Requirement:

The grantee will comply with [Minn. Stat. §201.162](#) by providing voter registration services for its employees and for the public served by the grantee.

Contact Information

For more information about this RFP contact:

MN Department of Employment and Economic Development
Cory Schmid
State Program Admin Coordinator
180 E 5th Street, Suite 1200
St. Paul MN 55101
Email: Cory.Schmid@state.mn.us

Attachments:

- Youth at Work Application Packet

General Definitions

WORK EXPERIENCES

From Workforce Innovation and Opportunity Act “WIOA” Proposed Rules 20 CFR 681.600):

- (a) Work experiences are 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. Work experiences provide the youth participant with opportunities for career exploration and skill development.
- (b) Work experiences must include academic and occupational education.
- (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 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.

SAMPLE METHODOLOGY FOR MEASURING WORK READINESS

From USDOL TEGL 07-10, Attachment B):

A worksite evaluation measuring performance in the workplace is one way to assess work readiness for the work readiness indicator. Previous feedback has demonstrated that one 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 should 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.

DEFINITION OF “CAREER PATHWAY”

From the federal Workforce Innovation and Opportunity Act (WIOA):

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 or its recognized equivalent, and at least one recognized post-secondary credential;
- g) Helps an individual enter or advance with a specific occupation or occupational cluster.

Budget Category Definitions

Administration – Costs are defined by WIOA Final Rules and Regulations 20 CFR, Section §683.215 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 Participant Wages and Fringe Benefits – Wages and benefits paid directly to youth participants while engaged in program activities. Benefits should typically include (where applicable) workers' compensation, Medicare, and FICA.

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 who provide direct services to youth participants should be included in this cost category.

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

Appendix A – Quarterly Narrative Report

SAMPLE – Youth at Work Quarterly Narrative Report

Due 45 calendar days following end of each calendar quarter

IDENTIFYING INFORMATION	
Grantee:	Contact:
Phone #:	E-mail Address:
PERIOD OF REPORT:	
WORK PLAN PROGRESS	
Describe your progress in implementing the strategies laid out in the approved work plan. Has the Youth at Work grantee implemented any innovations during the pandemic that are working well?:	
ADDRESSING BARRIERS TO EDUCATION AND EMPLOYMENT	
Identify any technology barriers for participants (including internet access) and any solutions/best practices to reduce or resolve this issue. Identify any housing stability concerns and how you are addressing the issue. Summarize any food insecurity issues and steps being taken to help participants and their families improve access to food. Identify any transportation issues affecting youth participants and their families and any innovative strategies or best practices. Identify any technical assistance needed from DEED to address these challenges:	
YOUTH EMPLOYMENT SITUATION	
Summarize employment situation with respect to placement of YAW participants in either work experience OR youth preparing to exit into unsubsidized employment:	
BEST PRACTICES, SUCCESS STORIES, AND EFFECTIVE STRATEGIES	
Describe any project highlights or success stories that you would like to share (see attached consent form for any stories which identify individual participants). Has the Youth at Work grantee had any surprise “wins” during these challenging times?:	

Appendix B – Quarterly Data Summary

This form provides Youth at Work applicants with the information that is collected on participants in the Workforce One Case Management System.

IDENTIFYING INFORMATION	
Grantee:	Contact Name:
Phone #:	E-mail Address:
PERIOD OF REPORT: (From start of SFY (July 1) or contract execution, whichever is later) <input type="checkbox"/> Through September (Due October 30) <input type="checkbox"/> Through December (Due January 30) <input type="checkbox"/> Through March (Due April 30) <input type="checkbox"/> Through June (Due July 30)	
TOTAL SERVED – GROUP SERVICES (Cumulative for the SFY)	
<p>The number provided above is to include all persons who participate in a grant funded group activity. Report the cumulative number of individuals for the SFY, through the end of the reporting quarter. For example, group services could include:</p> <ul style="list-style-type: none"> • The number of persons involved in job fairs or other onetime events or, • The number of family members of a participant who also participate and benefit from the granted funded activity. • Participant could be counted in group services even if they are also receiving and counted in individual services/case managed data. • All individuals counted in group services must have been fully or partially funded with Youth at Work grant funds. 	
GROUP SERVICES: Describe the group services activities provided this quarter, if applicable	
DATA ON PARTICIPANTS SERVED – INDIVIDUAL SERVICES - (Cumulative for the SFY)	
Total Individual Participants Served	
Gender	A. Female

	B. Male	
Age	A. 14 – 15	
	B. 16 – 17	
	C. 18	
	D. 19 – 21	
	E. 22 – 24	
Ethnicity / Race	A. Hispanic and Latinx	
	B. American Indian or Alaska Native	
	C. Asian American and Asian Pacific Islander	
	D. Black or African American	
	E. White	
Education Level	A. 8 th grade and under	
	B. 9 th Grade – 12 th Grade	
	C. High School graduate or equivalent	
	D. Post-Secondary Education	
Other Demographics	A. Limited English Proficient	
	B. Participant/Family Receiving Public Assistance	
	C. Foster Youth	
	D. Participants with a Disability	
	E. High School Drop-Out	
	F. Youth or Adult Offender	
	G. Pregnant or Parenting Youth	
	H. Basic Skills Deficient	

I. Homeless Individual or Runaway Youth	
J. Not Employed at Program Enrollment	
K. Veteran	
L. Economically Disadvantaged Individual	
PROGRAM SERVICES, ACTIVITIES, AND OTHER RELATED ASSISTANCE FOR INDIVIDUAL SERVICES - (Cumulative for the SFY)	
A. Received Education, Employment Preparation, or Work Readiness/Job Training Activities (Includes Training in ABE/Remedial, Basic Skills, Classroom, Labor Market Info, Life Skills, and Occupational Skills)	
B. Received Work Experience, Internship, or Apprenticeship Activities	
C. Received Community Involvement and Leadership Development Activities	
D. Received Post-Secondary Exploration, Career Guidance and Planning Activities	
E. Received Mentoring Activities	
F. Received Support Services	
G. Received Financial Literacy Education	
INDICATORS OF PERFORMANCE FOR INDIVIDUAL SERVICES - (Cumulative for the SFY)	
A. Attained Work Readiness Goals	
B. Attained Education Goals	
C. Received Academic Credit or Service Learning Credit	
D. Obtained High School Diploma, GED, Remained in School, Obtained a Certificate or Degree, or Dropout - Returned to School	
E. Entered Post Secondary Education, Vocational/Occupational Skills Training, Apprenticeship, or Military	
F. Entered employment	
G. Retained employment, increased wages or advanced career	
H. Completed program objective	
CUSTOMER SATISFACTION FOR	

INDIVIDUAL SERVICES - (Cumulative for the SFY)	
A. Number of participants rating experience as “Excellent”	
B. Number of participants rating experience as “Very Good”	
C. Number of participants rating experience as “Average”	
D. Number of participants rating experience as “Below Average”	
E. Number of participants rating experience as “Poor”	
F. Total Number of Surveys Completed	

Data Summary Definitions:

- I. Gender
 - A. **Male:** Identifies as male
 - B. **Female:** Identifies as female

- II. **Age** (age at time of program enrollment, round down to the past birthday)
 - A. **14 – 15:** Self-explanatory
 - B. **16 – 17:** Self-explanatory
 - C. **18:** Self-explanatory
 - D. **19 - 21:** Self-explanatory
 - E. **22 - 24:** Self-explanatory
 - F. **Greater than 24:** Self-explanatory

- III. **Ethnicity/Race** (more than one category may be selected per participant)
 - A. **Hispanic/Latino (separate category from Race):** These are individuals who classify themselves as “Mexican,” “Puerto Rican,” “Cuban”, or in some other Spanish, Hispanic, or Latino category. The individual can view this origin as the heritage, nationality group, lineage, or country of birth of the individual or of the individual’s parents/ancestors before arrival in this country. Individuals who identify their origin as Hispanic/Latino can be of any race.

 - B. **American Indian or Alaska Native:** These are individuals having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment:
 1. **American Indian:** These are individuals who identify as their races as “American Indian,” including such entities as American tribes, Canadian Indians, French – American Indians, or Spanish – American Indians.
 2. **Alaska Native:** These are individuals who identify as their race as Eskimo, Aleuts, Alaska Indians, Arctic Slope, Inupiat, Yupik, Alutiq, Egegik, and Pribilovian.

 - C. **Asian or Pacific Islander:**
 1. **Asian:** these are individuals having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. It includes:
 - a. Asian Indian
 - b. Chinese
 - c. Filipino
 - d. Japanese
 - e. Korean
 - f. Vietnamese
 - g. Other Asian

2. **Pacific Islander:** these are individuals having origins in any of the original peoples of Hawaii, Guam, Samoa, or another Pacific Islands. It includes:
 - a. Native Hawaiian
 - b. Guamanian/Chamorro
 - c. Samoan
 - d. Other Pacific Islander

D. *Black or African American:* These are individuals having origins in any of the Black racial groups of Africa. It includes individuals who identify themselves as:

1. Black
2. African – American
3. Kenyan
4. Nigerian
5. Haitian
6. Somalian

E. *White:* These are individuals having origins in any of the original peoples of Europe, the Middle East, or North Africa.

IV. *Educational Level:* (The highest level of school completion at the time of program enrollment either in this country or in another country)

- A. *8th grade and under:*** Self-explanatory
- B. *9th grade – 12th grade:*** Does NOT include high school graduation
- C. *High School graduate or equivalent:*** Includes GED and all High School diplomas or equivalents
- D. *Post-Secondary Education:*** Includes any formal educational experience beyond high school or equivalent

V. Other Demographics

- A. *Limited English Proficient:*** For people who speak a language other than English at home, the response represents the individual's own perception of his or her ability to speak English.
- B. *Participants/Families Receiving Public Assistance:*** These are participants who receive or come from families receiving Temporary Assistance to Needy Families (TANF/MFIP) and general assistance. It does NOT include any Supplemental Security Income.
- C. *Foster Youth:*** These are youth who are or who have ever been placed in a home by legal action on whose behalf State or local government payments are or have ever been made.
- D. *Participants with a Disability:*** These are participants with a disability as defined by section 3 of the Americans with Disabilities Act of 1990.
- E. *High School Dropout:*** These are individuals who are no longer attending any school and who have not received a secondary school diploma or a recognized equivalent.
- F. *Youth or Adult Offender:*** These are participants who:
 1. Have been subject to any stage of the criminal or juvenile justice process, for whom services under this program may be beneficial; or

2. Require assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.

G. *Pregnant or Parenting Youth:* These are youth who are pregnant or who have parental responsibilities for a minor (i.e. less than 18 years of age).

H. *Basic Skills Deficient:* These are participants who:

1. Compute or solve problems, read, write, or speak English at or below the 8th grade level on a generally acceptable standardized test or a comparable score on a criterion- referenced test; or
2. Are unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the family, or in society.

I. Homeless Individual or Runaway Youth:

A participant is considered a homeless individual or runaway youth if the individual:

- a. Lacks a fixed, regular, and adequate nighttime residence; this includes an individual who:
 - i. Is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
 - ii. Is living in a motel, hotel, trailer park or campground due to a lack of adequate alternative accommodations;
 - iii. Is living in an emergency or transitional shelter;
 - iv. Is abandoned in a hospital; or
 - v. Is awaiting foster care placement.
- b. Has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, such as a car, park, abandoned building, bus or train station, airport, or camping ground;
- c. Is a migratory child who in the preceding 36 months was required to move from one school district to another due to changes in the parent's or parent's spouse's seasonal employment in agriculture, dairy, or fishing work; or
- d. Is under 18 years of age and absents himself or herself from home or place of legal residence without the permission of his or her family (e.g. runaway youth).

Note: this definition does not include an individual imprisoned or detained under an Act of Congress or State Law. An individual who may be sleeping in a temporary accommodation while away from home should not, as a result of that alone, be recorded as homeless.

J. *Not Employed at Program Enrollment:* These are participants who have not had a job within one week of program enrollment.

K. *Veteran:* These are participants who have served in the active military, naval, or air service, and who have been discharged or released from such service under conditions other than dishonorable.

- L. ***Economically Disadvantaged:*** These are participants who received an income, or is a member of a family that received a total family income, that, in relation to family size, does not exceed the higher of:
 - a. the official poverty level, for an equivalent period; or
 - b. 70 percent of the lower living standard income level.

Please follow this [link](#) for the current Income Eligibility Table that includes both Poverty Levels and Lower Living Standard Income Level. Youth who are eligible to receive or are receiving free school lunch are considered to be economically disadvantaged.

VI. Program Services, Activities, and Other Related Assistance

- A. ***Received Education, Employment Preparation, or Job Training Activities:*** These are participants who are receiving formal or informal instruction in various kinds of settings. Examples include math or reading remediation, GED preparation, tutoring, ESL instruction, time management skills training, study skills training, work readiness training, On-the Job Training (OJT), vocational/occupational skills training, and pre-apprenticeship.
- B. ***Received Work Experience, Internship, or Apprenticeship Activities:*** These are participants who are involved with planned, structured learning experiences that take place in a workplace for a limited amount of time. The work experience may be paid or unpaid and may be in the private, for-profit sector; the non-profit sector or the public sector. Examples include subsidized or unsubsidized employment, internship, Job Club, job placement.
- C. ***Received Community Involvement and Leadership Development Activities:*** These are participants who are involved in activities designed to enhance responsibility and managerial skills and other positive social behaviors (e.g. building self-esteem, maintaining a healthy lifestyle including being alcohol and drug free). Examples include community service and youth advisory board/council participation.
- D. ***Received Post-Secondary Exploration, Career Guidance and Planning Activities:*** These are participants who receive preparation for post-secondary educational opportunities, receive preparation for employment, and receive information on effective connections to organizations that provide strong links to the job market and employers. Examples include college fairs and visits, assistance with college admission applications/financial applications, career counseling and workforce information services such as labor market information.
- E. ***Received Mentoring Activities:*** These are participants who receive guidance/advice from an adult for a period of at least 12 months occurring both during and after program participation. Examples include sustained relationship between mentor and participant in one-on-one group settings (formal or informal), personal or life skills counseling.
- F. ***Received Support Services:*** These are participants who receive such services as:
 - 1. Linkages to community services;
 - 2. Assistance with transportation;
 - 3. Assistance with child care and dependent care;
 - 4. Assistance with housing;
 - 5. Referrals to medical services;
 - 6. Assistance with uniforms or other appropriate work attire and work-related tools, including such items as eye glasses and protective eye gear;

7. Substance abuse treatment;
8. Mental health treatment.

- G. *Received Financial Literacy Education:*** These are participants that received education or training, either individually or in groups, related to improving financial literacy. Examples of topics include money management, budgeting, credit and banking, credit scores, and debt management.
- H. *Low-performing Students that Received Academic and Behavioral Interventions:*** These are participants that are low-performing students, as defined by the program or school, that receive academic or behavioral interventions or support. Examples could include tutoring, homework help, attendance support, assignment tracking, outside classroom behavioral support, and alternatives to suspension.
- I. *Youth that Received Intervention Activities:*** These are youth participants (age 14 -24) that receive intervention activities to keep them in school, in their community, and out of the juvenile justice system. Intervention strategies are diverse and can include activities such as after school programming, caring adult support, drug/alcohol use prevention, conflict resolution, and truancy interventions.

VII. Indicators of Performance

- A. *Attained Work Readiness Goals:*** The identified work readiness goals have been met for these participants. This could include career planning, job search goals, living skills such as budgeting, opening a bank account, and using public transportation. It also includes goals related to positive work habits such as punctuality, regular attendance, and assuming the responsibilities involved in maintaining a job.
- B. *Attained Education Goals:*** The identified education goals have been met for these participants.
- C. Received Academic or Service Learning Credit:**
1. Academic Credit: Verification of an achievement of competency in a formal course of study by one or more of the following:
 - a. A local/state educational agency or a state agency responsible for administering vocational and technical education within a state;
 - b. An institution of higher education described in Section 102 of the Higher Education Act (HEA) that is qualified to participate in the student financial assistance programs authorized by HEA Title IV (e.g. community colleges, proprietary schools, technical colleges, etc).
 2. Service Learning Credit: Verification of an achievement of competency because of a work experience as demonstrated by objective testing. Such verification can be done by one or more of the following:
 - a. A local/state educational agency or a state agency responsible for administering vocational and technical education within a state;
 - b. An institution of higher education described in Section 102 of the Higher Education Act (HEA) that is qualified to participate in the student financial assistance programs authorized by HEA Title IV (e.g. community colleges, proprietary schools, technical colleges, etc).

- D.** Obtained High School Diploma, GED, or Remained in School, Obtained a Certificate or Degree, or Drop-out Returned to School:
1. Obtained High School Diploma, GED: These are participants who successfully graduate from state accredited high schools or obtain a GED by passing the requisite tests.
 2. Remained in School: These are participants who are at risk of dropping out from school but instead remain in school.
 3. Obtained a Certificate or Degree: These are participants who successfully complete a program of study conducted by an institution of higher education described in Section 102 of the Higher Education Act (HEA) that is qualified to participate in the student financial assistance programs authorized by HEA Title IV (e.g. community colleges, proprietary schools, technical colleges, etc).
 4. Dropout Returned to School: These are participants classified as high school dropouts (definition is above) who return to school to complete a course of study.
- E.** Entered Post-Secondary Education, Vocational/Occupation Skills Training, Apprenticeship, or Military
1. Entered Post-Secondary Education: These are participants who are engaged in a program of study conducted by an institution of higher education described in Section 102 of the Higher Education Act (HEA) that is qualified to participate in the student financial assistance programs authorized by HEA Title IV (e.g. community colleges, proprietary schools, technical colleges, etc).
 2. Vocational/Occupational Skills Training: These participants are engaged in a program of study leading to the acquisition of job ready skills.
 3. Apprenticeship: These participants are engaged in a program of study and on-the-job training that is registered with either or both the U.S. Department of Labor and/or the Minnesota Department of Labor and Industry.
 4. Military: These participants have entered the Armed Services (Regular, Reserves or the National Guard)
- F. *Entered Employment:*** These participants have secured unsubsidized employment.
- G. *Retained employment, increased wages, or advanced career:*** The number of participants who have retained unsubsidized employment, increased their wage, or advanced their career such as a promotion, or new job/position better aligned with career goals.
- H. *Completed program objective:*** The number of participants who have completed program objective in accordance with the goals and outcomes stated in the organization's approved work plan.

VIII. Customer Satisfaction (using a standardized rating sheet)

- A. Number of Participants Rating Their Experience as "Excellent:"** These are participants who are rating their program experience as "Excellent."
- B. Number of Participants Rating Their Experience as "Very Good:"** These are participants who are rating their program experience as "Very Good."

- C. Number of Participants Rating Their Experience as “Average:”** These are participants who are rating their program experience as “Average.”
- D. Number of Participants Rating Their Experience as “Below Average:”** These are participants who are rating their program experience as “Below Average.”
- E. Number of Participants Rating Their Experience as “Poor:”** These are participants who are rating their program experience as “Poor.”
- F. Total Number of Surveys Completed:** Sum of A through E.