

PY 2022 WIOA Youth Formula Funds
 SFY 2023 Minnesota Youth Program (MYP)
 Cover Sheet/Signature Page

APPLICANT AGENCY - Use the legal name and full address of the fiscal agency with whom the grant will be executed.	Contact Name and Address
(Fiscal Agent for the Northwest Private Industry Council) Inter-County Community Council 207 Main Street Oklee, MN 56742	Northwest Private Industry Council 1301 Hwy 1 East Thief River Falls, MN 56701
Director Name: Catherine Johnson Telephone Number: 218-796-5144 FAX: 218-796-5175 E-Mail: CJohnson@intercountycc.org	Director Name: Janelle Wald Kovar Telephone Number: 218-683-8074 FAX: 218-681-0913 E-Mail: jwaldkovar@nwpic.net

Basic Organization Information

Federal Employer ID Number:	Minnesota Tax Identification Number:
36-34695532	36885809
	SWIFT Vendor ID Number (if known):

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

Signature:	
Title:	Executive Director ICC
Date:	

Signature:	
Title:	Executive Director NWPIC
Date:	

Attachment 2

PY 2022 Budget Information Summary:

WIOA Youth Formula Grant Program (updated 11/23/21)

(For WDAs Opting to Increase ISY Funding For Homeless/Foster Youth)

(See following pages for definitions of cost categories)

WDA Number, Contact, E-Mail:	WDA 01 – Janelle Wald Kovar – jwaldkovar@nwpic.net
Date Submitted (or Modified):	6/13/2022

Cost Category	Carryover From PY21 <i>(Cannot exceed 20% of PY 21 Amount.)</i>	New WIOA Funds	Total Funds Available	Estimated Expenses 4/1/22 to 9/30/22	Estimated Expenses 10/1/22 to 3/31/23	Estimated Expenses 4/1/23 to 9/30/23	Estimated Expenses 10/1/23 to 3/31/24
764/833 Administration <i>(Cannot Exceed 10%)</i>	\$10,622	\$22,388	\$33,010	\$13,204	\$26,408	\$29,709	\$33,010
841 In-School Youth Work Experience Wages/Fringe	\$36,018	\$35,000	\$71,018	\$28,407	\$56,814	\$63,916	\$71,018
825 Out-of-School Youth Work Experience Wages/Fringe	\$5,000	\$5,000	\$10,000	\$4,000	\$8,000	\$9,000	\$10,000
872 In-School Youth Work Experience Staff Costs	\$0	\$34,000	\$34,000	\$13,600	\$27,200	\$30,600	\$34,000
855 Out-of-School Youth Work Experience Staff Costs	\$1,084	\$0	\$1,084	\$434	\$867	\$976	\$1,084
874 In-School Youth Direct Services (Non-Work Exp.)	\$4,120	\$10,000	\$14,120	\$5,648	\$11,296	\$12,708	\$14,120
877 Out-of-School Youth Direct Services (Non-Work Exp.)	\$25,925	\$88,993	\$114,918	\$45,967	\$91,934	\$103,426	\$114,918
848 In-School Youth Support Services	\$1,258	\$1,500	\$2,758	\$1,103	\$2,206	\$2,482	\$2,758
862 Out-of-School Youth Support Services	\$537	\$2,000	\$2,537	\$1,015	\$2,030	\$2,283	\$2,537
860 In-School Youth Other Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
878 Out-of-School Youth Other Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
837 In-School Youth Training	\$0	\$0	\$0	\$0	\$0	\$0	\$0
838 Out-of-School Youth Training	\$5,956	\$25,000	\$30,956	\$12,382	\$24,765	\$27,860	\$30,956
Total:	\$90,520	\$223,881	\$314,401	\$125,760	\$251,520	\$282,960	\$314,401
Estimated Percentage of NEW WIOA Funds Expended on Out-of-School Youth (Must be at least 60 percent*):							60%
Estimated Percentage of NEW WIOA Funds Expended on Work Experience (Must be at least 20 percent):							37.1%
Estimated Total Number of Youth to be Served With WIOA Youth Funding:							46

*To take advantage of the “lower” 60 percent out-of-school expenditure level, the WDA agrees to increase/enhance services to those in-school youth who are identified as “homeless” at the time of enrollment into WIOA.

Attachment 2
 SFY 2023 Budget Information Summary:
 Minnesota Youth Program
 (See following pages for definitions of cost categories)

WDA Number and Contact:	Inter-County Community Council CAC
E-Mail Address/Phone No:	jpreuss@intercountycc.org – 218-796-5144 ext 1018
Date Submitted (or Modified):	5/4/2022

Cost Category	Total Funds Available	Estimated Expenses 7/1/22 to 9/30/22	Estimated Expenses 7/1/22 to 12/31/22	Estimated Expenses 7/1/22 to 3/31/23	Estimated Expenses 7/1/22 to 6/30/23
764/833 Administration (Cannot Exceed 10%)	\$ 6,628	\$ 1,657	\$ 3,314	\$ 4,971	\$ 6,628
881 Youth Participant Wages and Fringe Benefits	\$ 30,000	\$ 7,500	\$ 15,000	\$ 22,500	\$ 30,000
885 Direct Services to Youth	\$ 28,461	\$ 7,115	\$ 14,231	\$ 21,346	\$ 28,461
860 Outreach to Schools (Direct Services; This cannot exceed 20%.)	\$ -	\$ -	\$ -	\$ -	\$ -
891 Support Services	\$ 1,200	\$ 300	\$ 600	\$ 900	\$ 1,200
Total:	\$ 66,289	\$ 16,572	\$ 33,145	\$ 49,717	\$ 66,289

Estimated Number of MYP Youth Served/Cost Per Participant

Estimated No. of MYP Youth Served:	40
Outreach to Schools (OTS) Youth + Families Served (Note that OTS is an optional activity):	n/a
Estimated Total Number of MYP Youth and Families Served:	40
Estimated Cost Per MYP Participant:	\$1,657
Estimated Cost Per OTS Participant-Family:	n/a

If your area is budgeting funds for 860 - Outreach to Schools, please provide a few sentences summarizing planned activities:

Definitions of Cost Categories

(WIOA and MYP) Administration – Costs are defined by federal Uniform Guidance (2 CFR, Section 200) and are generally associated with the expenditures related to the overall operation of the employment and training system. Administrative costs are associated with functions not related to the direct provision of services to program participants. These costs can be both personnel and non-personnel and both direct and indirect. Specifically, the following functions are considered “administrative”:

- 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.

(WIOA and MYP) Youth Participant Wages and Fringe Benefits – Wages and benefits paid directly to youth participants while engaged in program activities. For WIOA Youth budgeting and reporting only, these expenses are itemized separately on the monthly Reimbursement Payment Request (RPR) form/Financial Status Report (FSR) form for In-School Youth (ISY) and Out-of-School Youth (OSY).

(WIOA Youth ONLY) Youth Work Experience Staff Costs – Costs associated with staff recruiting, training and/or monitoring worksites where WIOA Youth work experience participants are placed. Staff wages and fringe should be allocated on a pro-rated basis (as appropriate), with the remaining portion of staff wages and fringe allocated to “Direct Services to Youth” category. This category applies to WIOA Youth funds ONLY; these expenses are itemized separately on the monthly Reimbursement Payment Request (RPR) form/Financial Status Report (FSR) form for In-School Youth (ISY) and Out-of-School Youth (OSY).

(WIOA and MYP) Direct Services to Youth – Costs associated with providing direct service to youth, EXCLUDING costs of youth participant wages and fringe benefits, support services and (WIOA Youth funds only) Individual Training Accounts for OSY or ISY. Wages and fringe benefits for staff who provide direct services to youth participants should be included in this cost category. Stipends provided to participants for non-training activities should be included in this

category. For WIOA Youth budgeting and reporting only, these expenses are itemized separately on the monthly Reimbursement Payment Request (RPR) form/Financial Status Report (FSR) form for In-School Youth (ISY) and Out-of-School Youth (OSY).

IMPORTANT NOTE: The definition of Direct Services to Youth also applies for those WDAs choosing to operate an “Outreach to Schools (OTS) Initiative” under MYP. At the discretion of the WDA, up to 20 percent of the MYP allocation may be used for Outreach to Schools activities. (See below for further discussion of OTS.)

(WIOA and MYP) Support Services – Items that are necessary for a youth to participate in WIOA or MYP, such as transportation, clothing, tools, child care, housing/rental assistance, school-related expenses, etc. These expenses may be paid directly to the youth or to a third-party vendor. For WIOA Youth budgeting and reporting only, these expenses are itemized separately on the monthly Reimbursement Payment Request (RPR) form/Financial Status Report (FSR) form for In-School Youth (ISY) and Out-of-School Youth (OSY).

(WIOA Youth ONLY) Other Services – This category should be used only for reporting program expenditures that otherwise do not necessarily fit in one of the other categories. WDAs using this category should be prepared to summarize and explain how these funds are being used. This category applies to WIOA Youth funds ONLY; these expenses are itemized separately on the monthly Reimbursement Payment Request (RPR) form/Financial Status Report (FSR) form for In-School Youth (ISY) and Out-of-School Youth (OSY). Any costs associated with “training” should be categorized under “In-School Training” or “Out-of-School Training” as appropriate (see below).

(WIOA Youth ONLY) In-School and Out-of-School Youth Training – Funds used for paying costs associated with each WIOA Youth participant receiving training services. This can include everything from online, self-paced learning of basic work readiness skills (for instance), all the way up to funding for participants working towards a WIOA-recognized credential at a post-secondary institution on the Eligible Training Provider List. Appropriate costs may include tuition, fees, books and other costs associated with the participant’s course of study. Stipends provided to participants for training activities should be included in this category. This category applies to WIOA Youth funds ONLY; these expenses are itemized separately on the monthly Reimbursement Payment Request (RPR) form/Financial Status Report (FSR) form for both In-School Youth (ISY) and Out-of-School Youth (OSY).

(MYP ONLY) Outreach to Schools Activities – Outreach to Schools (OTS) activities complement the work of existing school counselors and provide youth and families with career exploration and career counseling, college information and current labor market information. Examples of Outreach to Schools activities that have been implemented include (but are not limited to):

- Providing information to individuals and groups regarding occupations and industries in demand and with the highest growth throughout the region using current labor market information, including providing opportunities for students to directly experience

occupations through job shadowing, mentoring and business tours.

- Providing workshops to classes on planning for post-secondary training, including accessing financial aid and selecting an appropriate program, as well as other career planning topics such as goal setting and navigating business culture. Providing opportunities to interact with local business and industry including tours, organizing business and industry speaker panels, job shadowing, and mentoring.
- Providing individual counseling and career exploration including career assessments, resume preparation and job search assistance, and mock interviews.
- Tours of CareerForce locations and information about the resources available and how to access and utilize the resources.
- Connections to community and private sector resources through a local career fair, career event, and tours of businesses in strategic industries.
- Group and individual counseling including instruction and presentations on CAREERwise, labor market information and strategic industries and demand occupations.
- Individualized counseling including career exploration and career assessments, resume preparation, mock interviews, and job search assistance.

PY 2021-2023 WIOA Youth Performance
 (Definitions of Each Measure are on the Following Page)

WDA/Contact:	NWPIC/ICCC, Janelle Wald Kovar, John Preuss
E-Mail Address/Phone Number:	Jwaldkovar@nwpic.net/ 218-791-7703
Date Submitted (or Modified):	

WIOA Youth Performance Measure	PY 2021 WDA PLANNED	PY 2022 STATE NEGOTIATED LEVEL	PY 2023 STATE NEGOTIATED LEVEL	PY 2022 WDA PLANNED	PY 2023 WDA PLANNED
Employment/Education/ Training 2nd Quarter After Exit:	68	68.0%	69.0%	69	69
Employment/Education/ Training 4th Quarter After Exit:	69	69.0%	69.0%	69	69
Credential Attainment:	62	62.0%	62.0%	62	62
Median Earnings:	4,000	\$4,000	\$4,000	4,000	4,000
Measurable Skills Gain:	41	41.0%	42.0%	42	42

WIOA Youth Performance Definitions

Employment/Education/Training 2nd Quarter After Exit: The percentage of Title I Youth program participants who are in education or training activities, or in unsubsidized employment, during the second quarter after exit from the program.

Employment/Education/Training 4th Quarter After Exit: The percentage of Title I Youth program participants who are in education or training activities, or in unsubsidized employment, during the fourth quarter after exit from the program.

Credential Attainment: The percentage of those participants enrolled in an education or training program (excluding those in on-the-job training (OJT) and customized training) who attain a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program. A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage of participants who have attained a secondary school diploma or its recognized equivalent only if the participant also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program.

Measurable Skills Gain: The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment. Depending on the type of education or training program, documented progress is defined as one of the following:

1. Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;
2. Documented attainment of a secondary school diploma or its recognized equivalent;
3. Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards;
4. Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training; OR,
5. Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.

Median Earnings: The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.

Youth Committee Information for PY 2022/SFY 2023

Provide a current Mission Statement and Work Plan for your Youth Committee

Include a Current Youth Committee Membership List (see below for sample format). Add additional rows as needed. Indicate "Yes" or "No" in the right-hand column if the Youth Committee member is a voting member of the LWIB.

The youth committee used to be written in the WIA law now it exists as a best practice to recommend the youth plan to the full board for approval and share resources.

See attached.

YOUTH COMMITTEE MEMBER NAME	ORGANIZATION/REPRESENTING (examples: business, education, community-based organizations, youth, parent, etc.)	Full LWDB Member?
Chair: Sean Ranum Phone Number: 218-745-6733 E-mail: sean@nwrdc.org	Northwest Regional Development Commission - Economic Development	Yes
Member Name: Catherine Johnson Phone Number: 218-796-5144 E-mail: cjohnson@intercountycc.org	Community-Based Organization/ Program Operator	Yes
Member Name: John Preuss Phone Number: 218-796-5144 E-mail: jpreuss@intercountycc.org	Community Based Organization/Program Operator	No
Member Name: Meg Kolden Phone Number: 218-684-1730 E-mail: mkolden@trf.k12.mn.us	Community Education – Local School District	No
Member Name: Anne Hoefgen Phone Number: 218-233-8585 E-mail: ahoefgen@lsnmlaw.org	Legal Services of Northwest Minnesota	No
Member Name: Jason Pangiarella Phone Number: (218) 683-8548 E-mail: Jason.Pangiarella@northlandcollege.edu	Northland Community & Technical College – Student Services	No
Member Name: Tom Leuthner Phone Number: 218-253-4393 E-mail: pine.prairie.coop@gvtel.com	Carl Perkins/School-to-Work	No
Member Name: Suraya Driscoll Phone Number: 218-793-2901 E-Mail: sdriscoll@egf.k12.mn.us	Teaching and Learning East Grand Forks Public Schools	No

Member Name: Rani Bhattacharya Phone Number: 218-281-8689 E-Mail: rani-b@umn.edu	Community Economics Extension Educator University of Minnesota Extension	No
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Youth Service Provider Information for PY 2022/SFY 2023

Provide an updated list of all current youth service providers (see below for sample format). The information provided in this chart will be posted on the DEED website. Please be sure that the contact person's name, phone number and e-mail address are entered correctly for each service provider. Add additional rows for additional providers as needed.

Youth Service Provider/Contact	WIOA	MYP																					
<p>Name of Service Provider: <i>Inter County Community Council</i></p> <p>Address: <i>207 Main Street, P.O. Box 189</i></p> <p>City, State, ZIP <i>Oklee, MN 56742</i></p> <p>Contact Person: <i>John Preuss</i></p> <p>Contact Person Phone: <i>1-888-778-4008</i></p> <p>Contact Person E-Mail: <i>jpreuss@intercountycc.org</i></p> <p>Service Provider Website: www.intercountycc.org</p>	<table border="1" data-bbox="813 604 1045 810"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>ISY:</td> <td>x</td> <td></td> </tr> <tr> <td>OSY:</td> <td>x</td> <td></td> </tr> </tbody> </table>		Yes	No	ISY:	x		OSY:	x		<table border="1" data-bbox="1078 604 1498 951"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Summer ONLY:</td> <td></td> <td>x</td> </tr> <tr> <td>Year-Round (incl. summer):</td> <td>x</td> <td></td> </tr> <tr> <td>Outreach to Schools:</td> <td></td> <td>x</td> </tr> </tbody> </table>		Yes	No	Summer ONLY:		x	Year-Round (incl. summer):	x		Outreach to Schools:		x
	Yes	No																					
ISY:	x																						
OSY:	x																						
	Yes	No																					
Summer ONLY:		x																					
Year-Round (incl. summer):	x																						
Outreach to Schools:		x																					

Work plan: Youth Program Service Delivery Design
(Includes WIOA Young Adult and MYP)

IMPORTANT NOTE: The narrative section covers PY 2022 WIOA Young Adult and SFY 2023 for MYP. Please provide an answer after each question. This information becomes a part of both grant agreements with DEED.

- 1. Attach a copy of the most recent Request for Proposal(s) (RFP) issued by the WDA for WIOA Young Adult and the Minnesota Youth Program, as appropriate. If the LWDB has determined there is an insufficient number of eligible youth service providers based on Section 123(b) of WIOA law, please include a copy of appropriate board minutes and/or resolution stating as such.**
- 2. Describe outreach and recruitment:**

NWPIC and ICCC continue to enhance strong partnerships to assist with outreach and recruitment in every corner of our seven county service area. The distance and travel time for staff make these partnerships vital to the success of our program. Partnerships currently include:

- Over 20 school districts including, administrators, counselors, maintenance and teaching staff including special education teachers.
- Workforce Center/DEED staff including Vocational Rehabilitation
- Alternative Learning Centers in Roseau, Crookston and Thief River Falls
- Adult Basic Education providers and GED instructors in the service area
- Local Community College Financial Aid and Student Success Coordinator staff
- County Social Services
- Foster parents
- Foster parent support groups
- Probation agencies
- City Offices
- ICCC Programs
- Guardian ad litem Programs/Support Groups
- Past participants and their families/friends

Out-of-School Youth (“OSY”)

The focus of ICCC’s outreach and recruitment of Out-of-School youth is on eligible youth who are between the ages of 16 and 24 who are interested in advancing their skills through occupational skills training, post-secondary education, or work experiences. By enhancing and strengthening our relationships with local partners, we have been able to identify youth who could benefit from the services we provide. ICCC and NWPIC will continue to maintain these vital relationships to encourage more OSY participation. ICCC also works with Head Department Leaders and Financial Aid offices to identify low-

income students. This helps to ensure that the referral process to ICCC is seamless and each student is treated fairly and properly. We also continue to work closely with our local correctional facilities to identify those offenders who may be eligible for OSY.

ICCC will also continue the following steps to ensure all youth, who could benefit from services, know where services are located:

- Work closely with the local post-secondary institutions in our area. We will continue to strengthen our relationships and keep in regular contact with support professionals at the area colleges who work in disability/student support services and TRIO programs. The goal is that these professionals will have a solid understanding of our programs in order to increase the referrals of students planning to attend programs supported by current Labor Market Information and regional Occupations in Demand.
- Distribute a brief screening tool to community members and organizations that work with youth that provides basic understanding of our programs and helps potential applicants quickly determine if they may be eligible. This screening tool will not only be useful for applicant youth, but for community partners to better understand our programs.
- Distribute brief Occupations in Demand tools to be used for a quick reference guide to entice youth to further their education through post-secondary and/or certificate training opportunities.
- Work with local educational providers to continue to develop additional short-term training programs in high-demand, high-wage occupations such as welding, electrical, Commercial Driver's License, and healthcare occupations.
- Create marketing materials with a focus on older, OSY, possibly use a "Bridge to Success" marketing model with targeted outreach to young adults (use term young adult for marketing and outreach instead of youth).
- Offer incentives for completion of program goals such as steps within the GED, obtaining employment, etc.
- Connect with MFIP and DWP counselors to co-enroll young adults ages 16-24 who are accessing public assistance programs and those who are in families who are accessing TANF dollars.
- Increase Online Marketing Presence through a redesigned website and targeted Social Media engagement.
- Partner with mental health, guidance counselors and other youth staff high schools in our service area to encourage the identification and referral of potential and actual high school dropouts and those at-risk of dropping out.
- Continue growing partnerships with both juvenile and adult probation providers, along with local correctional facilities.
- Expand and deepen connections with Adult Basic Education, Alternative Learning Centers, and GED instructors to identify students who may be eligible and suitable for services.
- Continue relationships with local school districts to provide career pathway models to students.

In-School Youth (“ISY”)

With WIOA placing priority on the OSY, services to ISY are limited. By collaborating with schools, ICCC’s focus is to identify those who are most at-risk of dropping out.

Recruitment and outreach activities will continue to build stronger relationships with local schools and the ISY. These actions will include:

- Strengthened connections with school districts in the service area, including Alternative Learning Centers to educate and inform school staff about WIOA programs with an emphasis on guidance counselors, social workers’ and special education teachers, to ensure program information is available to students most “at risk.”
- Encourage present and past participants to share program information with their friends and family members.
- Participate in community events such as career expos, including the Northern Valley Career Expo, as well as other community outreach events in the service area.
- Establish regular contact with county employment services staff in the area to determine if they have any clients or any client’s family members who may benefit from youth services. This includes working with county social services and other agencies that serve “at-risk”, youth and their families such as food shelves, mental health services, homeless youth and domestic violence advocates to identify youth that could benefit from services.

- 3. Describe eligibility determination process, including the WDA’s strategy for use of the “5% window” for all ISY and affected OSY participants whose income exceeds limits (reminder: up to 5% of ISY and OSY participants (who require income eligibility) served by WIOA Young Adult program may be individuals who do not meet the income eligibility requirements, provided they fall within one or more of the categories described in WIOA Sec. 129 (C). See Chapter 2 of the WIOA Youth Administrative Policy.**

Currently, we do not intentionally use the 5% window. In past years we have used this as a buffer for information collection errors. Because we serve a relatively small number the 5% acts as a safety net.

- 4. Identify the WDA’s definition of “An individual who requires additional assistance to complete an education program or to secure and hold employment.” The definition must be reasonable, quantifiable, and based on evidence that the specific characteristic of the participant identified objectively requires additional assistance. See Chapter 2 of the WIOA Youth Administrative Policy.**

WDA1 has defined “an individual who requires additional assistance to complete an education program or to secure and hold employment” by identifying youth/young adults in need of services through outreach and recruitment to different facilities throughout our area. Once an application has been completed and sent to the main office, Staff are

in contact with the applicant within two weeks. From there, eligibility can be determined. Once all information is received, the applicant is enrolled and is able to start receiving assistance which may include: helping the youth develop realistic career planning, personal goals, financial barriers or lack of a sufficient work history.

Under WIOA, we will look at other WDAs who use the definition of at-risk youth from MN State Statute 116L.56 that includes any youth who are:

An at-risk youth who is classified as a family of one is deemed economically disadvantaged. For purposes of eligibility determination, the following individuals are considered at-risk:

- a. A pregnant or parenting youth;
- b. A youth with limited English proficiency;
- c. A potential or actual school dropout;
- d. A youth in an offender or diversion program;
- e. A public assistance recipient or a recipient of group home services
- f. youth with disabilities including learning disabilities;
- g. A chemically dependent youth or child of drug or alcohol abusers;
- h. A homeless or runaway youth;
- i. A youth with basic skills deficiency;
- j. A youth with an educational attainment one or more levels below grade level appropriate to age; or
- k. A foster child

5. Describe the objective assessment process used to identify appropriate services and potential career pathways for young adults. Identify the assessment tools used by the WDA for all in-school and out-of-school participants.

Objective assessments are a youth-centered, in-person evaluation of the youth's situation and needs related to work and the local labor market. This is the starting point in the larger process of identifying barriers and beginning comprehensive services to assist youth in achieving self-sufficiency. The objective assessment tools are used to identify employment barriers, family situation, education, occupational skills, attitudes towards work, motivation, behavior patterns affecting employment potential, and financial resources. When done correctly, this assessment helps the youth to become contributing members of the community.

ICCC's assessment process begins when an application is received. Staff initially meet with the youth to get a better understanding of what the youths short and long-term goals are. The Job Training Specialist and the Coordinator identify programs that the participant may be eligible for. The counselor reviews the application with the participant and through conversation, starts to identify skills, interests, barriers and the individual needs of the client. An enrollment meeting is then scheduled and the Employment Plan is started. Staff guide youth in the decision-making process to establish employment and career goals as part of their Plan.

If the participant needs to complete GED training or wants to attend post-secondary training, basic skills need to be assessed. ICCC has partnered with ABE to administer the Test of Adult Basic Education (TABE). ICCC utilizes the TABE assessment which is the assessment tool utilized by our Adult Basic Education partner, to provide the best career pathway. In the event that there is an English Language Learner, ICCC will partner with the local ABE program and utilize assessments such as the Comprehensive Adult Student Assessment System (CASAS).

The results of the TABE are discussed and educational needs are identified. Career goals, skills and interest are discussed and a plan is developed to achieve these goals. This may include obtaining a high school diploma or GED, occupational skill training, and/or paid work experience. Barriers are identified and strategies to overcome are put into place. Staff review Labor Market Information and occupations in-demand which aligns with the client's iStart Strong assessments to assist them in making informed decisions regarding their future in the workforce and identifying career pathways. Staff utilizes several Data Tools that are found on DEED's website along with community resources to provide the participant with as much information as possible.

Students interested in occupational skills training work individually with their counselor to determine the best path to achieve their goals. Participants are provided documentation on resume writing, soft skills and workplace skills. Participants work closely with Staff to enhance job application and interviewing skills. Resumes are completed with each participant to ensure occupational skills are highlighted. Participants are provided with tools to apply and possible interview with employment opportunities.

The other students work individually with their counselor to learn these topics and complete a training packet which includes informational interviews, labor market/wages research, training program outcomes, required cut scores, costs, current budget and financial aid resources. Together the counselor and students will take the necessary steps to enroll and complete demand driven occupational skills training.

Participants who want to obtain their GED or attend post-secondary education have plans developed with the Job Training Specialist and ABE to obtain their career goals. If they have not met the educational requirements (at least an 11th grade education level) to be successful in post-secondary education, they will need to have additional training with ABE. If they are working to get their GED, ABE will provide them with a path to be successful in completing their GED. Once additional training is completed with ABE or the participant obtains their GED, the next step of educational goals is started. Each participant is assessed and provided with a career path that is individualized to meet their needs. Our goal is to assist the participant to remove barriers and help pave the way for success.

Work experience is also provided as an opportunity for youth to develop critical job keeping and soft skills. It provides an opportunity for participants to explore different

occupations and expand job search networking capability; all while earning income through the program. Many of the youth rely on work experience income to help support themselves and/or their family as they transition to economic self-sufficiency. Every effort is made to match youth in a work experience position aligned with their individual career pathway to further enhance unsubsidized employment prospects.

6. Describe process for developing the Individual Service Strategy (ISS) and use of the Individualized Education Plan (IEP), including provision of wraparound support services. If your WDA/service provider(s) incorporate “Guideposts for Success” with some (or all) of your participants, please discuss when and how it is used.

Staff works with youth participants in the development of an ISS. This is done using information from personal interviews, objective assessments, and basic skills testing results. The goal is to identify a clear employment goal, achievement objectives, and the proper combination of services for participants to reach the goal. The ISS reflects the expressed interests and needs of each individual participant. A comprehensive ISS includes both short and long-term goals and the steps necessary to reach the participants goals. The ISS is reviewed by the youth and staff on a regular basis to highlight benchmark goals as they are reached and to acknowledge changing needs of the youth. The ISS is updated to reflect the most up to date achievements and goals the participant and Job Training Specialist have set to complete.

The ISS is the basis for the entire case management strategy and is developed in partnership with the participant, reflecting the needs indicated by the objective assessment and the expressed interests and desires of the participant. It is not a formal contract, rather, the ISS is a framework for explaining decisions concerning the appropriate mix and sequence of services. The participant’s involvement is critical so the participant has the tools necessary to be successful.

Staff also meet with teachers for clients who are on an IEP. This is to ensure that the needs of the client are met and a conglomerated plan is utilized for both our program and the needs of teacher.

The ISS also reflects the participant’s training and related financial assistance needs. This includes a discussion of various funding opportunities, including WIOA, Pell Grants, student loans, and other forms of financial aid necessary to ensure the participant can successfully complete a program.

Participants are not required to apply for a student loan or incur personal debt as a condition of WIOA participation. If the participant chooses to take out a loan, the participant is advised on loan repayment obligations. If WIOA resources are not sufficient to provide the full range of training or supportive services identified in the ISS, staff will make every reasonable effort to arrange through other community agencies basic and occupational skills training, supportive services, pre-employment and work

maturity skills training and work experience combined with skills training for participants.

The ISS and/or supplemental case notes are reviewed and updated periodically to reflect the participant's progress in meeting the objectives outlined in the ISS process including progress in obtaining basic skill attainment and the adequacy of the support services. The document is fluid meaning goals change and evolve as the youth works through their career development. Counselors meet with the youth on a regular basis to review the plan and determine any changes needed.

7. Describe your strategy for providing integrated experiential learning, work-based learning, and work experience for participants. Discuss to what extent your WDA is adapting these activities due to the ongoing pandemic.

Staff invests a considerable amount of time within the community developing quality worksites with supervisors devoted in mentoring. Careful consideration is given to the worksite so that it best aligns with the participants' future career goals. Worksites are provided in both public and private sectors to provide the best opportunity for the participant. Worksite orientation and expectations are provided by staff with both the youth and the supervisor before a youth is placed into a worksite. Placing youth directly into the workforce with a strong commitment from the business to mentor and supervise makes work experience an excellent option for many of our youth. This includes varying degrees of experiential and work based learning processes. Worksite experiences and occupational skills internships provide an exposure for participants to build relationships worth potential future employers or to be a reference for a participant. ICCC offers On-the-Job Trainings (OJT) that may also provide an opportunity for participants to obtain employment that would be long-term with advancement opportunities. Although this option isn't used often, ICCC continues to build relationships with employers so participants have a wide variety of opportunities for better employer/employee matches.

In light of the COVID 19 pandemic, various strategies have been implemented to adjust youth work experience services. Safety of the youth we serve is a top priority. We have implemented protocols and procedures to prevent the spread of COVID 19, which are reviewed along with worksite COVID 19 protocols during the worksite orientations. Meetings with the youth and supervisors have also been transitioned to Zoom when possible.

8. Describe your strategy for introducing Career Pathways for young adults and process for providing current labor market information on high-growth, in-demand occupations in the region.

Staff are provided with the necessary tools/resources to be up-to-date with Occupations In-Demand within the area. Up-to-date information on local and regional high-growth and in-demand occupations is readily available. Staff work with participants to review the labor market information to make a solid and concise decision about their individual career path. Staff is also supported in this effort through in-service trainings with DEED's Labor Market Analyst and Data Tools including Job Vacancy Survey, Occupational Employment Statistics (OES), Occupations in Demand (OID), and Career Profiles. The typical wage, long-term employment outlook, training (or degree) required and schools that offer training programs for each occupation in interest is highlighted during career planning with youth.

Attention is given to participants who need additional educational training. Collaborations with ABE allow for the Job Training Specialist, participant and ABE teacher to develop a plan that will assist the participant to reach college-ready skills. The participant will follow an educational path created to ensure they are ready to attend college level courses. Once the participant's career pathway has been developed, the participant receives the necessary case management to be successful. Collaborating with community partners enhances the opportunity for a young person to enter a career pathway that is matched closely with their interests and skills.

Staff have developed and maintained close relationships with local schools to provide additional resources to classes when needed. Along with presenting to students about career opportunities, staff provide hand-outs, labor market information and any resources that the school can provide to students. Staff provide additional support as needed to ensure each student has the information to choose the correct career path for them.

The Workforce Development Board remains strategic in addressing local sector needs and regional opportunities that align with local/regional training opportunities with identified community business needs. Commitment continues to focus on employer and job seeker services centered around sector partnerships, career pathways and racial disparities. Well defined connections between area education providers, the business community, and WFC partners ensure that staff remains focused on industry sectors that offer high wages in in-demand employment opportunities. These initiatives allow program staff to link youth with the identified training necessary to develop skill sets sought by the local business community.

- 9. If applicable, attach a copy of the WDA's policy for developing Individual Training Accounts (ITAs) and indicate the date approved by the LWDB/Youth Committee. Also indicate if your WDA intends to pursue a waiver allowing ITAs to be established for in-school youth (ISYs).**

We do not intend on pursuing a waiver allowing ITAs for ISY.

10. Describe follow-up strategies (including provision of supportive services) for the WIOA Young Adult program and discuss any policy relating to extending beyond the statutory requirement of offering follow-up for at least 12 months after exit.

When youth have successfully completed their goals and have exited the program, they receive notification that they will continue to be eligible for services for 12 months following exit. By developing close positive relationships with youth, staff will follow up with the youth, at a minimum of quarterly after exit. We obtain contact information for young adults including cell phone numbers of participants and an alternative contact to provide follow-up services.

Follow-up services for youth also may include the following program elements:

1. Supportive services
2. Adult mentoring
3. Financial literacy education
4. Services that provide labor market and employment information about in- demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services
5. Activities that help youth prepare for and transition to postsecondary education and training.

11. Describe the Youth Incentive Policy and attach a copy of the most recent local incentive policy and when it was last approved by your LWIB/Youth Committee. Refer to 2 CFR 200.438 and [Chapter 18](#) “WIOA Youth Cost Matrix” for additional background.

- See attached policy

12. Discuss your policy and practices relating to providing supportive services to participants. (Attach a copy of the most recent WDA’s Support Service Policy for Youth)

- See attached policy

13. Describe how co-enrollments will be facilitated for youth, including a summary of all funds that are “braided or blended” with participants beyond WIOA Youth Formula Grant funds and MYP funds.

WIOA provides the framework to really develop fully functioning partnerships with public assistance, vocational rehabilitation, and Adult WIOA programs. We will work to better leverage these programs for the benefit of participants so that they can achieve employment and training success. Joint use of WF1 will allow for tracking of financial payments and ensure there is no duplication in the financial support services

participants may receive. Initial discussions with partner agencies highlight the desire and need to have regular and joint client meetings and staff involvement to discuss spending plans, strategies for success, and how to manage possible set-backs. A team approach to service for the participants will be utilized whenever possible.

We will also co-enroll eligible youth in MYP to help ensure smooth transitions to WIOA for those students who are in need of additional career development services.

In addition to employment and training programs staff screen for and refer at-risk and homeless youth for enrollment in other services also provided by ICCC, which include Family Services to help with homelessness, Head Start and Energy Assistance. ICCC understands that there are often multiple barriers to a self-sustained life and these wrap around services help get clients out of poverty.

14. Describe local partnerships serving “opportunity youth” who have significant barriers to employment and/or youth who are under-served and under-represented in the workforce, including (but not limited to):

- Dropouts and potential dropouts

ICCC works closely with local ABE providers, homeless youth programs, local ALCs, MFIP and SNAP providers to identify students that have dropped out of high school or who are no longer age-eligible for high school. Information is provided to partners to highlight the services ICCC can provide to the students. Applications and brochures are provided to partners to ensure that participants are able to receive services as needed. We feel strongly that early intervention can provide a successful outcome.

Our ultimate goal for out-of-school youth will be placement and retention in unsubsidized employment at a family sustainable wage in high-growth, high-demand occupations as well as the completion of an occupational skills training.

Strategies we will employ to help youth meet that goal include:

- Assistance in obtaining a high school diploma/GED
 - Basic Skills: Ensure youth have the basic skills necessary to succeed in education/employment.
 - Occupational Skills: Youth to obtain a credential in an occupational skills training
 - Work Readiness Skills: Ensure youth have job seeking and job keeping skills
 - Work Experience Opportunities to provide job skills training
- Youth with language and/or cultural barriers to employment

ICCC staff work closely with ABE to coordinate services for youth with language

and/or cultural barriers for employment and training services. With the new Americans emerging populations located in East Grand Forks, ICCC has been working with local school districts and North Dakota Workforce Centers to ensure youth are able to obtain services needed for successful unsubsidized employment.

- Youth in foster care and aging out of foster care

Youth in foster care and aging out of foster care can benefit significantly from employment and training services. ICCC is working to develop relationships with social workers and mental health services to encourage referrals to WIOA programs. ICCC will also work closely with additional organizations to identify youth that could benefit from additional services. Information about employment and training services are provided to social work programs and mental health services. ICCC will continue to build relationships and encourage participation in the Youth Committee to identify youth at-risk.

- Homeless youth or runaways

ICCC provides assistance to homeless youth or runaways through the Family Services department, a department of ICCC. Currently ICCC is partnering on a project to create a comprehensive homeless response system in the Northwest Minnesota Region for unaccompanied youth, ages 16-24 years, making youth homelessness rare, brief and non-recurring. The proposed project would serve the Northwest Minnesota Continuum of Care (CoC) 12-county geographic area including: Beltrami, Clearwater, Hubbard, Kittson, Lake of the Woods, Mahnomon, Marshall, Norman, Pennington, Polk, Roseau, and Red Lake. A specific component of this comprehensive response system is working on employment with homeless youth. This project will coordinate, build on and expand the existing collaboration with the employment and training services dedicated to serving the youth in the region. These would include working with WIOA in school and out of school partners as well as the Minnesota Youth Program. They will also work with other mainstream and private market employers and training programs to develop on-the job training and foster new relationships and programs. Staff and homeless case managers currently meet with participants simultaneously to reduce the amount of times the participant needs to come to a local office and approach case management as a team approach. ICCC, as a member of CoC, was awarded the Homeless Youth Demonstration Grant from HUD and will work to provide wrap around services, not just employment and training, to homeless youth.

- Youth offenders and at-risk of involvement with the juvenile justice system

ICCC staff have been working to develop relationships with local county correctional facilities. With the beginning of these relationships, ICCC has seen an increase of referrals from local probation officers. ICCC will include any of the

youth's compliance requirements in the ISS. ICCC will work to reduce barriers the youth may face due to their criminal background. This may include but not limited to, work experiences or internships in their local communities. ICCC will be implementing Career Planning: Reintegration within correctional facilities to provide information to inmates in regards to employment and our services. We will look to provide opportunities outside their current community if they feel their reputation creates a barrier for employment.

Staff will work with youth on a one-to-one basis to explore contributing factors to their situations and refer them to other community resources as needed. These referrals may include:

- Drug/Alcohol
- Mental Health
- Financial and Legal Counseling

- Youth with disabilities

Youth with disabilities are generally referred to ICCC from local school districts. Staff will work closely with special education providers at local high schools and alternative learning centers to identify students with disabilities who can benefit from additional services. Vocational Rehabilitation Services also provide referrals for WIOA services and work closely with Staff to align services for the participants. PY18 marked the beginning of ICCC contracting with VRS to offer Pre-ETS to youth with disabilities in all school districts in WDA 1. This has opened the door to offer services to a larger group of qualified students.

- Teen parents

ICCC focuses on building relationships with MFIP, DWP and SNAP program providers who serve teen parents. We work to identify the participants that can use our services. We also work with ABE to identify the participants who are receiving their services. ICCC will also look to other community programs for referrals. These include: human services, Public Health, Women Infants and Children (WIC), Early Childhood Family Education (ECFE) and HeadStart. We are focusing on those participants who are non-recipients of public assistance programs as well by providing information within public locations.

15. Describe how the Work Readiness Indicator will be implemented for youth participants and whether this is used for WIOA participants, MYP participants, or both. If the WDA uses a standardized form for measuring and documenting work readiness skills, please attach a copy.

Work Readiness is measured, on both WIOA and MYP participants, on Work Experience time cards and Worksite Evaluations, both completed by the Worksite Supervisor, youth participant and Job Training Specialist. The Job Training Specialist maintains regular contact with the worksite supervisor to ensure situations are handled appropriately and in a timely manner. The Job Training Specialist maintains regular contact with the participant to ensure the participant is working well with the supervisor and performing duties correctly at the worksite. Each time card has a section where the supervisor can indicate what the participant has done very well at, acceptable at and where the participant needs to improve. This information is reviewed every two weeks to ensure standards are met.

- *Approach to assuring work readiness skill attainment for youth participants*

ICCC's approach to assuring work readiness skill attainment for youth participants is done by surveying the supervisor, youth, Job Training Specialist and also the post-assessment. Participants add the experience and skills to their current resume that showcases what they have attained. The Job Training Specialist will speak with the supervisor to see what skills they felt they attained and what they need to work on. Each participant will ask the supervisor if they are willing to provide a reference for future employment opportunities.

- *Approach to assuring that the worksite supervisor evaluates work readiness skills of youth participants, including a process for documenting the employer's evaluation of the youth participant's work readiness skills.*

Staff will review participants with worksites to ensure the supervisor has the opportunity to evaluate the participant. This will be completed with an in-person meeting, ongoing evaluation forms and the use of questionnaires on time cards. Due to the limited worksites in rural areas, staff communicate frequently to ensure the supervisor and participant are satisfied.

16. If the WDA is planning to provide Outreach to Schools activities as a component of MYP in SFY 2023, please provide an overview and anticipated goals/objectives. See page 7 for additional discussion of OTS activities.

We are not planning any OTS activities in SFY2023 due to COVID protocols of local schools.

17. Describe Youth-Focused Innovations/Best Practices, including (but not limited to):

- Attach the Shared Vision for Youth Blueprint to identify local interagency partnerships which serve the neediest youth and address the "opportunity gap", "achievement gap", and disparities in the workforce. (See Attachment 3)
- Private sector internships, on-the-job training, mentoring, job shadowing, pre-apprenticeship or apprenticeship training.

ICCC Staff work very closely with local employers to develop work experiences, internships, mentoring opportunities, job shadowing and OJT's. Mentoring youth

and leading by example provides a learning experience for the youth. Adult supervisors mentor and teach youth soft skills while also teaching work readiness skills. Youth respond well to positive reinforcement and by being guided by co-workers and supervisors that can model this affirmative behavior. Youth gain knowledge and experience by being provided with expectations, rules and guidelines. ICCC will examine other best practices in the State and look at implementing successful strategies from around the state as part of our Work Experience program. This will enhance existing strategies to allow a youth participant to bridge that gap between training and being employed long-term. The goal will be to provide youth with career building blocks of clear expectations and directed feedback, ongoing communication, and in person mentoring.

With regard to youth apprenticeships, very few apprenticeship programs exist in the Northwest region. We believe that the reason for the lack of programs include a lack awareness of apprenticeship opportunities by the business community and the lack of shared knowledge to start an apprenticeship program. Our current involvement with apprenticeships are minimal, however, our organization is working continuously to increase overall awareness of how to get participants/businesses involved in order to expand knowledge of apprenticeship opportunities and eliminate preconceived ideas about apprenticeships to businesses, schools, and the general public. We are making strides in apprenticeship, and alignment into the future.

- Pre-Employment Transition Services (Pre-ETS) project, if appropriate.

ICCC is contracted with Vocational Rehabilitation Services to provide Pre-ETS services. This relationship is still developing since the pandemic has changed the way both agencies serve their clients. We envision this to be a great opportunity to better serve the youth we are currently serving and expanding service to others that are not currently enrolled in WIOA youth or MYP programs.

- Strategies implemented during the Disability Employment Initiative including: Integrated Resource Teams (IRTs); expanded collaboration with local partners, including Vocational Rehabilitation Services (VRS); and activities related to the “Guideposts for Success” such as employability skills/work experience, career preparation, leadership development, family engagement, and connecting activities.

The implementation of the key strategic approaches for the DEI Project including Guideposts to Success, Integrated Resources Teams, and Partnerships & Collaborations have proven to be difficult, but we plan to continue the development of the following practices:

-
- **IRT meetings** will be instrumental in coordinating services and resources with multiple agencies for youth with disabilities. The IRTs will result in increased communication and coordination between agencies. This strategy will be helpful for all youth participants.
 - **Guideposts for Success** represent key educational and career development interventions that make a positive difference in the lives of youth with disabilities. The Guideposts strategy can benefit all youth participants and has been included in the youth assessment and Individual Service Strategy for all youth programming.
 - **Meetings with Vocational Rehabilitation Services** – Due to the number of youth jointly being served by VRS and ICCC, staff from both agencies communicate on a regular basis and meetings are scheduled to discuss co-enrolled youth, services and resources. This helps ensure that both agencies have a better understanding of what each other does and result in appropriate referrals and, ultimately, more youth served. It also provides the participant with an overall review of all services available through both programs.
 - **Build on Existing Relationships with high school special education staff** has resulted in increased referrals. The staff at local high schools have a better understanding of the services that ICCC provides to youth with disabilities.
- Strategies for coordinating with after-school and out-of-school time programming.

Staff keep up to date on after-school and out-of-school programming by checking in with school administration, checking school websites and attending community planning meetings.

- Connections with MFIP and SNAP partners to assure policy alignment for youth under age 25.

We have an existing partnership with local County Social Service agencies, both with formal and informal relationships. ICCC staff currently receives and implements a SNAP outreach grant and works very closely on an agency-wide screening process to make sure that all individuals served by our agency are screened and application assistance and completion is offered. In addition, ICCC's governing board is made up of County Commissioner representation from four counties that we cover. This enables us to have an open dialogue between services offered by the County as well as our agency.

18. Describe the WDA's approach to making each of the 14 required youth Program Elements available to participants in WIOA. Briefly describe the following for each of the 14 required elements:

- i. Program Element 1: Tutoring, study skills training, instruction and dropout prevention services

ICCC works with educational partners from Adult Basic Education and the Area Learning Centers to provide study skills training and instruction for youth you need this element. When students are enrolled in secondary education, they are referred to campus programs designed for student success and support. There is a formal agreement with the ABE partners and informal partnerships with the other educational providers.

- ii. Program Element 2: Alternative secondary school services or dropout recovery services

ICCC staff have developed relationships with local ALC's. ICCC makes and receives referrals as well as coordinates services with the local ALC's. ICCC staff have conducted outreach presentations at the school and the local ALC director in Thief River Falls serves on the NWPIC Workforce Development Board.

- iii. Program Element 3: Paid and unpaid work experience

As described in question 7, ICCC provides employment opportunities year-round to all youth with a focus on work readiness skills, academic and occupational learning.

- iv. Program Element 4: Occupational skill training

ICCC Staff help youth interpret interest assessments and utilize occupational research packets to guide youth in making informed choices about their career. We use local training providers such as Northland Technical and Community College, Northwest Technical College, Alexandria Technical College, University Minnesota – Crookston, Bemidji State University and Rasmussen College.

- v. Program Element 5: Education offered concurrently with workforce preparation and training for a specific occupation

As described in question 8, ICCC staff work with youth to understand the current labor market needs and help them get the training needed for a

career in an In-Demand field. Furthermore, ICCC staff work on résumé building and soft skills with the youth as they approach graduation to prepare them to become part of the workforce.

vi. Program Element 6: Leadership development opportunities

ICCC staff take a similar approach to those provided in the South Central local area of Minnesota: Staff works to “empower youth to become informed, active, and engaged citizens. Leadership development is an on-going process and it starts by assisting youth to gain self-confidence. Leadership development can be witnessed during workshops where youth with more experience welcome new attendees and answers questions from their peers. Many workshop activities are created to allow participants to practice leadership skills through their communication and action. Feedback and encouragement for participation is given by staff who promote a safe environment to practice these skills.

We also encourage leadership opportunities for youth at their work experiences by sharing this goal with worksite supervisors during orientation. We hear examples from worksite supervisors when youth have displayed leadership skills, either in taking on appropriate tasks without being asked or by youth providing directions to other staff. Youth are invited to participate on the Youth Committee in which they represent the youth voice of our program participants. They have the opportunity to present themselves, provide feedback, and respond to questions from Youth Council members. They are serving as youth leaders in their community in this capacity.

There are a variety of community events, some volunteer, some professional and some just for fun, where we invite youth to attend and participate for their own learning and growth. Often these experiences engage youth to present themselves in ways they may not have had opportunities to do before.”

vii. Program Element 7: Supportive services

Financial support is offered in two different ways: First, staff connects to the youth to community resources to help them meet basic needs. Second, ICCC provides financial support to remove other barriers that hinder the ability for youth to achieve their employment and training

goals. As funding allows we provide financial support for things including an interview outfit, work clothing, safety equipment, tools for work, transportation costs, tuition, books, fees and driver's education.

We strive to coordinate services with community partners to help youth overcome barriers to their employment and training goals.

viii. Program Element 8: Adult mentoring

During work experience worksite orientation, ICCC staff, cover in depth the importance of the supervisor also being a mentor to the participant. When ICCC staff visit the worksite, what level of work has been done and what is being mentored on. ICCC staff are also mentors to youth participants. Staff take so many roles for these youth including teacher, guidance counsellor, financial advisor, and are a positive role model.

ix. Program Element 9: Follow-up services

As described in question 10, follow-up services are provided to youth for 12 months after exit.

x. Program Element 10: Comprehensive guidance and counseling

ICCC Staff provide guidance and referrals on a variety of areas of employment and education. Youth may face other issues in which we are not qualified to handle, where in we provide referrals to area partners. Some of these include services for chemical dependency, mental health, counseling, housing partners and safety concerns.

xi. Program Element 11: Financial literacy education

This is one program element where our services to youth could be enhanced. While ICCC as an agency has worked with area partners to Provide referral access to programs such as the Family Assets for Independence in Minnesota program (FAIM) and the Volunteers in Tax Assistance program (VITA), including the Earned Income Tax Credit (EITC), It is recognized that there is a need to increase the availability and quality of financial literacy education and asset-building techniques by equipping staff with the necessary knowledge, skills, and tools.

xii. Program Element 12: Entrepreneurial skills training

Similar to the financial literacy program element, the entrepreneurial skills training is a program element in which NWPIC and ICCC will further develop in the coming program year. Specifically, ICCC staff will begin by connecting youth to entrepreneurial training opportunities including:

- Family Assets for Independence in Minnesota (FAIM) is a program offered by West Central MN Communities Action, Inc. in our area, which provides a matched savings and entrepreneurial training opportunities.
- Referrals to Small Business Development Center at the University of Minnesota Crookston

xiii. Program Element 13: Services that provide labor market information

As described in question 8, ICCC staff utilize DEED's LMI Data Tools when doing career exploration with youth. ICCC staff provide these service both in a group and one-on-one setting to make sure clients have an understanding of the data to base career decisions on.

xiv. Program Element 14: Postsecondary preparation and transition activities

ICCC staff prepare youth for postsecondary opportunities by assisting youth choose a career path first through interest assessment, then by helping the client complete an occupation research packet. Staff then assist with school, scholarship and financial aid applications being sure to coordinate funding from all available sources to limit the amount of student debt the client incurs. Staff helps the youth transition by identifying academic supports such as tutoring to insure the success of the training.

Attachment 1H

Workplan Addendum: For WDAs Implementing Minnesota's Waiver to Serve Homeless In-School Youth (ISY)

The U.S. Department of Labor approved Minnesota's waiver to provide WDAs with the option to enhance services to homeless, in-school youth and reduce the statutory requirement for OSY expenditures from 75 percent to 60 percent. Complete the following three questions if your WDA plans to implement the waiver in PY2018. Forward Attachment 1H to DEED, along with the Budget Information Summary (see Attachment 2).

Questions to be completed:

1. Describe WDA strategies for outreach and recruitment of Homeless In-School Youth.

Inter-County Community Council is a member of the Northwest Continuum of Care which was awarded a HUD Youth Demonstration Grant. These dollars are to help alleviate youth homelessness in 12 northwest counties of Minnesota. ICCC youth counselors will work with family services counselors in-house as well as other members of the continuum of care to identify homeless youth.

Once the homeless youth are identified ICCC counselors will assess their needs and connect them in-house with family services or partner agency so they may secure housing. After the youth has secured housing, ICCC job counselors will work with the youth to get them enrolled in WIOA ISY.

2. Identify Local Educational Agencies and other local partners you would anticipate working with.

ICCC has established relationships with local school districts that provide ICCC with referrals of homeless and at-risk youth. Furthermore ICCC plans to work with Tri-Valley Community Action, Northwest Community Action, and county social services to help find homeless youth and make sure we are able to serve them.

3. Describe services provided to Homeless In-School Youth.

Services provided to homeless ISY will include:

- Individualized Case Management
- Referrals to supports to secure housing (short and long term)
- Educational and Employment Plan development
- Career Services
 - Ranging from basic career planning and resume building to work experience
- Supportive Services

MINNESOTA BLUEPRINT FOR SHARED VISION FOR YOUTH
Interagency Projects Supporting Positive Outcomes for At-Risk Youth

Vision: “By age 25, Minnesota’s young people will be ready for the responsibilities and rewards of economic self-sufficiency, healthy family and social relationships, community involvement, stable housing and life-long learning.”

MISSION STATEMENT: *State and local agencies will collaborate to assure that Minnesota’s neediest youth will acquire the talents, skills, and knowledge necessary to ensure their healthy transition to successful adult roles and responsibilities.*

Outcomes				
Improve Transition Outcomes for Juvenile Offenders	Improve Transition Outcomes for Youth Aging Out of Foster Care	Improve Transition Outcomes for Youth with Disabilities	Prevent and End Homelessness	Reduce High School Dropout Rates
Strategies				
ICCC Staff will continue to collaborate with county court services/probation agents to identify candidates for WIOA and MYP participation, and provide them with meaningful training and workforce preparation assistance.	ICCC Staff will continue to work with Child Protection services and other partners that serve youth who have a history of out-of-home placement, to identify, serve, and support these youth as they transition into the workforce.	ICCC Staff will continue to work with MN Department of Vocational Rehabilitation Services to find opportunities for co-enrollment and to serve those who are unable to be served by DRS.	ICCC Staff educate, coordinate and provide services to this population in collaboration with the Homeless Youth staff at ICCC to identify youth in need of employment or training assistance.	ICCC Staff partner with area high school staff, alternative learning centers and Adult Basic Education to provide financial support for obtaining GED and will offer employment and training services to this population as appropriate.
ICCC Staff work with partners in youth and adult probation to help offenders overcome their barriers and obstacles to build the skills necessary for success in the workplace.	ICCC Staff will continue to work with Human Services, Foster parents and school counselors/social workers to provide youth aging out of care, to explore, identify, and attain positive educational, career, and life goals.	ICCC Staff will continue to build relationships with schools and community partners to ensure youth with disabilities are provided with services appropriate to identify and achieve employment goals.	ICCC Staff work with ICCC’s Family Services staff who provide housing programs such as FHPAP to identify youth needing services who are homeless or at risk of becoming homeless.	For potential high school dropouts, services will be individualized and significant barriers identified. A service strategy will be developed to overcome the barrier depending on the needs of the youth.
	ICCC staff will continue to work with Human Services, Foster parents and school counselors/social workers to provide youth aging out of care, to explore, identify, and attain positive educational, career, and life goals.		Our Regional Continuum of Care has a mission to prevent, respond, and help homelessness by coordinating services and maximizing resources. Partners include: Human Services, HRA, Salvation Army, ICCC, VIP, Transitional Housing, and K-12 schools.	

WIOA YOUTH PROGRAM: 14 ELEMENTS MATRIX

[ATTACHMENT 5]

17e ELEMENTS	17a Who provides the services	17b Selection Process	17b Selection Type	17c WIOA Youth	17c MN Youth	17c Pre ETS	17d Descriptions and Best Practices
17e. Element 1: Tutoring, study skills training, instruction and dropout prevention services.	Inter-County Community Council and local educational institutions	Youth Committee, Inter-County Community Council, Partners	Service Provider Agreement; MOU; Referral Form; Individual Service Strategy	X	X		See narrative above
17e. Element 2: Alternative secondary school services or drop out recovery services.	Inter-County Community Council, Alternative Learning Programs, Adult Basic Education, South Central Service Cooperative	Youth Committee, Inter-County Community Council, Partners	Service Provider Agreement; MOU; Referral Form; Individual Service Strategy	X	X		
17e. Element 3: Paid and unpaid work experience.	Inter-County Community Council, local employers and organizations	Youth Committee, Inter-County Community Council, Partners	Service Provider Agreement; MOU; Work Experience Agreement; Individual Service Strategy	X	X	X	
17e. Element 4: Occupational Skills Training.	Inter-County Community Council, local employers, secondary and post-secondary educational institutions	Youth Committee, Inter-County Community Council, Partners	Service Provider Agreement; MOU; Individual Training Account; Individual Service Strategy	X	X		
17e. Element 5: Education offered concurrently with workforce preparation and training for a specific occupation.	Inter-County Community Council, Adult Career Pathway Partnership	Youth Committee, Inter-County Community Council, Career Pathway Partnership	Service Provider Agreement; MOU; Individual Service Strategy	X	X		See narrative

17e. Element 6: Leadership development opportunities.	Inter-County Community Council, Youth Committee, Inter-County Community Council, local employers, secondary and post-secondary educational institutions	Youth Committee, Inter-County Community Council, Partners	Service Provider Agreement; MOU; Individual Service Strategy	X	X	X		
17e. Element 7: Supportive Services.	Inter-County Community Council	Youth Committee, Inter-County Community Council	Service Provider Agreement; MOU; Individual Service Strategy; Vendor Accounts	X	X			
17e. Element 8: Adult Mentoring.	Inter-County Community Council, local employers, secondary and post-secondary educational institutions	Youth Committee, Inter-County Community Council, Partners	Service Provider Agreement; MOU; Work Experience Agreement; Individual Service Strategy	X	X	X		
17e. Element 9: Follow-up Services.	Inter-County Community Council	Youth Committee, Inter-County Community Council	Service Provider Agreement; MOU; Individual Service Strategy; Vendor Accounts	X	X	X	See narrative above	
17e. Element 10: Comprehensive guidance and counseling.	Inter-County Community Council, Partners, local services providers	Youth Committee, Inter-County Community Council, Partners	Service Provider Agreement; MOU; Individual Service Strategy	X	X	X		
17e. Element 11: Financial Literacy Education.	Inter-County Community Council	Youth Committee, Inter-County Community Council, Partners	Service Provider Agreement; MOU; Individual Service Strategy	X	X	X		
17e. Element 12: Entrepreneurial skills training	Inter-County Community Council	Youth Committee, Inter-County Community Council, Partners	Service Provider Agreement; MOU; Individual Service Strategy; Referral Form	X	X	X		
17e. Element 13: Services that provide labor market information (LMI).	Inter-County Community Council, Minnesota Department of Employment and Economic Development	Youth Committee, Inter-County Community Council, Partners	Service Provider Agreement; MOU; Individual Service Strategy	X	X	X		
17e. Element 14: Postsecondary preparation and transition activities.	Inter-County Community Council and local educational institutions	Youth Committee, Inter-County Community Council, Partners	Service Provider Agreement; MOU; Individual Service Strategy	X	X	X		

Northwest Workforce Service Area Letter 109

Subject: Support Services Policy and Procedures

Issuance Date: 1 January 2004, Revised 17 March 2011, 31 December 2020

Effective Date: 1 January 2004

Background

The Workforce Innovation and Opportunity Act (WIOA) defines supportive services in WIOA Sec. 3(59) as services such as transportation, child care, dependent care, housing, and needs-related payments, that are necessary to enable an individual to participate in activities authorized under this Act. Supportive services for Adults and Dislocated Workers are further referenced in WIOA Secs. 134(d)(2) and (3) and for WIOA eligible Youth in section 129(c)(2)(G) and are governed by 20 CFR 680.900 through .970.

Policy

All WIOA enrolled adults, dislocated workers, and youth are eligible for supportive services as defined in WIOA Section 3(59). Supportive services are provided to eligible WIOA participants when the supportive service will assist the participant in reaching his/her employment and training goals as laid out in their individual employment plan/individual service strategy (IEP/ISS).

Supportive services are not entitlements and must be supported by demonstration of financial need.

Supportive services may be provided to eligible WIOA participants who:

1. Are adults and dislocated workers enrolled in WIOA career or training services; WIOA funded youth participants; **AND**,
2. Are unable to obtain the supportive service through any other resource or program providing such services.

WIOA supportive services are LIMITED and must be coordinated with other community resources. In every instance of providing supportive services, caseworkers must ensure that no other resource exists or that the need is so urgent that referrals to other resources would delay the provision of support service and create a hardship to the participant.

Procedure

1. All support services are administered through WIOA staff. The use of these funds is based on funding availability. It is the responsibility of staff to ensure allowable, reasonable, and appropriate utilization of supportive service funds and determine if such assistance is available through other community service programs.
2. WIOA program staff must determine supportive services needs during the initial objective assessment. As part of the assessment and development of the individual employment plan (IEP)/individual service strategy (ISS) staff should develop a plan with the individual for how barriers will be addressed. The planning process must include exploration with the customer of viable alternative resources and programs available in the community before approval of supportive service funding.

3. Participant files and case notes must adequately document that all supportive services are allowable, reasonable, and justified, and, when feasible, not otherwise available to the participant. Files must show evidence of referrals to other resources and outcomes of referrals.
4. Supportive service requests should be initiated as part of the IEP/ISS or through a request from the participant. Supportive services requests should be based on the barriers identified within the initial intake and/or development of the IEP/ISS. If a customer's requests supportive services beyond barriers originally identified, the customer must provide justification for a change in barriers to the staff. Staff should document this change in case notes.
5. Supportive services are contingent upon the customer's satisfactory performance while participating in and completing WIOA career services or training activities, as well as available funding. To maintain satisfactory performance, a customer who is in training must maintain good attendance and passing grades and be in compliance with all other program requirements. For a customer who is participating in career services, they must be in compliance with program requirements, including active participation during the period of supportive service delivery.
6. Support services are intended to support customers' efforts in training or career services or to assist with job placement needs. These funds are not intended to fully cover all costs associated with certain activities, rather to reduce barriers to such activities. Staff may only approve funds for the types of supportive services and amounts described in this policy. The NWPIC Executive Director must approve all requests for services or costs that exceed the limits in this policy.
7. Allowable supportive services, may include but are not limited to:
 - Assistance with transportation;
 - Assistance with child care and dependent care;
 - Linkages to community services;
 - Assistance with housing;
 - Reasonable accommodations for individuals with disabilities;
 - Referrals to health care;
 - Assistance with uniforms or other appropriate work attire and work-related tools, including such items as eye glasses and protective eye gear;
 - Assistance with books, fees, school supplies, and other necessary items for students enrolled in post-secondary education classes;
 - Payments and fees for employment and training-related applications, tests, and certifications; and,
 - Legal aid services.
8. Disallowed costs for supportive services:
 - Expenses incurred prior to the participant's enrollment into a WIOA program.
 - Food
 - Fines and penalties such as traffic violations, late finance charges and interest payments
 - Taxes
 - Child support
 - Bail or restitution
 - Entertainment including tips
 - Contributions or donations
 - Refundable deposits
 - Alcohol or tobacco products
 - Pet food
 - Items for family members or friends

9. Limitations

- Funding Limit
 - a. The supportive service limit is **\$3500** for the duration of the customer's enrollment. The NWPIC Executive Director has the authority to increase this limit on a case-by case basis if additional supportive services allocation would significantly benefit the participant's ability to continue and complete the program. Authorization to increase the supportive service limit above **\$3500** must be documented in case notes and the participant's file.
- Child Care
 - a. This service is provided to help clients meet their family care needs during participation. Child care is a crucial element for many of our local clients and should be identified in the client case notes as a potential need. The client's assessment should also include information on family members who may be available to provide child care and eligibility for child care assistance from county social services, MFIP or any other non-WIOA provider. Because child care can consume program funds at a very rapid rate, all other providers of child care must be exhausted prior to authorizing child care assistance under WIOA.
 - b. Child care providers must be licensed or be relatives of the WIOA participant.
 - c. The maximum child care assistance provided to any client will not exceed a weekly rate of **\$125** for one child in daycare or a weekly rate of **\$150** for two or more children in daycare. The maximum amounts may be exceeded with the authorization of the NWPIC Executive Director. The participant and case worker must demonstrate the need for exceeding the limits and the NWPIC Executive Director will grant this variance only in extreme and unusual situations.
- Transportation Expenses
 - a. Support services funds used for transportation are for the participant to travel between home and their employment or training location(s). Examples would be public transit fares, gas, oil, tires, vehicle repairs and maintenance and insurance.
 - b. Payments for vehicle repairs or insurance may only be paid on vehicles owned and driven by the participant. Documentation needs to be in the client record verifying ownership of any vehicle used by the client before any support service funding can be spent on vehicle expenses, with the exception of gasoline purchases.
 - c. Vehicle repair requests should be accompanied by a quote from an accepted vendor in our area. Accepted means that repair is performed at a professional level even though this may not be the least expensive. "Do-it-Yourself" repairs by the client or by friends are not allowed. Vendors should be aware up front that anything not on the original quote by the vendor or is added after the quote will not be paid without pre-approval. Crucial vehicle systems are to receive priority. Brake systems, tires, or components that have a direct and immediate impact on the safety of the client should have priority immediately after repairs that allow the vehicle to operate.
 - d. Vehicle repairs may not exceed 80% of NADA or Kelly Blue Book value of vehicle.
 - e. **Vehicle repairs may not exceed \$750.**
 - f. Public Transportation Assistance – Case workers may issue bus passes where available. Bus passes are not to exceed the number of days of work/training.
 - g. Transportation Assistance – Case workers may issue gas vouchers not to exceed **\$25** per week. with a maximum of **\$500** per customer to cover driving expenses to and from training sites, required employment or training-related appointments, interviews, or employment/work experience sites. Customers may be reimbursed for driving expenses in the amount of the federal business mileage rate as set by the US Internal Revenue Service for mileage reimbursements to and from training sites, required employment or training-related

appointments, interviews, or employment/work experience sites. Any mileage over **350** miles per day round trip is reimbursable up to a maximum of **\$500** per customer.

- h. Payment of up to a maximum of three months' auto liability insurance for clients is permissible. Case managers should assist clients in planning for their insurance coverage after the three months.
- Clothing Costs
 - a. A service which will allow the client to improve job search and interview potential or to provide items required for training or as a condition of employment, upon completion of training. Clothing for work, interviews and school are allowed costs. The case manager and the client need to agree on the specific items of clothes authorized and the maximum cost allowed to the client for approved clothing. The use of thrift shops are ways to maximize the assistance provided to clients. All receipts submitted for payment need to be carefully scrutinized to ensure that clients or vendors are not billing for non-authorized items of clothing or non-clothing items.
- Housing
 - a. Housing assistance includes one-time supportive service payments for rent or mortgage assistance. Customer should have a plan for how they will fund the following month's housing. When supportive services funds are used to pay this expense, documentation must be submitted with payment process that verifies the address and rental amount.
 - b. Payment of the first month's rent for relocation for a job would be acceptable even though rent had previously been paid. The employment must be verified and documented in the client record prior to authorizing payment of rent in this situation.
 - c. **Housing assistance one-time payment may not exceed \$1000.**
- Licenses and endorsements
 - a. Drivers licenses and endorsements can be paid.
 - b. Occupational licenses and certifications such as Nursing licenses, teaching licenses, Nursing Assistant Certification needed by the client to obtain employment are allowable.
- Moving Expenses
 - a. Relocation expenses that involve transportation of self and possessions to another community for the expressed purpose of beginning new employment are permissible. The employment must be verified and documented in the client record. Payment of moving expenses without verified employment is not allowed.
- Telephone and Utilities
 - a. Telephone and prepaid cellular must be shown that the services are a necessity to client performance or employment, or that the client is dependent on the phone to summon emergency medical help for an existing condition, or if the client safety requires assistance because of a dangerous or abusive environment.
 - b. Prepaid cell phone cards are acceptable in 30 day increments.
 - c. Utilities are not covered unless the client is in danger or having electrical or gas service shut off and is unable to get assistance from other sources. Notice from the utility company threatening service shut off must be retained in the client record.
- Medical Costs
 - a. As a rule, medical costs are not allowed.
 - b. Exceptions would be services are directly related to employment or training outcomes, and include medical services necessary to successfully complete training, gain licensure or certification, or obtain employment. Services include a physical examination or drug testing

for employment or training purposes.

- Tools
 - a. The case manager must work with the employer (or the training provider) to identify only those items necessary for training or employment.
 - b. The case manager must determine that the required tools cannot be provided by any other source, such as the prospective employer or training provider.
 - c. Funds should not be used to purchase tools or related items that are over and above what is initially needed to adequately perform their job duties or to meet their training requirements.
 - d. Extreme discretion should be exercised when deciding to authorize a tool purchase.
 - e. **Support services may not exceed \$3000 to purchase tools required for work and/or training.**

10. Training related expenses for WIOA eligible adults or older youth that may be covered by an Individual Training Account do not count against the supportive services limit for each participant. ITA training related expenses may include, but are not limited to: assistance with the purchase of tools required for a specific course; current school admission fees, computer and lab fees; books and supplies.

11. Post Enrollment Supportive services:

- Adults and dislocated workers are not eligible for supportive services after exit.
- WIOA youth participants are eligible for supportive services as a follow-up service for up to 12 months after exit from the WIOA youth program.

12. Supportive Service payment should be issued directly to the party providing the service. Any supportive services payments paid directly to the vendor/provider must have a receipt from the vendor/provider that clearly shows the amount of the service.

13. Supportive Service funds may also be reimbursed to the participant, provided prior authorization and proper documentation is received to verify funds were used for their intended purpose. Reimbursement payments will be made only with the submission of original receipts that show itemization of the service and products provided.

14. Supportive Service payment will follow the written fiscal process for the payment, distribution and tracking of supportive service funds. Please reference WIOA Providers financial procedure manual for submission of supportive service payments processes.

15. Supportive Service payments will be entered in Workforce One at the time of the payment.

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Northwest Workforce Service Area Letter 114

Subject: Classroom Training Policy and Procedure

Issuance Date: 1 July 2008, Revision date 19 April 2012, Revision 21 March 2013, Revision 25 March 2021

Effective Date: 1 July 2008

Action: To establish an official policy and procedure for operating the Classroom Training component under the Workforce Innovation and Opportunity Act (WIOA) within the Northwest Workforce Service Area.

Who: Workforce Investment Board Members, Local Elected Official Board Members, and Program Providers.

Background: Classroom training refers to training in a classroom setting for academic or occupational skills training leading to permanent full-time employment. The intent of classroom training is to provide training in a classroom setting for those participants identified as in need of formal training after completion of an assessment. This training is not intended to exceed two years in duration. Participants will be selected for classroom training enrollment based upon the individual participant's vocational goals as identified in the career Individual Service Strategy (ISS). Case Managers will also take into account prior training, aptitude and interest test results and the potential for gaining employment in the training area. The classroom training will be provided at one of the post-secondary institutions listed on the Eligible Training Provider List (EPTL) maintained by DEED. The Case Manager will monitor each student's progress by contacting each student once a month.

General Provisions:

1. The following policy provisions are general in nature and apply to all classroom training participants, including Youth, Adult and Dislocated Workers within the Northwest Workforce Service Area:
2. All participants enrolled in classroom training must be eligible under the regulations governing the program utilized to fund the training costs.
3. The need for participation in classroom training must be documented in the participant's Individual Service Strategy.
4. The Jobs for Veterans Act requires a priority of services for veterans and for certain spouses over non-veterans. See Northwest Workforce Service Area Letter 103 at www.nwpc.net for more detailed information on veteran services.
5. The Workforce Investment Board has directed that, once veteran's preference is met, priority of service be given to those individuals seeking training in occupations in demand in Northwest Minnesota. Training in occupations not fitting the occupation in demand definition can only be authorized after the list of individuals seeking training in occupations in demand is exhausted. All applicants for training should receive a copy of "Exploring High-Demand, High-Pay Occupations in Northwest Minnesota".
6. Classroom training assistance can only be provided for WIOA certified training and WIOA certified post-secondary institutions. The Minnesota EPTL can be accessed using DEED's Career and Education Explorer. (<https://apps.deed.state.mn.us/lmi/cpt/home>)

7. Classroom training is not an entitlement, so applicants should not automatically be guaranteed classroom training assistance by completing a program application. All classroom training applicants must complete a thorough and an objective assessment that contains, at a minimum, an aptitude test and an interest inventory. The participant Individual Service Strategy must document the need for training based on the assessment.
8. An Individual Training Account (ITA) must be established for each eligible participant. The ITA must be part of an overall training plan signed off by both the participant and the case manager. At a minimum, the ITA must include information clearly identifying the individual participating in the training, the school they are attending and the course they are pursuing. The ITA should have specific starting and end dates, as well as, a specific dollar amount indication how the account is to be spent for such items as tuition, books, fees, supplies and other appropriate items.
9. WIOA regulations require the coordination of financial assistance under Title IV of the Higher Education Act and State funds, when made available to a WIOA participant. Staff must collect financial aid award information before authorizing payment to avoid exceeding the cost of both direct and indirect costs of the training with grant monies.
10. Applicants who are in default on financial aid loan(s) will not be eligible to receive classroom training assistance until loans are current and can provide documentation proving loans are current.
11. Clients need to be made aware of other financial aids available to them. Clients, who have not already applied for other financial aids, should immediately be referred to the Financial Aid Office of the school they either plan on attending or are currently attending.
12. Trade Adjustment Act (TAA) funding should be used first for dislocated workers who are eligible for both TAA and formula funds under the WIOA and State Dislocated Worker programs.

Occupational Eligibility:

1. Priority for classroom training should be given to participants who are being trained for occupations that are in demand within the Northwest Workforce Service Area.
2. Participants seeking training in non occupations in demand may be assisted only after the list of individuals seeking training in occupations in demand is exhausted. Labor market information should document the availability of high-wage job openings if the training is for occupations not in demand.
3. All classroom training participation must be clearly supported by the participant Individual Service Strategy. Documentation needs to establish the need for classroom training and the selection of the training institution and the program that the participant enters.
4. All program applicants interested in Classroom Training will be required to complete an Occupational Research Packet that will guide the applicant in researching labor market information, comparing training programs, and identifying barriers that may affect the applicant's ability to successfully complete their training program. This process will be used to determine the appropriateness of the training plan. Approval of the plan will be provided by the case manager in coordination with their supervisor.

Training Institution Eligibility and Responsibility:

WIOA legislation has mandated certain criteria for training provider if they are going to be eligible to receive funding to train WIOA participants. It is the responsibility of the training provider to have the institution and its programs certified by the State as WIOA eligible and list the institution and program on the EPTL. WIOA staff may assist in this process, but it remains the responsibility of the institution to obtain the certification.

Individual Training Account Development:

The following is intended to define the responsibilities associated with developing an ITA and to provide a step by step outline to assist in the development of such an agreement.

1. Discuss fully the purpose of the ITA with the participant so that the individual understands all the terms, conditions and contents of the ITA.
2. The ITA must be part of the overall training plan signed off by both the customer and the case manager.
3. If the ITA does not cover the entire cost of a particular training sequence, there must be evidence that the customer understands his/her financial responsibility and there be a methodology for meeting these other costs.
4. The case manager must review a classroom training agreement with the customer to insure that the customer fully understands the expectations of them and the possible consequences if they fail to meet these expectations.

ITA Content:

1. Staff must be fully aware of the content of the ITA and each ITA must be completed in full and signed by both the case manager and the participant. The ITA contains participant identification, school identification information, and training account information.
2. An ITA can be no longer than one program year and must clearly define a start date and an end date.
3. ITA's are used to define the financial commitment being made to a participant for a particular school term by delineating the maximum amount of tuition, fees, books, supplies or other related school costs the service provider will pay for. The maximum amount per school term, each participant is eligible to receive, will be decided by NWPIC and program operator staff prior to the beginning of the school term. The maximum amount will be based on available funding and current enrollment levels.
4. Modifications are to be completed each time a change is made in the financial commitment to the participant. There should be a different ITA for each school a participant attends.
5. Modifications should only be made when necessary. Case managers should explain to participants that once established changes will be made only in the most unique situations.

Monitoring:

1. Monitoring of classroom training participants will take place, at a minimum, of once per month. This contact may be by personal contact, by phone, by e-mail, by letters or by an actual school visit and the results of the contact must be fully documented in the client record. Actual contact

with the student should be conducted at least once a semester at the post-secondary institution the student is attending, if possible.

2. The students' progress in school should be clearly recorded in the participant record and items such as grade reports and mid-term progress reports should be retained in the file to document acceptable progress.
3. Copies of all documents related to the student's participation in school such as financial aid records, schedules, grades, course outline, etc. should be retained in the client record.
4. A mid-term review will be done for all classroom training participants.

Credentialing:

Credentialing may be gained through the successful completion of a training program. Documentation must be in the client record to support the attainment of any credential. The following items are the only acceptable credentials that may be taken for classroom training participants:

1. High School Diploma
2. General Equivalency Diplomas (GED)
3. Associate of Arts (AA) or Associate of Science (AS) Degree
4. Bachelor of Arts (BS) or Bachelor of Science (BS)
5. Certificates as indicated in Workforce One as "other recognized credentials"

Northwest Workforce Service Area Letter 118

Subject: Youth Incentives, Stipends, Support Services, and Wages Policy

Issuance Date: 1 January 2021

Effective Date: 1 January 2021

Who: Workforce Investment Board, Local Elected Official Board Members, and Program Providers.

Purpose: To establish policy on the use of Workforce Innovation and Opportunity Act (WIOA) funds for stipends, incentives, support services and wages for youth participating in Title I Activities. This policy may also apply to other non-federal youth-related funding (such as Minnesota Youth Program funds).

References:

- U.S. Dept. of Labor [TEGL 21-16 \(March 2, 2017\)](#); “Third Workforce Innovation and Opportunity Act (WIOA) Title I Youth Formula Program Guidance.
- Code of Federal Regulations at [20 CFR 681.640](#), relating to WIOA Youth program operations.
- Code of Federal Regulations at [2 CFR 200.438](#), relating to “entertainment costs.”

Background:

WIOA Title I Youth funds may be used to provide incentives, stipends, support services, and wages as an allowable expense for WIOA Title I Youth, as well as other nonfederal sources of funding. They are intended to be used to encourage and motivate WIOA youth to reach specific goals and obtain positive outcomes. Incentive and stipend awards are not an entitlement. Incentive awards and stipends can be subject to review by the InterCounty Community Council Board and/or the NWPIC Local Workforce Investment Board and may also be limited due to the lack of availability of WIOA Youth funds.

Definitions:

Incentive:

“Incentive” is defined at 20 CFR 681.640 as “payments to youth participants are permitted for recognition and achievement directly tied to training activities and work experiences. The local program must have written policies and procedures in place governing the award of incentives and must ensure that such incentive payments are tied to the goals of the specific program; outlined in writing; align with InterCounty organizational policies; and meet federal requirements set forth at 2 CFR 200. Specifically (2 CFR 200.438), federal funds may not be used to pay for “entertainment-related” expenses such as (but not limited to), tickets to sporting events, movies or similar events.

The incentive may be paid to a WIOA youth participant for the successful participation and achievement of expected outcomes as defined in the youth’s Individual Service Strategy (ISS). The incentive must be linked to an achievement and must be tied to training and education, work readiness skills and/or an occupational skills attainment goal as identified in the ISS. Such achievements must be documented in the participant’s file as the basis for an incentive payment. Incentives are considered awards to WIOA youth for their achievement and participation in WIOA activities.

Stipends:

A fixed payment can be made to a WIOA youth participant during his/her enrollment to encourage

the WIOA youth to participate in certain activities (seat/participation time payments). The stipend can be used for activities such as classroom instruction. Stipends may not exceed the Federal or Minnesota minimum wage, whichever is higher. Stipends may be paid based on actual hours of attendance. Attendance in the activity must be documented as the basis of stipend payments. Stipends may be paid to participants for their successful participation in and completion of education or training services. Justification of need must be documented in the youth's ISS.

Support Services:

Assistance provided to a WIOA youth participant that is necessary to enable participation in activities as part of the WIOA youth program. Such services may include, but not limited to, assistance with transportation, child care, housing and assistance with uniforms or other appropriate work clothing and tools. Any single support service in excess of \$500 must be preapproved by the InterCounty Community Council Executive Director.

Wages:

Wages may be paid to WIOA youth participants enrolled in work experience activities. Wages should pay not less than Federal minimum wage and not more than other employees in a like position with similar training, experience, and skills. Wages paid to participants in work experience should also reflect local labor market conditions. The wages may be paid directly from the WDA's WIOA Youth funding or through the employer with reimbursement of all or a portion of the wages from the WIOA youth program. In the latter example, a signed, approved worksite agreement should specify all costs associated with the work experience and who is responsible. Youth work experience should be designed to help youth acquire the personal attributes, knowledge and skills needed to obtain a job and advance in employment.

Policy:

Incentives, stipends, support service payments and wages are all generally allowable expenses for participants enrolled in WIOA funded youth programs. They are intended to encourage and motivate WIOA youth to reach goals outlined in their Individual Service Strategy (ISS); leading to successful completion and positive outcomes for the program. These payments are not entitlements and are subject to availability of WIOA youth funds.

Written policies that outline the process for awarding support services, incentives, stipends, and wages for youth program participants should be in place, with the approval of the Local Workforce Development Board. Policies must include provide information on activities that qualify a youth to receive funds, the level of funding to be awarded for various activities / goals and process for disbursement of award to youth.

Required Documentation to support payments:

Appropriate documentation must be available to support payments of stipends, incentives, support services, and wages. The need for such services must be documented in the youth's Individual Service Strategy and/or Workforce One. Expenditures must be reasonable, necessary and allocable. Records must be available to support the awarding or provision of services / expenditures. The following are provided as examples as to services delivered and appropriate minimum documentation:

Incentive for obtaining goal:

Test results showing increase in basic skill levels, copy of the TABE and/or HSE tests, copy of credential or certificate, etc. Youth signature verifying receipt of incentive and a copy of the actual incentive (gas card, phone card, etc.) must be maintained in the participant's file.

Support Services:

Case notes verifying need for expenditure as part of youth's plan, need for clothing for work experience

activity, assistance with testing as part of plan to attend post-secondary education, etc. Reimbursement documentation must be maintained in the participant's file along with a copy of the original invoice.

Stipend:

Documentation (sign in sheet, time sheet, etc.) need to show participation in specific activities. Records of the stipend received (gas card, etc.) should be maintained in participant's individual file. Classroom/instruction documentation should include: date, time, class name, student's and instructor signature.

Wages:

Time sheets with both the employer and participant signature verifying hours worked are maintained in the participant's file.

Contact:

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2021- 2022 Meeting Schedule-DRAFT



Date & Time	Location- Subject to change	Members	Meeting Action Items – Subject to change
July 15, 2021 9-11 AM August 5, 2021 9-11 AM	Zoom Zoom or Northland Community & Technical College-Room 662	Youth Committee Exec Committee	Quarterly Meeting - TBD Review Budget, Plans, Calendar, Agenda, Appointments, Focus areas
September 2, 2021 9-11 AM	Zoom or Northland Community & Technical College Room 662	Full WDB	Officer Elections, LMI Presentation, I-WE Public Statement, One Stop Operator MOU & WFC Lease Budget Review; Regional Planning MOU, Focus area presentation and discussion for prioritization
October 5, 2021 5:30 PM	NWRDC, Warren, MN	LEO – Joint Powers	Regional Planning MOU WDB Appointments Budget and Workplan approval
October 7, 2021 9-11 AM October 21, 2021 9-11 AM	Zoom or TRF Workforce Center Room 739 B Zoom	Exec Committee Youth Committee	Review Draft Work Plan, Executive Director Performance, Quarterly Meeting - TBD
November 4, 2021 9-11 AM	Zoom or Northland Community & Technical College - Room 662	Full WDB	Regional Workforce Strategy Consultant Update
January 6, 2022 9-11 AM January 20, 2022 9-11 AM	Zoom or TRF Workforce Center Room 739 B Zoom	Exec Committee Youth Committee	Audit Review, Planning for Board Retreat Quarterly Meeting - TBD
February 1, 2022 5:30 PM	NWRDC, Warren, MN	LEO – Joint Powers	Audit Review WDB Appointments (if any)
February 3, 2022 9-11 AM	Zoom or Northland Community & Technical College - Room 662	Full WDB	Audit Presentation and Review Report on Executive Director Performance Review
March 3, 2022 9-11 AM	Zoom or TRF Workforce Center Room 739 B	Exec Committee	Budget Review and Projections
March 31, 2022 9-11 AM	Zoom or Northland Community & Technical College - Room 662	Full WDB	Board Retreat and Learning Session, Boardmax Review
April 21, 2022 9-11 AM May 3, 2022 5:30 PM	Zoom NWRDC, Warren, MN	Youth Committee LEO – Joint Powers	Quarterly Meeting - TBD Review Joint Powers Agreement Update on Strategic Planning Session – Local Plan Final Budget Approval (if allocations rec'd from State)
May 5, 2022 9-11 AM	Zoom or Northland Community & Technical College - Room 662	Exec Committee	TBD
June 2, 2022 9-11 AM	Zoom or Northland Community & Technical College - Room 662	Full WDB	Final Budget Approval (if allocations rec'd from State) Final Local Plan Update

Call to Order

The Northwest Private Industry Council Youth Committee meeting was called to order by Janelle Wald Kovar in Chairperson, Sean Ranum's absence by Zoom on Thursday, July 15, 2021, at 9:00 AM.

Attendance

Northwest Private Industry Council Youth Committee members present were: Tom Leuthner, Catherine Johnson, John Preuss, Suraya Driscoll, Jason Pangiarella, Rani Bhattacharya, and Meg Kolden. Janelle Wald Kovar was the one guest present.

Minutes

Committee members reviewed the minutes from the May 20, 2021 9AM ZOOM, Youth Committee meeting via email April 2, 2021, and Youth Committee meeting January 9, 2020. Motion to approve the minutes was made by Jason, 2nd by John, motion carried.

Wave Academy

The addition to the agenda an update from Suraya Driscoll on the career academy in East Grand Forks.

Career Pathways

The RFP template has not been released at this time. This is an ongoing conversation until we have more information

Mypaths.org

Presentation on mypaths.org and a presentation on WIOA and State youth employment services provided by ICCC and what they look like.

Youth Monitoring

State Monitoring of Youth Programs process is in review status and remains until further notice per the state Department of Employment and Economic Development Youth Team. This is an ongoing item and we have seen no changes or updates to this matter.

Committee Membership and Meeting Schedule Discussion

Whitney Wilkinson is no longer with Marvin Windows or the Youth Committee. She will be missed. Ideas for a private sector member are welcome.

Youth Plan

The youth service provider Request for Proposal process has been completed for the seven County area. A letter of intent is requested from potential service providers and InterCounty Community Council was the only response received. The possibility and recommendation to the board anointing the InterCounty Community Council as sole

was discussed. As a result the minutes that must be submitted with the youth plan to DEED are attached. This will be needed with every youth plan submitted for the next five years.

Adjournment

Meeting adjourned at 10:30 AM.

Northwest Private Industry Council Inc.
Workforce Development Board Meeting
June 3, 2021 @ 9:00a.m. via Zoom

Call to Order

The Northwest Private Industry Council (NWPIC) meeting was called to order by Michael Moore via zoom on Thursday June 3, 2021 at 9:00a.m.

Attendance

NWPIC Board members present were Mike Moore, Gabe Mooney (by phone), Dawn Ganje, Marcus Waterworth, Bonny Stechmann, Kirsten Fuglseth, Jeff Bjornson, Sean Ranum, Christine Anderson, Rani Bhattacharyya. Joel Ziegler, Brian Huschle, Catherine Johnson, Michele Hutchinson (joined at 10:10).

Not present-, Shane Zutz/Cathy Finbo, Tim Hagl, Loren Leak, Bradley Levasseur, Mark Karl, Whitney Wilkenson?, and Sally Erickson.

Guests present were Janelle Wald Kovar- NWPIC Executive Director, John Preuss- ICCS Employment & Training and Chet Bodin- Workforce Strategy Consultant.

Agenda

With the addition of an Executive Director report added to the agenda, motion to approve the agenda by Kirsten, 2nd by Sean, motion carried.

Minutes

The minutes from the April 1, 2021 meeting were reviewed. Motion to approve meeting minutes by Bonny, 2nd by Jeff, motion carried.

The minutes from the May 6, 2021 Executive Committee meeting were reviewed. Motion to approve meeting minutes by Mike, 2nd by Sean, motion carried.

The minutes from the January 9, 2020 Youth Committee meeting, April 2, 2021 electronic meeting minutes, and the May 20, 2021 Youth Committee meeting minutes were reviewed. Motion to approve meeting minutes by Sean, 2nd by Catherine, motion carried.

The minutes of the One Stop Operator meeting held on April 15, 2021 were reviewed. Motion to approve meeting minutes by Catherine, 2nd by Bonny, motion carried.

Committee Reports – no separate reports at this time other than the review of committee minutes.

- A. Executive Committee**
- B. Youth Committee**
- C. One Stop Committee**

Program Updates

A. Budget/Youth Plan

The proposed youth budget was shared with the Board. The Youth Committee is recommending approval of the budget. Motion to approve proposed budget by Dawn, 2nd by Marcus, motion carried.

B. Program Provider Report

John shared an overview of the WIOA programs via PowerPoint. An electronic version of the PowerPoint will be sent to Janelle to forward to all Board members following the meeting.

Additional discussion from Board members on when and if CareerForce doors will be open to the public any time soon.

Executive Director updates

- The IFA's are still pending at the State level.
- Local and Regional plan has been submitted.
- There is a potential for a state government shut down.
- The Career Pathways grant has not been open up yet to apply for. There have been many Board members who are interested in attending a planning session. Janelle will send out a doodle poll for the month of June to gauge available dates for a meeting.

RFP for Youth services

On the NWPIC website and in the newspapers the RFP was open until May 31st which requested a letter of intent to apply. ICCC was the only entity that submitted a letter of intent. Janelle is requesting that the NWPIC appoint ICCC as the sole source provider since no other providers have come forward. Dawn made a motion to appoint ICCC as the sole source provider for three years, 2nd by Joel, further discussion, motion failed. Motion by Dawn to approve ICCC as the Youth Provider based off of the RFP for the next five years, 2nd by Joel, motion carried, Catherine abstained.

Board Operations

A. Membership and Focus Area Update

Janelle shared that the Board is fully seated. She continues to work towards developing a business services committee and having a meeting in person.

B. Funds available report

Fund available reports were included in the Board packet. Janelle shared that she anticipates spending down \$21,000 in the incumbent worker fund by the end of June. John shared what funds have been closed out. State DW money will need to go back because of a lack of eligible enrollees. Motion by Kirsten to accept the budget report as presented, 2nd by Joel, motion carried.

C. Annual Insurance Renewal

Insurance renewal information was shared with in the Board packets. Slight increase for the renewal. Motion to renew insurance by Sean, 2nd by Dawn, motion carried.

D. Minnesota Association Workforce Boards Summer Conference

Information was shared on the upcoming virtual conference, open for Board members to attend if they are interested. The dates on are August 4th and 5th for the virtual conference.

E. National Association of Workforce Boards Conference

Janelle shared the national conference is the end of June and plans to attend.

Workforce Strategy Consultant

Chet shared how the Manufacturing OJT pilot is going. Chet is working with John and Bonny on promotional materials promoting this program. They are looking to enroll 10 participants in the first year of this program and working with 8-10 probation officers.

Chet gave an update on the I-WE designation (inclusive workforce employer). An example of a public statement was shared on NWPIC letterhead. Request to have time to review the proposed example and come back to it at a future meeting. Recommendation that we also look at including some information on gender pay gap, perhaps using some research from a current report titled '2020 status of women and girls in MN'.

There will be a virtual job fair on June 16th for Roseau County employers.

Board Roundtable

Introduction of new Board member Michele Hutchinson from Discovery Place which is a licensed childcare center able to serve up to 91 children ages 6 weeks to 12 years. They are open Monday - Friday, hours available are 6:30a.m. to 6:00p.m.

Board member Reimbursement Form

Attached to the packet for submittal. Please submit as soon as possible by email to Janelle.

Adjourn

Motion by Bonny to adjourn, 2nd by Kirsten, motion carried. Meeting is adjourned at 10:59 a.m.

Respectfully submitted,

Catherine Johnson

From: [Tracy, Kay \(DEED\)](#)
To: [Janelle Wald Kovar](#)
Cc: [Olson, John R \(DEED\)](#); [Douma, Lynn \(DEED\)](#)
Subject: Approved 6/13/22: Northwest Waiver to Carry Over Limit on PY21 WIOA Youth Funds
Date: Monday, June 13, 2022 6:20:43 PM

Hi Janelle:

The Northwest waiver request (see below) to carry over PY21 WIOA Youth funds in excess of the 20% limit was approved on 6/13/22.

Thank you for your cooperation.

Kay

Kay Tracy | Director

Department of Employment and Economic Development

1st National Bank Building, 332 Minnesota Street, Suite E200 St. Paul MN 55101

Direct: (651) 259-7555

<http://mn.gov/deed/youth>

Follow DEED on  

From: Janelle Wald Kovar <jwaldkovar@nwpic.net>
Sent: Monday, June 13, 2022 6:10 PM
To: Tracy, Kay (DEED) <kay.tracy@state.mn.us>
Subject: Fw: Approved 6/13/22: Northwest WDA's PY22 WIOA Youth Budget

Hi Kay,

Per below I would like to request a waiver to the 20% carry over limit on PY21 WIOA Youth Funds. Budget indicates expected carry over of approximately 35% due to spending that has slowed due to the pandemic.

- Please forward a message to Kay.Tracy@state.mn.us requesting a waiver to the 20% carry over limit on PY21 WIOA Youth funds. Your budget indicates that you expect to carry over approximately 35% (e.g. indicate that spending slowed due to the pandemic).

Please let me know if I missed anything or if you need anything else or have any questions!

Thank you,

Janelle

Janelle Wald Kovar

Executive Director

NWPIC