

Partnership & Pathways Grant Application Guidelines

MINNESOTA JOB SKILLS PARTNERSHIP

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MINNESOTA JOB SKILLS PARTNERSHIP BACKGROUND

Created by the 1983 Legislature, the Minnesota Job Skills Partnership (MJSP) is a state agency governed by a 12-member board of directors who represent Minnesota businesses, labor, government, and educational institutions. MJSP administers three grant programs. The original Partnership grant program was developed in 1983 and can be used for training of both new and existing employees of participating businesses. The second program, called Pathways, was created by the 1997 Legislature to provide training for individuals transitioning from public assistance to employment with participating businesses. The third grant program, called the Low Income Worker Training Program, was created in 2001 to help individuals with incomes at or below 200% of the federal poverty level receive training to acquire additional skills to move up the career ladder to higher paying jobs and economic self-sufficiency.

In order to maintain a strong economic base, Minnesota must provide more trained individuals to fill the employment demands of the industrial and business segment of the economy. Business and education often function independently. Educational institutions produce trainees skilled in one field, while business and industry often need a workforce skilled in quite a different area. The result of this mismatch has been that neither our businesses, nor our training and educational institutions, nor our labor force have been fully served.

The Minnesota Job Skills Partnership is mandated to act as a catalyst between Minnesota's post-secondary educational or non-profit training institutions and business/industry for the purpose of designing and implementing training programs. The training programs are expected to meet current and future employer requirements through the training and placement of workers in positions that offer trainees long-term professional growth and economic opportunity.

In addition, direct and continual involvement with the private sector in the design and implementation of MJSP funded training projects is expected to enhance and expand the expertise and capacity of the state's educational institutions.

The long-term goal of MJSP training programs is to help create an environment of cooperation between business/industry and Minnesota's post-secondary educational or non-profit training institutions. It is anticipated that the partnerships formed through MJSP funded training programs will continue to grow and expand after MJSP funding has ended.

PARTNERSHIP & PATHWAYS PROGRAM GUIDELINES

Eligibility Criteria

The Minnesota Job Skills Partnership may provide Partnership and Pathways grants-in-aid to educational or other non-profit training institutions for projects meeting the following guidelines:

- The institution is a provider of training within the state in either the public or private sector and is accredited through institutional or specialized accrediting agencies that are recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation.
- The program involves training that is an area of employment need.
- The project involves the active participation of private employers.

The Minnesota Job Skills Partnership may also provide Pathways grants-in-aid to workforce development intermediaries partnering with an accredited provider of training. Workforce development intermediaries are defined as public, private, or nonprofit entities that provide employment services to low-income individuals and have a demonstrated track record bringing together employers and workers, private and public funding streams, and other stakeholders to implement pathways to career advancement for low-income individuals. Entities may include, but are not limited to, nonprofit organizations, educational institutions, or the administrative entity of a local workforce service area.

A business is restricted to one active grant in each program at any given time with the exception of training for different business locations, businesses that are participating as part of a consortium of businesses, and projects that involve a significant business expansion.

Pathways funds may only be used to train individuals who are making a transition from public assistance to work or individuals at or below 200 percent of the federal poverty guidelines.

For the purposes of the Pathways program, **public assistance is defined as persons who receive cash assistance and/or food stamps from the State of Minnesota and are subject to time limits and work requirements as specified in Public Law 104-193 and related Minnesota Statutes.**

MJSP Funding Priorities

MJSP recognizes the importance of reducing disparities and is committed to encouraging diversity, equity, and inclusion in the workplace. For both the Partnership and Pathways programs, preference will be given to proposals that serve people of color, other underrepresented groups, economically disadvantaged people, or those who are victims of economic dislocation, and to businesses located in rural areas. Additionally, MJSP strongly encourages and prioritizes proposals that include training related to diversity, equity, and inclusion initiatives.

For the Pathways program, further preference will be given to projects that:

- Provide employment with paid benefits for employees.
- Provide employment where there are defined career paths for trainees.
- Pilot the development of an educational pathway that can be used on a continuing basis, which helps people make the transition from public assistance directly to work.

- Demonstrate the active participation of Department of Employment and Economic Development CareerForce centers, community-based organizations that serve BIPOC communities, and local human service agencies.

Appendix A. provides information on some available resources to assist businesses in their efforts to create a diverse, equitable, and inclusive workplace.

Availability of Funding

The Minnesota Job Skills Partnership uses appropriated funds to award grants-in-aid three to four times per year. By law, any single Partnership or Pathways grant to shall not exceed \$400,000. Generally, MJSP funds a variety of programs, usually in the \$100,000 to \$200,000 range, which run from 12 to 36 months. Please contact MJSP at 651-259-7514 to inquire as to the availability of funds.

Proposal Timetables

All requests for funding must be submitted as formal proposals to the Minnesota Job Skills Partnership. Proposals will only be funded with the approval of the MJSP board of directors. To be considered, proposals must be received by MJSP on or before proposal due dates. Proposals are generally due six weeks prior to each board meeting to provide staff time to evaluate proposals and make recommendations to the board. Applications will be reviewed by the board of directors, and grants will be awarded in accordance with the guidelines adopted by the Minnesota Job Skills Partnership Board.

Information regarding the timetables for submission of proposals is published in the State Register, or may be obtained by contacting MJSP at 651-259-7514 or by visiting our website at:

<https://mn.gov/deed/business/financing-business/training-grant/>.

Programmatic Information

Applicants are expected to comply with the general assurances and certifications required by the state of Minnesota as well as any special requirements included in the grant document.

The solicitation of a proposal does not commit the Minnesota Job Skills Partnership Board to award a grant, to pay the costs incurred in the preparation of a proposal, to procure or contract for services or supplies, or to the issuance of a written grant agreement.

To provide for multiple funding cycles, the board may authorize less than the available funds at any board meeting. The board retains the right to accept or reject all proposals, to negotiate with selected bidders and to require revisions to applications as agreed to during negotiations. The awarding of a grant to successful bidders is contingent upon satisfactory negotiations and signing of the grant agreement.

The Minnesota Job Skills Partnership (MJSP) encourages the submission of proposals from all types of post-secondary institutions. MJSP also encourages linkages between two or more educational institutions or systems if this cooperation will result in the ability to better deliver a comprehensive training program to business and industry.

The central theme of MJSP training activity is the **direct involvement of private business and industry in the preparation and implementation of education and training**. MJSP believes that education and training programs that involve business and industry from the very beginning have the best chance of success in both the quality of training and the number of actual job placements. While MJSP seeks to fund training programs that will address immediate industry needs, it also intends to serve as a catalyst in the development of long-lasting relationships between education and industry - relationships that will continue beyond the individual project duration.

MJSP may support programs that involve more than one employer. Training may take place at the educational institution, at the company(ies), or a location acceptable to the two parties. MJSP encourages innovative, creative and effective models of interaction between education and business.

The goal of the MJSP is to target training for full-time employment in the growth sectors of the state's economy. While participating employers will not be required to commit themselves to hiring all trainees, a high percentage of placements or retention is expected.

Trainees should not be used to replace current employees, laid-off employees or those who are on strike. Trainee recruitment and selection processes should demonstrate commitment to including people of color, women, persons with disabilities, persons on public assistance and other economically disadvantaged persons, or those who are victims of economic dislocation.

While one major goal of the Minnesota Job Skills Partnership is to create a permanent partnership between education and training institutions and private business, it also seeks to ensure that the numerous agencies currently involved in the state's employment, training and education systems coordinate the development and implementation of their programs with existing employment, training, and education resources in their area.

Applicants must be able to work cooperatively with appropriate service agencies and organizations that have access to and knowledge of the target populations. These may include, but are not limited to, one or more of the following: the Department of Employment and Economic Development, the Department of Human Services, local workforce centers, private industry councils (local workforce councils), and other organizations serving particular client groups identified in the proposal.

Financial Information

While MJSP maintains a flexible attitude towards cost and match requirements, there are definite parameters within which the costs and match must fall. It should be noted that MJSP's policy on budget revisions is that they should be kept to a minimum.

All costs of the training program to be conducted must be detailed. Specifically, the financial commitments sought from the Minnesota Job Skills Partnership, contributing business(es) and the educational institution or other third parties must be itemized.

Match Requirements

Partnership and Pathways funds must be matched by contributions from one or more participating businesses. The amount contributed by the business(es) for Partnership projects must equal or exceed the amount of Partnership funds requested. This is referred to as a one-to-one, or dollar-for-dollar matching ratio. The match may be in the form of cash or in-kind contributions of goods or services. Pathways projects must be

matched with cash or in-kind contributions on at least a one-half-to-one ratio by participating private business.

Tuition

Minnesota Job Skills Partnership funds cannot be used to pay tuition or for tuition reimbursement. MJSP recognizes in some cases that potential trainees may be economically disadvantaged and unable to pay tuition. In these cases, state and federal job training programs, educational institution stipends, federal grants, other state funds, company funds, or other outside sources of funding should be sought to cover tuition expenses for those who cannot afford to pay their own.

Tuition paid by a private company may be considered a match; tuition paid by the educational institution or trainee may not.

Affirmative Action Compliance

All agencies receiving MJSP grants must comply with state and federal laws prohibiting discrimination.

Review Guidelines

Applications are scored based on the following criteria:

- **Project Design** (20 points) – Points are given for cash contributions from business; grantee/linkage contributions; a training plan that is consistent with stated objectives; and reasonable costs.
- **Equity and Economic Opportunity** (90 points) – Points are given for wage rates; percent people of colors in training population; BIPOC, woman or veteran-owned businesses; training that provides durable skills; trainee gender equity; formal diversity and inclusion plans; recruitment of economically disadvantaged individuals; diversity, equity, and inclusion training included in work plan; increased wages as a result of training; and meaningful/stackable credentials or certifications.
- **Economic Development** (65 points) – Points are given for creation of new jobs; projects assisting new or expanding businesses; projects assisting base or emerging industries; businesses located in rural areas; projects assisting innovative businesses; training that assists in the implementation of new technology; projects that identify measurable outcomes for the business; and strong indication that training will result in the retention of jobs at risk.
- **Capacity Building** (40 points) – Points are given for development of new curriculum; collaboration between educational institutions; development of new credit-based certificate program; educational institution acquiring training specific equipment/technology; projects that utilize innovative training approaches; projects that provide the educational institution with exposure to a new industry or important business partnerships; and evidence that curriculum will be utilized beyond the grant period.

Reporting Requirements

The grant recipient will be required to submit reports on a trimestral basis. The reports include a Narrative Report indicating how the project is progressing, a Financial Report outlining the costs incurred during the

report period, a Request for Payment outlining the amount to be reimbursed by MJSP, and the Project Trainee Report outlining the training status of project participants.

Participating businesses are required to complete the Receipt Voucher for In-Kind Contributions form on a regular basis outlining their contributions towards the project, a Contributing Business Status report due every other trimester outlining how the project is progressing, and a Contributing Business Program Evaluation Report at the conclusion of the project indicating their satisfaction with the project results and any measurable outcomes resulting from the project.

In addition, grant recipients are required to provide for the dissemination of summary results of a grant-funded project, including information about curriculum and all supporting materials developed in conjunction with the grant.

Additional information regarding reporting requirements can be found in the Guide to Program Operations and Contributing Business Handbook available on our website. It is recommended that all applicants review these requirements with the participating businesses prior to submitting a grant proposal.

Proposal Format

All organizations and institutions interested in submitting a proposal must adhere to the following conditions:

- Proposals must be typewritten, have numbered pages and a table of contents.
- Proposals may be no more than 20 pages. Appropriate attachments such as the budget, private sector commitment letters or letters of support may be submitted in addition to the 20-page limit.
- Proposals must be submitted via email to the Department of Employment and Economic Development, Business and Community Development Division, Minnesota Job Skills Partnership at deed.mjsp@state.mn.us as one file, including attachments, in a PDF format.
- Proposals must be received by the deadline posted in the Request for Proposal to be eligible for consideration. No late applications will be considered. If you do not receive an email confirming the receipt of your application within 24 hours of submission, contact MJSP immediately at 651-259-7514. In the event of technical issues or delays, an exception may be considered upon MJSP's receipt of sufficient evidence that an attempt was made to submit the application to the correct email address by the application deadline and provided MJSP is notified within 24 hours of the application deadline that a confirmation email was not received.
- Proposals must be submitted using the format outlined in the following grant application instructions or the grant application forms provided on our website at <https://mn.gov/deed/business/financing-business/training-grant/>.
- The Conflict of Interest form must be signed and submitted with the proposal.

GRANT APPLICATION INSTRUCTIONS

Following is the required grant application format and instructions on completing the narrative portion of the grant application. The application form is available on our website or can be obtained by contacting MJSP at 651-259-7514.

GRANT APPLICATION COVER PAGE

The grant application cover page provides general information about your proposal. It includes information such as the contact information for the applicant and the contributing business, proposed timeline, level of training (see descriptions below), cost per trainee, and project costs. Sections B and C contain information for both Partnership and Pathways programs; provide the information in the appropriate area based on the program for which you are requesting funds. The project start date is usually the day after the MJSP Board meeting and the end date must correspond with our trimester end dates (February 28, June 30, or October 31).

Level of Training. Based on the descriptions provided below, the cover page must indicate the level of training to be included in the project.

- **Entry-Level Training:** Instruction conducted in the classroom, work site, or a combination thereof which is short term in nature and leads to beginning employment opportunities in the high growth areas. The Partnership goal for entry-level training is placement of at least 85 percent of trainees at wages of at least 140 percent of minimum wage.
- **Retraining:** Instruction conducted in the classroom, work site, or a combination thereof, which helps individuals make the transition from terminated or obsolete jobs into new career paths in growth industries (e.g., retraining teachers to become computer programmers or technical writers). The Partnership goal for retraining is the placement of at least 85 percent of the program's enrollees.
- **Advanced Training:** Instruction conducted in the classroom, work site, or a combination thereof, which relates to advanced-level training in the current occupational area, usually at the professional, technical, or managerial level. The goals of the Partnership are that such training will result in the prevention of skill obsolescence and in the enhancement of the educational capacity of the participating training institution.

SECTION 1. GRANTEE/TRAINING PROVIDER

This section is typically 1-2 pages in length and is divided into two subsections to provide information about the grant applicant organization and its previous experience.

Subsection 1.A. Description and Staff Involved

This subsection ensures the grantee's eligibility according to criteria listed on page two in this packet. For Pathways grants, if the training provider is not the Grantee, you must also include background information about the training provider in this section, including the address and contact person at the training institution.

Please provide an explanation of previous training experience the organization has had conducting similar or related training programs and list the names, titles and phone numbers of all staff involved in the training project.

Describe both the workers compensation and the general liability insurance coverage the grantee institution carries. Please attach proof of coverage by providing either a certificate of insurance or other acceptable evidence of compliance with M.S. Section 176.181, Sub. 2.

Also provide a brief description of your financial organization and the method and manner in which you have accounted for any other grants you have administered. The name, title, address and phone number of the institution's financial officer and the institution's last auditor is required.

Subsection 1.B. Past Experience

In addition, if you **have not** operated a Minnesota Job Skills Partnership training and education program in the past, please provide information on three (3) training-related experiences you have had involving the private sector. If you have operated less than three skills training and education programs, please provide as much information on your training-related experience as possible. This information must be provided for our use in researching your skills training and education experience and your track record. **The following information is to be provided for each of the three programs:**

- Title of Program
- Occupation of Training
- Number of Trainees Enrolled
- Number of Trainees Completed
- Placement Rate
- Funding Source
- Contact Name, Title & Phone Number at Funding Source

SECTION 2. PARTICIPATING BUSINESS(ES)

This section is typically about one page in length for each participating business. This section describes the participating businesses in detail including the location, type, product line(s) and size of the business(es) involved in the training program. The table provided must be completed for each participating business. Following the table, a narrative description of the business type; product line(s); names, titles, addresses and phone numbers of staff involved; information on any layoffs that have occurred at the business within the last year; and any other pertinent information should be provided.

The table must include the following information for each participating business:

- Name of the participating business
- Indication of whether the business is BIPOC, Woman, or Veteran-Owned
- Project location
- Business headquarter location
- Annual revenues
- Total number of employees in Minnesota
- Total number of employees at the project location
- Total number of employees at the project location that are people of color
- Indication and explanation of any layoffs in the past year

SECTION 3. DIVERSITY, EQUITY, & INCLUSION

This section is typically about one page in length. MJSP recognizes the importance of reducing disparities and is committed to encouraging diversity, equity, and inclusion in the workplace. MJSP prioritizes funding for businesses that have or are implementing diversity, equity, and inclusion initiatives, and for training related to diversity, equity, and inclusion initiatives. MJSP also encourages businesses to work with community-based organizations that serve people of color and other under-represented groups.

Describe any specific diversity, equity, and inclusion plans used by the participating business(es) for the recruitment and retention of people of color and other underrepresented groups, including any related measurable goals. Also include information on any specific partnerships with community-based organizations utilized in relation to diversity, equity, and inclusion initiatives.

Refer to information provided in Appendix A. regarding the Inclusive Workforce Employer (I-WE) program and the services provided by the Department of Employment and Economic Development (DEED) Workforce Strategy Consultants and indicate whether any participating businesses are interested in being contacted by DEED.

SECTION 4. NEED STATEMENT

This section is typically 1-2 pages in length. This section is to be used to explain the business(es) problems and your proposed solutions to the problems. State the need for the project including such things as the current occupational environment, duties of the trainee population, business need, industry need, and educational institution need.

Describe the occupations you plan to train for, the existing labor supply and demand picture in your area, the nature of the occupational shortage, and how you propose to address these through your training program. Specify individual companies and their needs. Describe how you determined that the proposed training is not being met through existing programs. Finally, describe why you are requesting assistance from the Minnesota Job Skills Partnership.

SECTION 5. WORK STATEMENT AND CURRICULUM

This section is typically 2-4 pages in length and is divided into two subsections which provide a description of the work plan and specific information on the training to be provided.

Subsection 5.A. Narrative Description

Give a clear and concise explanation of what you are going to do. Explain training goals and provide an outline of curricula to be used in the proposed training project. Include an extensive narrative description of the instruction to be delivered. This includes, but is not limited to, information about the instructors, equipment (especially any new equipment to be purchased), curriculum and materials to be used, the length and timeline of the program, cohort sizes and the relationship between training in the classroom and hands-on training. Indicate whether the training provided may be applied towards a degree program or will result in a degree or

certification for the trainees. Also include in your description any innovative, creative, or new education materials, methodologies, or delivery systems.

Subsection 5.B. Curriculum Table

In the table provided, identify the course titles or topics you are planning to provide. For each course or topic, indicate the number of trainees, the occupation(s) of the trainees, whether the curriculum will be new, existing or customized, any certification the trainees will receive (provide the specific name of the certification; for credits or CEU’s, specify the number, i.e. “3 Credits”), the provider of the training, the number of cohorts or groups that will participate in the training to be provided and the hours of training per cohort. “New” training is defined as training in a new topic area that is not currently offered by the grantee/training provider; all content will be newly developed. “Customized” training is defined as an existing course or topic area for which some content may be removed, altered, adapted, or added to meet the specific needs of the business. “Existing” training is defined as “off-the-shelf” training that is delivered as is (the content will be delivered as originally prescribed). **Important: If you are requesting both Partnership and Pathways funds, you must clearly indicate which portions of the training will be done under the Partnership grant and which portions will be done under the Pathways grant.**

It is important that the curriculum be written in conjunction with personnel from the participating business(es).

Curriculum Table

Course Title or Training Topic	Number of Trainees	Occupation(s) of Trainees	New, Existing or Customized	Certification	Training Provider	No. of Cohorts	Hrs. Per Cohort

SECTION 6. BUSINESS AND EDUCATION INSTITUTION IMPACT

This section is typically about 1 page in length. This section is divided into two parts: business impact and educational institution impact. This subsection is to describe the expected benefit to the contributing business and the benefit to the training institution(s) providing the training.

In the first part, please list the expected impact of this project on the participating business. This should include any benefits to the company or its employees. It may include new product or production capability, new occupation skills, and expected profitability, cost reductions or other measures of success.

The second part should list any new or enhanced educational capacity that would result from this grant including any new courses, certificates, diplomas and CEU’s awarded to trainees upon successful completion of this program. This subsection should also describe how instructional methods, skills, knowledge, equipment, and materials acquired through this project can be used to enable the grantee to design and implement other training programs for businesses.

SECTION 7. TARGET POPULATION

This section is typically about 1 page in length. This section contains a narrative description of the targeted trainee population and a Target Population Characteristics form that must be completed.

The following information in the Target Population Characteristics form must be provided:

- Expected total number of workers to be trained
- Number expected to be trained for newly created jobs during the project period (does not include new hires resulting from turnover or attrition)
- Expected number of males to be trained
- Expected number of females to be trained
- Expected number of people of color to be trained
- Expected number of people with disabilities to be trained
- Expected number of economically disadvantaged people to be trained (defined as people receiving public assistance or who have incomes at or below 200% of federal poverty guidelines) See page two for the definition of “Public Assistance”

In the narrative portion, please explain who will be trained. Again, if you are applying for both a Partnership and Pathways grant, you must differentiate between who will be trained under the Partnership grant and who will be trained under the Pathways grant and separate Target Population Characteristics forms must be completed for the Partnership and the Pathways components.

Describe how you intend to identify, recruit, and screen the proposed trainees. Include a profile of the age, sex, race, previous employment and/or educational status of your proposed training population. Also describe any specific diversity, equity and inclusion plans the business uses for the recruitment and retention of under-represented or minority communities. Ideally, the program should identify and serve one or more of the targeted groups.

To receive preference, institutions should propose to train individuals who meet the following criteria:

- People of color or people from other underrepresented populations.
- People who have lost jobs or are underemployed due to economic conditions, plant closing, or automation.
- People who are in danger of losing jobs because of lack of updated skills.
- Displaced homemakers.
- People who have incomes at or below 200% of federal poverty guidelines. (Note: This is required for Pathways projects).
- People who need advanced training or retraining.

SECTION 8. PLACEMENT AND RETENTION

This section is typically ½ - 1 page in length.

A critical aspect of MJSP programs is the placement or retention of trainees in jobs in the private sector upon program completion.

The Minnesota Job Skills Partnership is interested in funding programs for training that is for “high growth” occupations that lead to job retention and/or placement. For the purpose of this proposal solicitation, high growth occupations refer to those jobs for which there is high demand because local business and industry:

- Are changing their occupations through technology and need newly skilled workers.
- Are expanding and need additional skilled workers to continue their growth.
- Have been unable to find skilled workers despite a consistent demand for those skills.

The Minnesota Job Skills Partnership does not require that participating businesses agree to hire trainees after the training program. Nevertheless, MJSP clearly expects that direct business participation in the training will result in strong interest in trainee placement. Further, MJSP believes that when a training institution and business have thought through and planned for job exposure and job placement it leads to a more competitive proposal and a stronger candidate for funding.

Therefore, in submitting your proposal, please indicate in the following table format: 1) the company that will do the hiring/retaining; 2) expected number to be recruited for training; 3) in what occupations; 4) how many trainees will be placed/retained in training-related jobs following training; and 5) at what hourly wage (not including benefits). An average wage rate should be used where possible for each occupation. Please avoid providing wide wage ranges. Also in this section, describe the job development, placement and retention goals of the project and describe any paid benefits placed trainees will receive. **Completion of this section is required. Proposals will not be considered without its completion.**

Placement & Retention Table

Business Name	Expected Number Trained	Occupations	Expected Number Retained	Expected Number Placed in New Jobs	Expected Wage/Salary after Training
Total					

SECTION 9. CAREER PATHS AND WAGE INCREASES

This section is typically ½ - 1 page in length. Please describe all defined career paths that will be developed for employees through this project or career paths that employees will move along as a result of training. Include specific information about any promotional opportunities or wage increases that are expected as a result of training.

SECTION 10. DEFINED EDUCATIONAL PATHWAY

This section is typically ½ - 1 page in length. If applicable, please describe any defined educational paths resulting from this project. For Pathways projects, this is an important requirement and must be provided. (Optional for Partnership projects.)

SECTION 11. CONTRIBUTING BUSINESS(ES) PARTICIPATION

This section is typically about 1 page in length. In order to provide training which addresses the specialized needs of the contributing business(es) it is expected that the proposal will demonstrate the involvement and input of the contributing business(es) in developing the training program. In addition to ensuring that the specific training needs of the contributing business(es) are met, it is expected that input from the private sector in the proposal's development will facilitate the training institution's ability to develop and implement similar programs to other area businesses in need of training.

Use this section to describe any joint cooperation as **explicitly** as you can. MJSP is most interested in understanding the nature of this joint public/private venture and will look closely at the level of joint participation.

Proposals should identify each specific business and indicate how the business will participate in the following types of activities:

- Recruitment and selection of the trainees.
- Development of the training curriculum and defining educational pathways.
- Implementation of the training program itself (e.g., monitoring of training programs, provisions of instructors, etc.).
- Contribution of resources (may be through donation of cash or in-kind contributions, equipment, facilities, etc.).
- Planning and participation in job development activities, defining company career paths, job counseling and actual job placement/hiring commitments.
- Other activities the institutions may propose.

In addition, you should fully describe the nature of the financial participation of the business(es). This support may be in the form of funding, equipment, or faculty. While the budget section of the proposal will outline the actual financial participation, a letter of commitment must be provided with the proposal submission. A sample letter of commitment can be found in the appendix.

SECTION 12. LINKAGES

This section is typically about 1 page in length. This section is to be used for both Partnership and Pathways applicants to indicate who, in addition to the contributing business(es), you will be working with. Applicants should be specific in describing how they will develop linkages with employment and other agencies in their area, how they will work with these organizations and what value these linkages bring to the operation of their program. The description should include a discussion of linkages in areas including, but not limited to, the following:

- Outreach for and recruitment of trainees.
- Counseling and the provision of supportive services to trainees (childcare, transportation, etc.).
- Coordination of job development and job placement activities.
- Union support/participation.
- Other areas that will make each MJSP program more successful draw upon existing community resources, and limit duplication of effort.

Applicants are encouraged to describe their linkages where appropriate with the Department of Employment and Economic Development, Department of Human Services, municipal and school department(s), personnel offices, private industry councils, vendor firms, unions and other community or state agencies.

If other educational institutions will be participating in the project, their involvement must be described in this section and a letter from the participating institution(s) which acknowledges their planned participation must be attached to the application.

Applicants are **required** to address whether the workforce is unionized. If the workforce is unionized, give the name of the labor union(s), a contact person, address, and phone number. Also indicate whether the union is aware of and supportive of the project and describe the union's role, if any, in the project. Please include a letter of awareness/support from the union in the attachments.

If the project will be on going, the applicant should also discuss any linkages that will be involved in the continuation of the project and sources of funding to be used to continue the program.

Pathways additional requirements: Linkages are considered a key component of Pathways projects. Pathways applicants are strongly encouraged to include in their project, and describe in this section, the active participation of the Department of Employment and Economic Development workforce centers and local human service agencies. Local Workforce Centers have access to the pool of applicants to fill newly created jobs, and therefore, it is important that they are included early in the planning of any Pathways project. Note: Letters of Commitment with financial commitment from Linkage organizations should be included in the attachments. Further, all support services to be provided to public assistance participants should include the following information:

- Provider Organization Name
- Name and Title of Key Contact
- Address, Phone Number and Email
- Funding Amount
- Description of the service to be provided

APPENDIX A. BUDGET

This section of the proposal is intended to indicate to MJSP where you expect to obtain the revenue to finance the project and how you expect to expend those revenues. Following are the guidelines for allowed costs.

Allowable Costs:

- A. **Minnesota Job Skills Partnership Allowed Costs.** The Minnesota Job Skills Partnership (MJSP) requires a detailed budget breakdown that describes and differentiates between Partnership, contributing business, and grantee institutional/linkage funds. In preparing the budget document, please note the following definitions of costs as well as the distinction between what MJSP will and will not pay for.
1. **Training Personnel:** MJSP will pay for actual staff time associated with those individuals directly involved in curriculum development, teaching and counseling.
 2. **Non-training Personnel:** MJSP will pay for actual staff time associated with those individuals involved directly in program direction, coordination, recruiting, assessment, orientation, job development activities, supervision of faculty and/or trainees, and secretarial activities.
 3. **Equipment:** May include items such as drills, lathes, discs, computer terminals, software, etc. Equipment purchased must be pertinent to the training program. Written approval of the contributing business is highly recommended.
 - a. **Purchased:** Only the equipment directly attributable to the training of program participants shall be allowable. Equipment purchased with grant funds must remain in the ownership of the grantee (educational institution).
 - b. **Leased/Rented:** Equipment leased/rented under a competitive procurement process or at fair market value for the duration of training and pro-rated for time used in the program.
 - c. **Donated:** The fair market value of equipment donated to the project that is directly attributable to the training of program participants.
 4. **Training Space:** MJSP intends that education and training institutions utilize their own facilities for training or those of the contributing business at no cost to MJSP. However, if the applicant must lease additional space and can verify that this is necessary to the success of the program, MJSP may consider paying a rental rate based on competitive rates for the area in which the program will operate.
 5. **Training Materials and Supplies:** MJSP will pay for materials and supplies required to directly support training activities, competitively procured at fair market value. **No materials and supplies will be allowed in support of program administration**, as MJSP intends that such costs will be included in administrative overhead. Materials and supplies may include textbooks, films, videotapes, and other expendable items.
 6. **Communications and Utilities:** Costs of utilities and/or rental and installation of communications equipment directly related to training are allowable. This may include items such as telephone lines for operating computer training equipment or utility costs for operating electrical equipment. Generally, MJSP will not allow communication and utility costs related to administrative functions.
 7. **Travel:** Cost of staff travel directly related to training is allowable. Travel costs of trainees are generally not allowable, although group travel of trainees as part of the training project may be considered.
 8. **Other:** Costs included in this category include those not included in the previous line items, and that may be unique to the project. Each item of cost must be listed separately, along with the basis for

valuation. The costs allowed in this category will be determined on an item-by-item basis. Other general or indirect administrative costs should not be included in this line item.

- a. Costs for consultants should be included in this line item. Please review the policy on the use of consultants in the appendix.
 - b. Costs of meeting MJSP audit requirements should be included in this section and should be separate from any other costs. If no amount is listed for audit costs, it is assumed that any costs incurred in providing the required audit will either be covered by the ten percent administrative overhead allowance or borne by the grantee.
 - c. Trainee wages and/or stipends are **not** costs which are payable with MJSP funds (see “Contributing Business, Other”).
9. **Administrative Overhead:** Administrative overhead are limited to ten percent of the total funds spent on all the other program categories and include postage, telephones, photocopying, advertising, printing, office supplies, travel, janitorial supplies, heat, lights, etc. It is not necessary to detail costs.

B. **Contributing Business Allowed Costs.** The Minnesota Job Skills Partnership requires that Partnership proposals demonstrate a private sector match that is at least equal to MJSP funds being requested and that Pathways proposals demonstrate a match that is at least one-half of MJSP funds requested. The contributions may be in the form of cash or in-kind contributions. Only resources provided by the contributing business(es) may be used as match. MJSP believes that private sector contribution of loaned personnel to be used for curriculum design, recruitment of trainees, instruction, and actual job placement as well as contributions of equipment, materials, and cash will result in a positive program design. Costs detailed in this section constitute the basis for all matching contributions.

1. **Training Personnel:** Private sector contributions may include payment for actual staff time associated with those individuals directly involved in curriculum development, teaching and counseling, curriculum development, and training, screening, and testing of trainees based on actual rate of pay with reasonable fringe benefits.
2. **Non-Training Personnel:** Private sector contributions may include payment for actual staff time associated with those individuals involved directly in program direction, coordination, recruiting, assessment, orientation, job development activities, supervision of faculty and/or trainees, and secretarial activities based on actual rate of pay with reasonable fringe benefits. Note: Do *not* include trainee wages in “Training Personnel” or “Non-Training Personnel”. Trainee wages should be included under the “Other” line item
3. **Equipment**
 - a. **Donated Equipment:** Current fair market value of equipment that is being donated to the educational institution and that is permanent and classified as contributed capital.
 - b. **Loaned Equipment:** Current fair market value or rental value of the equipment to be used during the project period, pro-rated for the percentage of time the equipment is used by trainees during the program. (Note: If non-MJSP trainees will use equipment, the portion of the time the equipment is used by non-MJSP trainees cannot be used for matching purposes.)
4. **Training Space:** The cost or value of training facilities/space provided by the contributing business for the project is allowable. Contributing business facilities must be valued at the actual cost to the business and should be prorated for the time it is being used for purposes directly related to the project.

5. **Training Materials and Supplies:** Current fair market value of contributed materials and supplies that have been competitively procured may be counted as a match. Materials and supplies may include textbooks, films, videotapes, and other expendable items.
6. **Communication/Utilities:** Costs of communications/utilities are allowable when directly attributable to training. They could include such things as telephone lines for computer hookups, electricity cost for operating equipment, heating, and light costs for training facilities/space, etc.
7. **Travel:** Cost paid by the contributing business for staff directly related to training, whether provided by cash or in-kind, is allowable. Also, cost of travel incurred by the contributing business for trainees during training, but not to and from training, is allowable.
8. **Other:** Costs included in this category, whether provided for by cash or in-kind, should be listed separately along with the basis of valuation. Items not fitting into other line items should be included here. Actual dollars donated in direct support of the project, stipends, or trainee wages, can be counted as match. All private sector match items must be documented as specific support for the MJSP project, and not as a general, regular donation made to the institution.
9. **Administrative Overhead:** Not allowed

Note: Cash paid by the contributing business(es) as tuition for trainees can be counted as a match. However, the tuition revenue must be applied towards the program costs and therefore must be assigned to specific program costs within the budget (i.e., Training Personnel). Cash paid directly to the educational institution by the business for tuition is considered a cash contribution. If the trainees pay their own tuition and are then reimbursed by the business, it is considered an in-kind contribution.

- C. **Grantee/Linkages Allowed Costs.** The Minnesota Job Skills Partnership is looking for proposals that include participation by the grantee institution or other organizations with which the institution has formed linkages. In preparing the budget document, please include those items of cost that are necessary for project operation that the grantee institution or a linking organization will pay for with either a cash donation or by an in-kind contribution. Please note, grantee institution/linkage contributions are not considered matching contributions.
1. **Training Personnel:** Please list those individuals directly involved in curriculum development, teaching and counseling f associated with the project whose salary, including fringe benefits, will be paid for by the grantee/linkages.
 2. **Non-training Personnel:** Those individuals involved directly in program direction, coordination, recruiting, assessment, orientation, job development activities, supervision of faculty and/or trainees, and secretarial activities. General administrative personnel expenses should not be included here. They should be included under Administrative Overhead.
 3. **Equipment:** The fair market value of loaned, leased, or donated equipment provided by the grantee/linkage organization pro-rated for time used, or the cost of rented equipment is allowable.
 4. **Training Space:** The fair market value of training facilities provided by the grantee/linkage organization pro-rated for time used, or the cost to rent such space is allowable.
 5. **Training Materials and Supplies:** The cost of training materials and supplies purchased or the fair market value of in-kind contributions by the grantee/linkage organizations is allowable.
 6. **Communications & Utilities:** The cost of communications and utilities directly related to the project, or the in-kind contributions thereof provided by the grantee/linkage organization(s) is allowable.
 7. **Travel:** The cost of travel directly related to the project paid for by the grantee/linkage organizations are allowable.

8. **Other:** The “other” costs related to the project, including audit costs paid for by the grantee/linkage or the in-kind contributions received in lieu of cash are allowable. Each item included in “other” must be specified along with the basis for valuation.
9. **Administrative Overhead:** The cost of administrative overhead relating to the direct cost of the project paid for or the in-kind value provided by the grantee/linkage organization(s) is allowable.

Budget Instructions:

There are two separate sets of budget forms. One for Partnership grant proposal applications and one for Pathways grant proposal applications. In addition, there is a Partnership and Pathways Supporting Budget Schedule Summary. If you are applying for both Partnership and Pathways funding, you must complete both sets of budget forms as well as the budget summary page that summarizes the two budgets.

It is essential that these forms be completed fully and accurately. Failure to do so can seriously affect the funding of the project. If you should need assistance in completing this section, please contact MJSP staff.

Note: Electronic budget forms are available in Excel format on our website at <https://mn.gov/deed/business/financing-business/training-grant/>.

Budget Explanation of Revenue Form

This form provides MJSP with detailed information on the sources of the revenue being used to pay for the proposed project. Amounts listed in B and C of this form should be reasonably assured prior to proposal submission. Please ensure that this form is filled out completely and accurately. Incomplete and inaccurate proposals cannot be considered for funding.

1. MJSP Revenue

Purpose Column: Enter in short, descriptive words the purpose(s) for which MJSP funds will be used.

Cash Column: Enter the amount of cash that you expect to receive from MJSP.

In-Kind Column: Please note that MJSP does not provide in-kind contributions.

Total Column: Enter the total Partnership or Pathways amount you expect to receive.

2. Matching Revenue (Contributing Business)

Contributing Business Column: List the name of the business(es) contributing match to the program. If there is more than one business, list each business separately.

Purpose Column: List in short, descriptive words the purpose(s) for which the contributing business(es) funds will be used. Listing the budget categories is generally acceptable.

Cash Column: List that portion of each contributing business' match that is cash.

In-Kind Column: List the portion of each contributing business' contributions that will be in the form of an in-kind contribution.

Total Column: List the sum of each contributing business' contribution (i.e., cash plus in-kind contribution).

Total Line: List the sum of each column on the “total” line.

3. Non-Matching Revenue (Grantee/Linkage)

C.1. Source Column: List the educational institution(s) contributions and student paid tuition being provided to the project as non-matching revenue.

C.2. Source Column: List the names of other public or private institutions providing support to the program. List each one separately.

Additional Instructions:

Purpose Column: List in short, descriptive words the purpose(s) for which the contributions will be used.

Cash Column: List the portion of each contribution that is cash. Please note that student tuition contributions should include only the portion of tuition that is paid by the student. Tuition that is paid directly by the contributing business(es) or reimbursed by the contributing business(es) should be listed under the Matching Revenue section.

In-Kind Column: List the portion of each contribution that is an in-kind contribution. Please note that student paid tuition cannot be considered an in-kind contribution.

Total Column: List the sum of each organization's contribution (i.e., cash plus in-kind).

Total Line: List the sum of each column.

Supporting Budget Schedule Summary Form

Purpose: The purpose of this form is to summarize by funding source and cost category the costs to be incurred by this project. In addition, this form also indicates which costs will be cash costs to the project and which will be covered by in-kind contributions to the project. Finally, the form indicates how revenues will be applied to costs.

Cost Category Column

Lines one through eight of the cost category column are line items for which the project may incur costs directly related to the program. Total Direct Costs is the sum of all direct costs indicated in lines one through eight. Line nine is for indicating administrative overhead costs and is the only place where indirect charges may be included. Total Costs is the sum of Total Direct Costs and line nine and constitutes total cost for each column. The amounts indicated for each column for lines one through nine are derived from the Supporting Budget Schedule.

Funding Source Columns

MJSP Column: This column is to be used to indicate those costs that the project will incur for which Partnership or Pathways funds will be used.

Contributing Business Column: This column is to be used to indicate those costs the project will incur that will be paid for by contributions, cash or in-kind, from contributing business(es). Note: Administrative overhead of the business(es) is not an allowed cost.

Grantee/Linkage Column: This column is to be used to indicate those costs the project will incur that will be paid for by the grantee educational institution or by those organizations with which the grantee institution has formed linkages in conducting the project.

Category Total Column:

This column is to reflect the total costs by line item along with the total revenues expected from each revenue source. The total cost for each line item is the sum of the three Funding Source columns. Please note that the Total Costs line of the Category Total column is the total cost of the project. These sums should be the same as the numbers on the Cover Page.

Cash Column:

This column is to reflect that portion of cost indicated in the Category Total column that will be paid with cash.

In-Kind Column:

This column is to reflect that portion of cost indicated in the Category Total column that will be paid with in-kind contributions from the contributing business, grantee institution or by other institutions with whom the grantee has formed linkages. Note that MJSP does not provide in-kind contributions.

Supporting Budget Schedule Form

This form provides detailed information on the project costs. It is the formal worksheet that tells MJSP the methodology the project is using in arriving at cost figures for each line item.

1. **Training Personnel:** List each position by the title that will be involved in training. List the hourly rate, fringe benefit rate if applicable to the position, the number of hours to be worked each week, and the number of weeks the person will be employed for the project. The cost is determined by multiplying the hourly rate by the fringe rate, hours per week and number of weeks. Next, indicate that portion of the total that will be paid by each funding source in the appropriate column. Sum each column to the total column. Indicate in the two columns to the right of the total column the portion of training personnel costs that will be cash and the portion that will be in-kind. If the Training Personnel costs are not determined based on an hourly rate, you are not required to use the provided budget format. Instead, you should enter the budgeted cost for each position or training topic/course and provide an attachment that indicates how the costs were determined and the deliverables.
2. **Non-Training Personnel:** List each position by title of those persons directly involved in the program but not involved in actual training. Repeat the same procedure as indicated under Training Personnel.
3. **Training Equipment:** List each item of training equipment to be used in the project under the appropriate sub-category. When applicable, include the model number. Indicate the number of units to be used and the cost or value per unit. Multiply the units by the value and distribute to the column(s) as appropriate. Total each column on the total training equipment line.
4. **Training Space:** In the space provided, list the square feet of training space to be utilized. If differing rooms of buildings are to be used, list each separately. Multiply the square footage of each space indicated by the monthly rate per square foot and the number of months it is to be used. If the space is also being used for purposes other than training, pro-rate the amount by the percentage of time it will be used for training. Distribute the total to each column as appropriate. Total each column on the training space/facilities line.
5. **Training Materials and Supplies:** Describe in short, descriptive words the materials/supplies to be used in the program. List each item and the cost per item. Multiply each item by its cost and distribute the total to each column as appropriate. Sum each column to the total Materials/Supplies lines. Please note that this refers to training materials and supplies, not materials or supplies used in administration.
6. **Communications/Utilities:** Describe in short, descriptive words the communication and utilities to be used for the project. List each item separately. Multiply the number of items by their cost and distribute them to the appropriate column. Sum each column and indicate the total in the Total Communications/Utilities line. Ensure that all items indicated pertain to actual training and not to administrative functions.

7. **Travel:** Describe in short, descriptive words the position(s) and/or purpose of proposed travel. Indicate the expected miles to be traveled and multiply by the rate per mile. Distribute the total to the appropriate column. Sum each column on the total travel line. If travel costs include items other than mileage, please indicate separately. The grantee should use the IRS standard mileage rate. Travel costs of contributing business(es) to be paid for by the contributing business(es) may be charged at their own rates.
8. **Other:** Describe in short, descriptive words each item included under “other.” Also indicate the basis for determining the cost. Distribute each item total to the appropriate column. Sum each column on the total other line.
9. **Administrative Overhead:** The administrative overhead chargeable to MJSP is determined as follows: Add the totals of lines one through eight in the MJSP column. Multiply that total by ten percent and enter the sum in the Administrative Overhead line under the MJSP column. Note that administrative overhead cost of the grantee institution is allowable and should be included under the Grantee/Linkage column. The total of each column should be included on the total Administrative Overhead line.

Additional Instructions:

In those cases where there is not enough space for explanation on the Supporting Budget Schedule, additional explanation may be provided on a separate sheet with the appropriate reference. These additional sheets should be titled “Additional Explanation of Supporting Budget Schedule,” and should immediately follow the Supporting Budget Schedule.

APPENDIX B. LETTER(S) OF COMMITMENT

This section of the proposal includes letter(s) of commitment from the business(es) partnering in the project. The letter(s) describe the level of business involvement/financial support. A sample letter can be found in the appendix.

APPENDIX C. CONFLICT OF INTEREST

The grant applicant must complete the Conflict of Interest Disclosure form that is included in the application forms. 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 Policy 08-01: Grants Conflict of Interest, which can be found on the [Office of Grants Management website](#) under Current Policies. 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.

APPENDIX D. LETTER(S) OF SUPPORT

In this section of the proposal, which is optional, the grant applicant may include any letters of support for the project that they have received.

APPENDIX A. DIVERSITY, EQUITY, AND INCLUSION RESOURCES

Inclusive Workforce Employer (I-WE) Designation

The I-WE Designation Program was originally established to recognize and promote inclusive employers, reduce economic and workforce disparities, and bring awareness to the value of and methods for increasing workforce diversity.

To receive the I-WE designation, employers must meet four criteria:

- Express a commitment to an inclusive workplace in their stated values, mission, or policies.
- Assess how diversity, equity, and inclusion influence their work and culture.
- Provide diversity, equity, and inclusion education for staff and leadership.
- Allocate resources to support and sustain an inclusive and equitable workplace.

The I-WE Designation is championed by DEED's workforce service partners in select areas of the state and continues to grow. Contact your regional Workforce Strategy Consultant for more information about the I-WE designation in your area. More information on becoming an I-WE designated employer, including tools, and resources to support businesses pursuing the designation, can be found at the following links:

Central Minnesota: <https://www.cmjts.org/business-services/central-minnesotas-inclusive-workforce-employer-designation-program-i-we/>

Northwest Minnesota: <https://www.rwa-nw.org/inclusive-workforce-employer>

Southeast Minnesota: <https://workforcedevelopmentinc.org/programs/i-we-program/>

Minnesota Workforce Strategy Consultants

DEED's Workforce Strategy Consultants develop innovative workforce solutions by aligning resources, facilitating collaboration, and leveraging expertise in targeted industry sectors to drive economic equity and growth. They accomplish this through:

- Assisting key stakeholders in the successful implementation of regional plans.
- Leveraging expertise in industry sector workforce development strategies.
- Connecting key stakeholders to workforce development resources.
- Enhancing regional economic prosperity through partnership with DEED's Business Development Specialists and Labor Market Analysts.
- Designing tools and resources to support businesses in developing strategic workforce solutions that are relevant in today's dynamic and ever-changing environment.

Workforce Strategy Consultants provide consultations with businesses to help them identify short and long-term recruitment and retention strategies including identifying strategies and resources for developing a diverse, equitable, and inclusive workplace.

In addition, Workforce Strategy Consultants host monthly discussions of current workforce challenges and solutions. These virtual discussions are held the first Wednesday of the month from 11am to 12pm.

Additional information on the services provided by the Workforce Strategy Consultants and contact information can be found at: <https://www.careerforcemn.com/workforce-strategy-consultants>.

CareerForce

CareerForce is Minnesota's official career development and talent matching resource. CareerForce is operated by workforce development staff from the State of Minnesota in collaboration with local government and other workforce development organization partners throughout the state.

With access to Minnesota's largest database of active job seekers and connections to candidates with experience from entry level to management, CareerForce can help you find the talent you need for your business to grow and thrive. CareerForce Employer Navigators work with regional Workforce Strategy Consultants to provide you the level of hiring support that meets your needs.

How CareerForce helps:

- Promote your employment openings to customers looking for work.
- Help you increase the visibility of your employment opportunities, including through help posting on the state's labor exchange.
- Assist with recruitment activities, such as career exploration or hiring events.
- Shares regional wage and demand information from DEED's Labor Market Analysts.
- Provide information about the [Work Opportunity Tax Credit](#).
- Provide information about fidelity bonding for new or current employees who may be denied coverage by commercial carriers.
- Connect you with other DEED and community resources that could help address your workforce needs.

CareerForce focuses on connecting overlooked talent pools and underserved Minnesotans with employment. Our ongoing Good Jobs Now initiative helps us connect directly with thousands of job seekers where they are through proactive outreach and taking our services out into community locations where people are. One example of that outreach is proactive phone calls to Minnesotans receiving unemployment benefits. These calls connect Minnesota job seekers with job search resources and employers who are currently hiring. Another example is a CareerForce Corner pilot at certain libraries in Minnesota to serve job seekers in a place they often already go for employment resources.

CareerForce offers [tailored resources](#) for employers looking to hire veterans, people with disabilities, people with a criminal record, youth, and workers over 50. CareerForce also has many resources for recruiting, hiring, and retaining a diverse workforce. One such resource is the CareerForce [Employer Guide to Developing a Diverse, Equitable, and Inclusive Workplace](#).

To find contact information for a CareerForce location near you, visit [CareerForceMN.com/locations](https://www.careerforcemn.com/locations) or call 651-259-7500.

APPENDIX B. MJSP GUIDELINES ON THE USE OF CONSULTANTS

In general, it is the policy of the MJSP Board that the use of MJSP funds for consultants should be kept to a minimum. MJSP staff generally recommends some cost sharing between MJSP and the business or educational institution for consultant costs.

MJSP makes a distinction between contract/adjunct instructors and consultants. We define contract/adjunct instructors as individuals hired by the educational institution to deliver curriculum that belongs to the educational institution or curriculum that is being developed for the educational institution of which they will have full rights and ownership. Contract/adjunct instructors are treated the same as regular instructors in regard to MJSP funding. We define a consultant as an organization or individual that is being contracted with to develop curriculum and/or deliver training that is owned by the organization or individual and for which the educational institution will not have full rights and ownership.

Following are several factors that are taken into consideration when determining the appropriate level of MJSP funding for the use of consultants:

- The amount of new capacity that will be gained by the educational institution.
- Whether or not the educational institution will have ownership of the curriculum developed/delivered.
- Whether or not the curriculum will be applicable for future use by the educational institution or other educational institutions within the State.
- The overall expected impact/benefits for the educational institution.
- Whether or not the proposal demonstrates a compelling need for the use of a consultant.
- The expected impact/benefits for the business.
- The business' ability to pay for the consultant.
- Whether or not there are any other alternatives (i.e., Do other educational institutions have the capacity or expertise?)
- The total consultant costs in relation to other project costs.
- Whether or not the cost is reasonable in relation to the deliverables (cost/benefit).
- Type of training.

When an educational institution is requesting MJSP funding for a consultant, the use of the consultant must be clearly identified in section 2.B. (Work Statement/Curriculum) of the proposal and a justification should be made based on the above factors.

APPENDIX C. POLICY ON SOFT SKILLS/WORKPLACE EFFECTIVENESS SKILLS TRAINING

While the MJSP Board recognizes the importance of soft skills/workplace effectiveness skills, it is the Board's position that the use of MJSP funding for soft skill training should be kept to a minimum. The Board feels that soft skills/workplace effectiveness skills training generally does not fit the MJSP goal of increasing the capacity of Minnesota educational institutions since soft skills/workplace effectiveness training is already widely available and typically requires little customization. However, the Board will consider funding soft skills/workplace effectiveness skills training when the proposal demonstrates that the business has a unique and compelling need for soft skills/workplace effectiveness skills training as well as a compelling financial need for assistance from MJSP. The Board may also make exceptions in instances in which the proposal demonstrates that certain soft skills/workplace effectiveness skills are a critical component necessary to support the technical training or when an innovative approach to the delivery of training is being proposed.

Definition of Soft Skills/Workplace Effectiveness Skills:

- Soft skills/Workplace Effectiveness skills are the non-technical skills, abilities, and traits that are essential to function in a specific employment environment. They include four sets of workplace competencies: problem solving and other cognitive skills, oral communication skills, personal qualities and work ethic, and interpersonal and teamwork skills.
- A soft skill or workplace effectiveness skill is a skill that lets you be effective in your job but isn't directly related to your profession.

Examples of Soft Skills/Workplace Effectiveness Skills Training:

Communication	Interpersonal Skills	Change Management
Leadership	Multicultural Skills	Conflict Resolution
Teamwork	Time Management	Negotiation
Problem Solving	Diversity	Stress Management
Critical Thinking	Coaching and Mentoring	

APPENDIX D. POLICY REGARDING GRANT AMOUNTS AND PROJECT TIMELINES

The MJSP Board encourages grant applicants to submit proposals with a well-defined training need and plan. Grants are not intended to provide funds to cover all projected training needs over a three-year period for a business, but rather are intended to focus on the most critical training needs. While grants of up to three years are allowed, the Board encourages grants with a projected timeline of one to two years as it is the Board's opinion that it becomes difficult to predict business training needs beyond two years. In the Board's interest in containing project timelines, MJSP staff will report to the Board on any grants that extend beyond a three-year period and the Board may consider future policies as needed to contain project timelines.

Furthermore, it is the Board's position that grants in the \$300,000 to \$400,000 range are intended for large-scale or high-impact projects. Some examples of large scale or high impact projects are as follows:

- Projects that provide training for 500 or more employees in a focused training area.
- Projects that include a consortium of businesses.
- Projects in which a comprehensive training plan is needed due to a major business expansion, relocation, or the start-up of a new business.
- Projects that involve the development of a significant amount of new curriculum.
- Projects that demonstrate unique circumstances which require a more comprehensive training plan to retain jobs at risk.
- Other unusual or unique circumstances that have been documented and justified in the grant proposal.

APPENDIX E. SAMPLE LETTER OF COMMITMENT

Date

Dear Board Members:

This is to confirm XYZ Corporation's planned contribution to the (name of project) training program to be operated by ABC College.

XYZ's contributions will consist of:

1. Cash to be used for (cite the planned use of these funds in the program) in conducting the program: \$7,500
2. Loaned instructor(s) for 26 weeks at 24 hours per week, the equivalent of: \$11,000
3. Donated equipment:
 - a) Drill \$1,000
 - b) Grinder \$4,000
 - c) Rotary Table \$1,000

Total: \$24,500

We will submit these contributions with specific dates to be mutually agreed upon by the Minnesota Job Skills Partnership, ABC College, and our Human Resources Manager. The list of material/equipment to be contributed to this project has been reviewed, and I verify that all contributions listed are necessary to the successful implementation of the training project.

This contribution is given to specifically match a grant from the Minnesota Job Skills Partnership and is not a general gift or donation that the training institution has or would otherwise receive without the prospect of Minnesota Job Skills Partnership funding.

The training project will not result in any dislocation of company employees from their current place of employment. The increased skills training will benefit the trainees involved and is in response to a skills shortage experienced by both our firm and the industry.

The company does not anticipate any circumstances, financial or legal, barring the company from meeting its commitments as presented in the project proposal.

Sincerely,

Company Official (Name and Title)