

**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
Anoka County Job Training Center 1201 89 th Ave NE, Suite 235 Blaine, MN 55434	Bridgett Backman/Manager Darcy Hokkanen/Program Coordinator 1201 89 th Ave NE, Suite 235 Blaine, MN 55434
Director Name: Nicole Swanson Telephone Number: 763-324-2313 Fax: 763-324-2292 E-Mail: Nicole.Swanson@co.anoka.mn.us	Contact Name: Bridgett Backman Darcy Hokkanen Telephone Number: Bridgett: 763-324-2319 Darcy: 763-324-2306 Fax: 763-324-2294 E-Mail: Bridgett.Backman@co.anoka.mn.us Darcy.Hokkanen@co.anoka.mn.us

Basic Organization Information

Federal Employer ID Number:	Minnesota Tax Identification Number:
41-6005752	8026263
DUNS Number:	SWIFT Vendor ID Number (if known):
071771083	

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:	Director
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:	#12 Anoka County Job Training Center Becky White, Job Training Center Manager Becky.white@co.anoka.mn.us
Date Submitted:	06/01/2022

Cost Category	Carryover From PY21 (Cannot exceed 20% of PY 21 Amount.)	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 (Cannot Exceed 10%)	\$8,225	\$36,588	\$44,813	\$897	\$27,086	\$35,124	\$36,588
841 In-School Youth Work Experience Wages/Fringe	\$9,639	\$13,431	\$23,070	\$0	\$7,554	\$13,431	\$13,431
825 Out-of-School Youth Work Experience Wages/Fringe	\$22,073	\$23,641	\$45,714	\$0	\$9,650	\$20,802	\$23,641
872 In-School Youth Work Experience Staff Costs	\$4,608	\$84,178	\$88,786	\$16,097	\$75,461	\$84,178	\$84,178
855 Out-of-School Youth Work Experience Staff Costs	\$8,084	\$71,198	\$79,282	\$14,991	\$65,630	\$71,198	\$71,198
874 In-School Youth Direct Services (Non-Work Exp.)	\$5,893	\$28,059	\$33,952	\$1,009	\$20,797	\$28,059	\$28,059
877 Out-of-School Youth Direct Services (Non-Work Exp.)	\$23,916	\$77,132	\$101,048	\$2,616	\$36,666	\$58,516	\$77,132
848 In-School Youth Support Services	\$687	\$612	\$1,299	\$0	\$204	\$410	\$612
862 Out-of-School Youth Support Services	\$4,437	\$4,630	\$9,067	\$0	\$2,300	\$4,630	\$4,630
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	\$500	\$500	\$1,000	\$125	\$250	\$375	\$500
838 Out-of-School Youth Training	\$4,527	\$25,917	\$30,444	\$0	\$17,731	\$23,641	\$25,917
Total:	\$92,589	\$365,886	\$458,475	\$35,735	\$263,329	\$340,364	\$365,886
Estimated Percentage of NEW WIOA Funds Expended on Out-of-School Youth (Must be at least 60 percent*):							61%
Estimated Percentage of NEW WIOA Funds Expended on Work Experience (Must be at least 20 percent):							58%
Estimated Total Number of Youth to be Served With WIOA Youth Funding:							70

*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:	#12, Becky White, Anoka County Job Training Center Manager
E-Mail Address/Phone No:	Becky.white@co.anoka.mn.us 763-324-2303
Date Submitted (or Modified):	May 2, 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%)	\$15,416	\$3,854	\$7,708	\$11,562	\$15,416
881 Youth Participant Wages and Fringe Benefits	\$60,000	\$9,000	\$25,000	\$41,000	\$60,000
885 Direct Services to Youth	\$58,250	\$14,500	\$29,000	\$43,500	\$58,250
860 Outreach to Schools (Direct Services; This cannot exceed 20%.)	\$20,000	\$750	\$11,850	\$13,333	\$20,000
891 Support Services	\$500	\$125	\$250	\$375	\$500
Total:	\$154,166	\$28,229	\$73,808	109,770	\$154,166

Estimated Number of MYP Youth Served/Cost Per Participant

Estimated No. of MYP Youth Served:	120
Outreach to Schools (OTS) Youth + Families Served (Note that OTS is an optional activity):	800
Estimated Total Number of MYP Youth and Families Served:	920
Estimated Cost Per MYP Participant:	\$1,118
Estimated Cost Per OTS Participant-Family:	\$25

If your area is budgeting funds for 860 - Outreach to Schools, please provide a few sentences summarizing planned activities: We plan to continue to provide outreach to any school in our local area for various events and for communication opportunities that focus on youth employment/work readiness, career exploration and planning for post-secondary educational pathways. We try and accommodate as many requests as possible throughout the year. Outreach is critical and many of our schools have annual events or classroom schedules that include partnership with our team/expertise.

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:	Nicole Swanson, Director
E-Mail Address/Phone Number:	Nicole.swanson@co.anoka.mn.us 763-324-2313
Date Submitted (or Modified):	July 15, 2022

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:	76.00%	68.0%	69.0%	68.0%	69.0%
Employment/Education/ Training 4th Quarter After Exit:	74.00%	69.0%	69.0%	69.0%	69.0%
Credential Attainment:	62.50%	62.0%	62.0%	62.0%	62.0%
Median Earnings:	3,700	\$4,000	\$4,000	\$4,000	\$4,000
Measurable Skills Gain:	49.00%	41.0%	42.0%	41.0%	42.0%

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

Mission: The Standing Youth Committee collaborates to share resources and deliver services to Anoka County young adults (ages 14 – 24) by empowering them to achieve skills, knowledge and confidence resulting in their educational, workplace and personal success.

Vision: Empowering Young Adults to accomplish their goals through education and gaining experience leading to a successful career.

Work Plan Goals:

1. Identify successful strategies and service providers while working with existing community service networks to develop the local youth plan.
2. Set policies, conduct oversight, increase awareness, and improve the quality of youth services while advising the Anoka County Workforce Development Board
3. Create a system that helps youth develop into lifelong learners who understand how to make ongoing life transitions, embrace citizenship, and participate in personal and community enrichment activities.

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.

YOUTH COMMITTEE MEMBER NAME	ORGANIZATION/REPRESENTING (examples: business, education, community-based organizations, youth, parent, etc.)	Full LWDB Member?
Chair Name: Jessica Lipa Phone Number: 763-433-4001 E-Mail: jessica.lipa@ahschools.us	Anoka Hennepin School District	Yes
Member Name: Jill Davis/April Sedgwick Phone Number: 763-324-1638/763-324-1622 E-Mail: Jill.Davis@co.anoka.mn.us April.Sedgwick@co.anoka.mn.us	Anoka County Human Services/Foster Care	No
Member Name: Lisa Harris Phone Number: 763-433-1292 E-Mail: lisa.harris@anokaramsey.edu	Anoka Ramsey Community College * ARCC is represented on our LWDB	No *
Member Name: Brenda Pritchard Phone Number: 763-323-2066 ext. 117 E-Mail: bpritchard@hope4youthmn.org	Hope 4 Youth	No
Member Name: Paul Nikstad Phone Number: 651-444-1820 E-Mail: Nikstad.paul@jobcorps.org	Job Corps	No
Member Name: Samantha Herritz Phone Number: 612-398-1354 E-Mail: Herritz.Samantha@jobcorps.org	Job Corps	No
Member Name: Betsy Olson Phone Number: 763-767-3847 E-Mail: Betolson@umn.edu	University of Minnesota Extension – 4 H	No
Member Name: Jenny Reinardy Phone Number: 763-279-4359 E-Mail: Jenny.Reinardy@state.mn.us	MN Dept. of Rehabilitation Services * VRS is represented on our LWDB	No *
Member Name: Madeline Rudawski Phone Number: 763-324-1398 E-Mail: Madeline.Rudawski@co.anoka.mn.us	Anoka County Libraries	No
Member Name: Linda Yankovec Phone Number: 763-576-7946 E-Mail: Linda.Yankovec@ahschools.us	Anoka-Hennepin Technical High School	No
Member Name: Dawn Matchan Phone Number: 763-324-1267 Email: Dawn.Matchan@co.anoka.mn.us	Anoka County Children’s Mental Health	No
Member Name: Yei Browne Phone Number: 763-280-3027 Email: Yei.Browne@ymcamn.org	YMCA of the North – Youth Intervention Services	No
Member Name: Vessie Jones Phone Number: 888-585-0725 Email: www.primetimemedtraining.com	Prime Time Medical	No

Member Name: Kevin Lindstrom Phone Number: 763-576-4076 Email: klindstrom@anokatech.edu	Anoka Technical College	No
Member Name: Adel Morey Phone Number: 952-403-4728 Email: Adel.Morey@ymcamn.org	YMCA – Youth Development	No
Member Name: Eric Van Brocklin Phone Number: 763-600-5143 Email: evanbr@district16.org	Spring Lake Park High School Career Pathways	No
Member Name: Molly Liberto Phone Number: 763-506-1262 Email: molly.liberto@ahschools.us	Metro North ABE	Yes
Staff Member Name: Josh Mitchell Phone Number: 763-324-2283 E-Mail: Joshua.Mitchell@co.anoka.mn	Anoka County Job Training Center	No
Staff Member Name: Darcy Hokkanen Phone Number: 763-324-2306 E-Mail: Darcy.Hokkanen@co.anoka.mn.us	Anoka County Job Training Center	No
Staff Member Name: Caitlin Engen Phone Number: 763-324-2373 E-Mail: Caitlin.Engen@co.anoka.mn.us	Anoka County Job Training Center	No
Staff Member Name: Bridgett Backman Phone Number: 763-324-2319 E-Mail: Bridgett.Backman@co.anoka.mn.us	Anoka County Job Training Center	No

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: Anoka County Job Training Center</p> <p>Address: 1201 89th Ave NE, Suite 235</p> <p>City, State, ZIP Blaine, MN 55434</p> <p>Contact Person: Darcy Hokkanen, Program Coordinator</p> <p>Contact Person Phone: 763-324-2306</p> <p>Contact Person E-Mail:</p> <p>Service Provider Website: http://www.anokacounty.us/JTC</p>	<table border="1" data-bbox="813 590 1045 793"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>ISY:</td> <td style="text-align: center;">x</td> <td></td> </tr> <tr> <td>OSY:</td> <td style="text-align: center;">x</td> <td></td> </tr> </tbody> </table>		Yes	No	ISY:	x		OSY:	x		<table border="1" data-bbox="1078 590 1498 936"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Summer ONLY:</td> <td></td> <td style="text-align: center;">x</td> </tr> <tr> <td>Year-Round (incl. summer):</td> <td style="text-align: center;">x</td> <td></td> </tr> <tr> <td>Outreach to Schools:</td> <td style="text-align: center;">x</td> <td></td> </tr> </tbody> </table>		Yes	No	Summer ONLY:		x	Year-Round (incl. summer):	x		Outreach to Schools:	x	
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Attachment 1
Workplan: 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.

Anoka County Job Training Center currently provides all youth services. Last issued an RFP on June 30, 2012, to subcontract for Youth Leadership Development Training. The Workforce Development Board (WDB) met on April 1, 2021. These minutes are attached at the end of this document (Attachment A). The Motion and the vote results below:

MOTION by Theresa Zingery. ACJTC may award grants or contracts on a sole-source basis if the Workforce Development Board determines there is an insufficient number of eligible providers of youth workforce investment activities in the local area. Currently, the JTC is seeking support for the local plan and additionally recognizes there is no present need to RFP for additional youth service providers as the JTC can keep pace with demand. Seconded by Elaina Bleifield.

UPON A VOICE VOTE, ALL VOTING AYE, CHAIR BARNES DECLARED THE MOTION CARRIED UNANIMOUSLY.

2. Describe outreach and recruitment of:
 - Out-of-School Youth (“OSY”)

Anoka County Job Training Center’s (ACJTC) Youth Program is called “Empowers”. Empowers outreach and recruitment of Out-of-School Youth primarily focuses on eligible youth ages 18 – 24 interested in pursuing occupational skill training and/or other postsecondary credentials.

Various strategies are used to recruit OSY and partner with community organizations serving OSY. ACJTC is involved in several agency wide strategies to reach target audiences such as:

- Ongoing planning related to COVID transitioning to post COVID.
- ACJTC has built 2 Virtual Rooms. These rooms offer Virtual Services using computers equipped with our phones and WebEx access to serve clients and meet virtually with partners.
- Online kiosk system (that can be accessed in our Career Lab, or on-line through Anoka County website) for program and general resource inquiries and new

enhancements that allow the people to talk to a counselor quickly through our rapid response Admissions Team (A-Team).

- The ongoing work of our agency Equity Asset Committee working on Equity and Inclusion in process reviews and outreach and service priorities.
- Outreach during COVID: banners in libraries and frequented areas for young people, food shelf outreach (ACBC, Centennial Community, NACE, SACA, and Manna Markets).
- Participation in the “What’s New with CareerForce” meetings and this information is distributed to staff and those we serve.
- Information shared in county-wide quarterly printed newsletters as well as social media (Facebook and Twitter) and County based monitors in building such as Government Center, License Centers (DMV), and Libraries.

- A. **Serving youth through an established partnership network (including connecting with Adult Basic Education for those seeking GED’s, youth transitional housing, Youth Drop-in Centers, YMCA, foster care/social service providers):** An established inter-agency collaborative exists between the Job Training Center, Anoka Technical College (ATC), Metro North Adult Basic Education, Anoka Ramsey Community College (ARCC), Anoka Hennepin Technical High School (AHTHS), The Professional & Workforce Training at ATC and Secondary Technical Education Program (STEP) to identify and connect with youth who can benefit from case management including educational, financial and transitional supports of the WIOA and MYP Youth Programs. Partnering staff meet or connect virtually to ensure strong communications and linkages are maintained to better serve the young adults in the area. An ACJTC counselor keeps regular weekly hours at ATC to directly interface with and recruit potential youth candidates and is familiar with the admission, enrollment and academic standards processes of the college. Anoka County’s onsite presence includes regular communication with the Financial Aid Office to identify potential low-income students. Youth staff also communicate regularly with Student Success Coaches and the Trio Student Support Services/Academic Advisor to ensure that potential new and returning students are being referred appropriately to program services. During the pandemic, all these services are available in person and virtually through WebEx meetings.
- B. The Empowers staff keep regular hours once a week at Hope Place (the youth transitional housing center located in Coon Rapids supported by Hope4Youth). Most of the youth served at Hope Place are Out-of-School. Staff provide intense case management with the residents of Hope Place working on their education and employment plans. Staff also keep weekly hours at the Hope4Youth Drop-in Center in Anoka and frequently offer a virtual or face to face class covering topics such as job search, work readiness and financial literacy.

Intentional Partnership with VRS, MFIP and SNAP: Empowers staff continually connect with Vocational Rehabilitation Services (VRS), Minnesota Family Investment Program (MFIP) and Supplemental Nutrition Assistance Program (SNAP) counselors to identify individuals who are interested in occupational skills training and could benefit from additional services. Each of these programs are co-located at the Blaine Human Service

Center. For VRS, ACJTC has ongoing communication for youth that may not be eligible for VRS but may be potentially eligible for OSY services.

For MFIP, ACJTC has a TANF Innovation grant that serves youth in TANF households through a work experience focused program activity.

For SNAP, ACJTC staff connect with the Food Pantry staff on-site at ATC to identify students who are low income, in need of food and likely eligible not only for SNAP benefits, but also for youth programs services. The Empowers Program also has youth working at the Food Pantry gaining work skills and assisting the food pantry with their service needs. In addition to this, ACJTC also provides information to individuals accessing local food shelves as well Stepping Stone Emergency Housing located in Anoka, that serves people experiencing homelessness ages 18 and up.

- C. **New Partnership with Safe StaY program through the YMCA:** The local YMCA started a new program for youth experiencing homeless called Safe StaY. The Y has contracted with a local motel and is housing youth while they work with Y staff to gain stability. Many of these youth are out of school. We introduced our youth team to these Y staff and gave an overview of our program and developed a new referral process for these youth. We will continue to build on this new relationship in this new program year.
- D. **Intentional Outreach with Corrections, County and Community Based Partners:** Empowers staff maintain regular communication with representatives from the Anoka County Social Services Department's Foster Care Unit, Juvenile Corrections, Stepping Stone Shelter, local secondary schools, charter schools, transitional schools and the YMCA in an ongoing effort to recruit young people for the program. Staff also work closely with the CareerForce TRIO Student Support Services/Academic Advisor to identify young people that may be interested in post-secondary training and in need of additional supports that the Empowers Program may offer. These partnerships are a hybrid of in person and virtual contact during the pandemic.

The ACJTC is a recent recipient of a new Pathways to Prosperity grant. Three pathways will be made available to help prepare youth for entry-level welding/manufacturing positions, Certified Nursing Assistant and Class B Drivers. Young people will be given the options to participate in one of these pathways that will include adult basic education bridge training, the pathway credential training and then intense job search and job placement support. IROC (Integrated Reentry and Occupational Cohorts) will remain a key focus of our new P2P grant. Young adults that are under the correctional supervision of Anoka County Community Corrections are being served and may be co-enrolled in other youth programs to provide additional supports. IROC is designed to prepare individuals under correctional supervision for entry-level positions. Individuals may be residing in the community or in the Anoka County Workhouse, on court-ordered probation or on supervised release from prison. The goal is to assist individuals with their transition from correctional supervision to the community by preparing them for entry-level positions in two of our pathways Class B Driver's License and Welding.

ACJTC is connected to a host of community-based organizations and is diligent about keeping our resource list up to date as well as practicing active engagement with CBO events, boards, and projects. The ACJTC maintains an alphabetically searchable site on our SharePoint site to communicate to our team all the time sensitive activities of our CBO partners – such as food drives, coat drives, blood drives, free clinics, and backpack programs.

- E. **Enhanced recruitment efforts of Out-of-School Youth includes outreach with the local Area Learning Centers (AHTHS and Anoka Hennepin Regional High School).** AHTHS is co-located on the ATC campus providing natural linkages to assist young people to transition from high school directly to Post-Secondary Training. Empowers staff communicate with the school staff (in person or virtually) as youth are about to graduate. Youth are given Empowers program information throughout their senior year. One of their counseling staff members is on our SYC.
- F. **Staff connect with local secondary schools to identify Out-of-School Youth that are younger than 21 and have dropped out of school.** Targeted mailings about Empowers are sent out to the schools to send to these students that the districts have identified through school counselors, truancy officers and/or county social workers.
- G. **ACJTC is co-located with Metro North Adult Basic Education (ABE)** providing seamless access to services in Blaine and for maximizing their time and travel for their schooling and participation in the youth programs. Staff also work closely with the other Anoka County ABE locations in Columbia Heights and Anoka. Empowers staff provide outreach materials and email blasts to the ABE staff with services and program updates for youth that are working on their GED as they are considered “Out of School” youth. Metro North ABE has a representative on our Workforce Development Board and our SYC. Youth staff present to the Metro North Staff frequently to keep them updated on program services and referral processes as they work on their GED completion.
- H. **Pre/Post Pandemic “Drop In” Hours are offered each month at the CareerForce location in Blaine to any youth looking for assistance.** During the pandemic, this service is offered virtually. Youth can access one-on-service with our counseling staff prior to enrollment by calling or accessing our new virtual kiosk system (through the County public website). Scheduled days/times are posted and available for drop in assistance during non-pandemic times. This strategy assists youth that may be hesitant to do the enrollment paperwork or need further information about the available services and how they differ from other community or school resources. These youth are often out of school and looking for help. Our goal is to provide individual help to better assist and engage youth before going through the enrollment process and sharing with them all the possible services available. Counselors and eligibility staff can also help them with the enrollment paperwork and refer them to other community services/partners as appropriate. This schedule/set aside time also provides our community partners the option to build this activity into their work with potentially shared clients. For example, a justice involved youth could be encouraged to use this time to figure out possible program involvement which may align with their goals they are working on with their probation officer. The “openness” of these time slots allows for the young person to bring their parent,

guardian, or support system with then to hear about our programs prior to applying.

- I. **Empowers staff participates in community events such as Career/College Fairs, hiring events, community resource fairs, library-based programs.** Even during the pandemic these activities continue virtually and have now started in person. Staff partner with area school districts and community partners to ensure that our staff are available at as many Career/college fairs as possible, including schools, colleges, Job Corps, and employers. The ACJTC hosts hiring events several times a month and advertises these events county-wide. Counselors also attend community events county-wide including neighborhood events, Sheriffs events, multi-cultural events, etc. all to get information to youth that are no longer in school that may need jobs and training services. Staff continue researching and seeking new contacts/partners. While working on placements, staff educate employers and explain how they can refer applicants to our programs.
- J. **Empowers staff continue to expand outreach efforts to include various types of media.** Information is dispersed through email, local, county, and state-wide websites, county-wide TV monitors in places such as DMV, Libraries, Food shelves, Government Center and use of social media such as Twitter and Facebook and the posting of success stories on platforms such as CareerForce. We recently learned that the CareerForce in Blaine page is the second most visited page after the main page on CareerForce.mn.com.
- K. **Outreach to Faith Communities:** Outreach efforts continue to faith-based agencies and places of worship that serve youth. Many times, youth that are not connected to other social services agencies are being served by these types of agencies. Efforts have been made to identify these places of worship and faith-based services that specifically serve youth to identify contact names and to add them to our professional outreach distribution list. Efforts have been made to talk to these agencies to share about our services that are available and explain our referral process. Also, these faith-based agencies have been a referral source for our staff as they often provide unique support services that are not readily available from our other sources.
 - In-School Youth (“ISY”)

Services to In-School Youth are more strategic and targeted as the priority is to serve Out-of-School Youth. As funding allows high school seniors who are most at-risk for dropping out or students that are soon to graduate are the next priority. Marketing flyers are distributed through email blasts to staff in each of the six school districts in the county as well as the area ALC’s, transitional schools and the charter Schools. Outreach efforts have increased to serve youth that are “In-school” and experiencing homelessness with the waiver that was approved in Minnesota. Expanded time is spent to educate the school Social Workers and Homelessness Liaisons to educate them about program services and to assist in identifying these youth and giving out applications.

- A. **ACJTC is an active member of two local Perkins consortiums: Oakland and Northeast Metro 916:** ACJTC has been involved in the local need’s assessment planning for Perkins V implementation. We have participated in Perkins supported events, data analysis of in-

demand pathways, articulation agreements and parent education of such concepts of labor market information and work-based learning options. Perkins supported work allows us to access work-based learning options and anticipated pathways for ISY planning to transition to post-secondary education.

- B. Enhanced recruitment efforts of In-School Youth include outreach with the local Area Learning Centers** (AHTHS and Anoka Hennepin Regional High School). AHTHS is co-located in the ATC building providing natural linkages to assist young people to transition from high school directly to Post-Secondary Training. Empowers staff communicate with the school staff as youth are about to graduate.
- C. Career Lab staff are trained to recruit youth customers:** As part of outreach efforts pre and post pandemic, ACJTC provides ongoing opportunities for youth to visit the Career Lab to become knowledgeable of a variety of career exploration tools and job search strategies. The goal is to provide the youth with the resources and information they need to make informed decisions about their post high school pathway, whether it is employment, short-term training, college, or the military. In addition, pre pandemic, Empowers staff host multiple CareerForce tours to high school youth and provide a hands-on experience utilizing the Career Lab computers and printed resources. Area high schools, middle schools, charter schools, transition schools, Teen Parent Programs, Lino Lakes Juvenile Center and ALC's students are the primary participants in these types of activities. We hope to resume these tours this year pending the state of the pandemic. Through the work of the Disability Resource Coordinator, outreach is done to RISE and Opportunity Partners to reach out to youth with disabilities.
- D. ACJTC has an active partnership with Metro North Chamber of Commerce:** Expanding outreach to in-school youth has been a key priority of the Chamber. They have an initiative called "Careers in the Classroom". Area High Schools request current chamber members to come to their classroom to speak about their specific industry. The Chamber, with the assistance of the CareerForce Staff, continues to enhance local information distribution to students, schools, and families regarding the six main Minnesota career clusters including samples of job titles, employers who hire them and the pathway to get there. The Chamber has a representative on our local WDB.

Empowers continues to offer a special initiative with Anoka-Hennepin District 11 called the Future Leaders Program. The students chosen to be part of this program are primarily juniors and seniors representing diverse ethnic and cultural backgrounds. These high school students are matched with elementary schools in an after-school program called Adventures Plus. The Future Leaders participants provide support in areas of reading, writing and math. Empowers program funds are used to pay for student wages. During the school year, the Future Leaders are given instruction by SAA's (Student Achievement Advisors) provided by the school district in tandem with their Empowers counselor. They cover topics such as learning the value of employment, how to apply for work, interviewing and working with teachers and principals at their worksites. One of the overall goals of the program is to prepare high school students for possible careers in education. The hope is that the school district will benefit from this by being able to recruit and hire more people of color as teachers. For the first time, we will offer a new

training to these youth from an organization called Souls 4 Equity. They focus on Diversity, Inclusion, Equity and Leadership training and Coaching. Their vision is to provide a space to welcome ALL voices to the dialogue of Equity, Inclusion & Justice.

- E. **Manufacturing Month:** Annually, the ACJTC Workforce Development Specialist connects with each of the secondary schools, charter schools, transition schools and ALC's in Anoka County to coordinate tours to local manufacturers to align with the State of Minnesota's Manufacturing Month in October of each year. The goal of this effort is to expand the information that young people have about occupations in-demand in manufacturing and inform them about entry points into this career pathway. Historically we have done many tours. However, during the pandemic, the number of tours has been less. October and November of 2021 we did start the tours up again (Life Fitness Manufacturing and Safety Speed) and hope to have even more in the fall of 2022.
- F. **Career Fairs:** ACJTC is a leading partner in coordinating an annual county-wide Career Fair in partnership with DEED staff and staff from Anoka Technical College. Due to the pandemic these past two years, this Career Fair was canceled. This Career Fair typically has over 200 employers and annually has had over 1000 job seekers. To serve our youth better, participating employers are asked to identify if they are specifically interested in hiring youth. If they are, this is indicated in the Job Seeker Handbook that is given to everyone at the Career Fair. Many of the local school's bus in youth for the day and work on "How to Navigate a Career Fair" prior to the event. Young people are encouraged to come dressed ready for an informal interview with resumes in hand. Since the pandemic, the ACJTC has continued to offer Virtual Job Fairs several times a month through our EVF platform. Now, in early 2022, we are slowly returning to offering live job fairs again. ACJTC has plans to participate in five separate school sponsored events between April and May 2022. Summer and Fall plans may include a Teen Job/Career Fair at the Library and more community events.
- G. **Expanded outreach with an Equity focus:** ACJTC continues to increase our in-school presence in the Fridley and Columbia Heights School Districts. This specialized outreach continues to be increased in these identified school districts that have a more racially diverse student body to identify unique student needs and create more opportunities to help them with their education and employment goals. Our program coordinator is now on the CTE committee with the Columbia Height School District which has led to many new partnerships last year and many more being planned for 2022-2023.

Efforts continue during the entire year to partner with these schools as they host their own site-specific career fairs to ensure that our staff are at the events and that they assist in teaching the youth to help prepare them how to be successful when attending career fair events. Counseling staff teach how to manage a career fair and give a quick "elevator speech" to potential employers. In addition, our Business Development Specialist assists the schools with getting youth friendly employers to attend these events.

We also post on Peach Jar or Schoology – the family accessible portals through schools – so parents have access to the Empowers program information.

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.

ACJTC uses a common application for the MYP and WIOA youth programs. Interested youth request an application by phone, email, or access the application on-line. They also can access the intake process through our in-person Kiosk (located in the Career Lab). On the Kiosk, youth applicants complete a short online form, and they are contacted by staff that same day or within 24 hours. They first speak with a counselor to identify their needs and interests and then connected with the intake staff if they want to apply.

Once the application is received it is screened for initial eligibility by the intake team. This team indicates all programs the youth may be eligible for and then works with the program coordinator to assign them to a youth counselor. The counselor will then invite the youth to an orientation or complete this step over WebEx/phone (started this option during the pandemic and continue to offer it as it helps when transportation is a challenge). Typically, the orientations are individual one-on-one appointments with their counselor. During non-Covid times, if an applicant is a current student, an individual orientation may happen at the school to reduce the time away from academic activities. At this orientation, youth receive information about services available to them at the Job Training Center and through the CareerForce lab and web site along with information regarding the various programs they may be eligible for and the benefits and services available to them. The counselor will determine which programs and activities are appropriate for enrollment to meet the needs of the individual.

Empowers is not using the "5%" window for non-income eligible youth in WIOA.

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.

Empowers definition of "An individual who requires additional assistance to complete an education program or to secure and hold employment" is applied at the counselor level. It is defined as a youth who is underemployed or unemployed for at least six months and has not obtained a post-secondary credential. Eligibility staff will determine which youth may be eligible under these criteria. The counselor will make the final determination following a preliminary assessment on whether the individual requires additional assistance to complete an educational program and/or secure and maintain employment. This category is rarely utilized as not more than 5% of the ISY newly enrolled in a program year can be made eligible using these criteria.

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.

The assessment process begins when an application is received. Intake staff identify programs that the participant may be eligible for. Once eligibility is determined, the file is assigned to a youth counselor, and they are invited to a one-on-one orientation. It is at this appointment that the Individual Service Strategy (ISS) is started. The counselor reviews the application with the participant and through conversation and review of the application, starts to identify skills, interests, barriers, and the individual needs of the client. Next, they work with the participant to complete an Individual Assessment worksheet to further assess barriers and identify needs for support services. If the school is not able to provide recent academic levels or if the counselor wants to find out more about the student's basic skills level, they may have the youth tested. ACJTC has two options for testing. Counselors can utilize the Test of Adult Basic Education (TABE) Assessment, which is given by our Adult Basic Education partner, Metro North. Students are frequently referred to test at our Blaine Metro North ABE location or the other Metro North locations in the area. If there is a n English Language Learner, we will partner with Metro North and utilize assessments such as the Comprehensive Adult Student Assessment System (CASAS). The second option is currently computerized testing with ACJTC staff in person using a basic skills assessment test called GAIN (math & reading assessment by Wonderlic®).

The results of the TABE/GAIN are discussed, and educational needs are identified. Career goals, skills and interests are discussed, and the ISS/plan is developed to achieve these goals. This may include obtaining a high school diploma or equivalent such as a GED, occupational skill training and/or paid work experience/internship or OJT. Barriers are identified and strategies to overcome these barriers are put into place. Empowers staff start to explain labor market information and occupations in-demand tools available to assist them to identify career pathways and make informed decisions regarding their future in the workforce. Staff utilize Data Tools that are found on DEED's website.

Young adults are provided the opportunity to complete additional assessments (on- line or in-person during non-pandemic times) and through one-on-one instruction. Assessments include interest inventories such as the ONET Interest Profiler, Career Assessment Inventory (CAI) and Self-Directed Search (SDS), aptitude and work values self-assessments and labor market research. Staff guide youth in the decision-making process to establish employment and career goals as part of their Individual Service Strategy. Staff also will encourage youth to take the Career Assessment Workshop offered online through CareerForce.com.

Students that have a disability are assessed to see if they need any accommodations. Accommodations are offered at every level of service, including the enrollment process, school training, testing and assistance at worksites. Our Disability Resource Coordinator (DRC) assists the staff throughout this process to ensure that youth have the resources they need to be successful. The staff work in tandem to ensure that youth are gaining access to services that help them gain skills in self-advocacy, social skills, and leadership. Staff also partner with State VRS staff to see if youth may be eligible for their services when appropriate.

Students interested in occupational skills training work individually with their counselor on demand-driven pathways. Youth complete a training packet which includes, informational interviews, labor market/wages research, training program outcomes, required admission scores, costs, current budget and financial aid resources. Together the counselor and students take the necessary steps to enroll and begin identified occupational skills training. The ACJTC was awarded a Pathways to Prosperity Grant again and our counselling staff will review the current pathway training cohorts available through this grant including Class B Driver, Welding and CNA.

Work experiences are offered for youth to develop critical job keeping skills, 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 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.

Internships are offered as a progression-based step to youth that have had a successful work experience and are ready to move to a career pathway intense work experience that builds technical skills in addition to the foundational soft skills they already have demonstrated from prior work experience. Staff make every effort to align work experiences or internships to their individual short-term and long-term career pathway planning. Some internships take place at the same work site as the work experience, while other internships are a change to a new site more on the youth's selected career pathway. The length of the internship is developed on an individual basis.

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.

The Individual Service Strategy (ISS) integrates the assessment results and outlines the objectives and steps the young person will take to achieve specified goals. It may include short and long-term goals related to career exploration, educational attainment, work readiness, work experience, support services and referrals to other CareerForce services and/or community supports. Barriers are addressed and needed support services are identified. The ISS is reviewed with the young person to ensure that they are meeting the specified goals and is continually updated or revised as needed. When students have an Individualized Education Plan (IEP) from their local school district, Empowers counselors participate in IEP meetings and coordinate with the entire IEP team with the school to ensure that the ISS goals align with the goals of the IEP. If the student has a disability, special attention is given to self-advocacy, social skills, and leadership skills.

Our Disability Resource Coordinator uses the "Guideposts for Success" as a guideline for much of the work she does and uses this information when she advises youth and youth

staff.

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.

Paid work experiences/internships and On-the-Job training contracts (OJT's) are designed to align with student's interests and areas of study. Opportunities are developed in both the public and private sector worksites. An established employer network is utilized to create work experience opportunities that best align with a youth's previous employment history and/or future career goals. Paid internship opportunities are developed for those youth who are participating in a career pathway training, post-secondary education plan and/or exploratory career opportunities. All opportunities expose youth to occupations in various industry sectors that are indicating long-term growth. Staff utilize established relationships with private employers, school districts and non-profits, including county and government agencies to create job opportunities for youth that have little or no work experience. The Empowers program continues to explore opportunities to develop On-the-Job-Training (OJT) contracts for demand driven careers for young adults in the local community. Increased efforts will continue to develop additional worksites to provide initial work experiences for youth that align with their career pathway interests and training. New worksites and employer partnerships are developed ongoing through the work of the Workforce Development Specialist and the close ties with local Chambers and the members of the Local Workforce Development Board.

Earn and Learn training will continued to be offered this year. Given the global pandemic and the changing sphere of available work experience opportunities, the Empowers youth team can offer the opportunity for youth to "Earn While they Learn". This model is designed to provide a safe and aligned youth skill building activity that includes a stipend for learning new skills-similar to what may have been learned during a regular work experience. These activities are on topics such as work readiness, technology, and professional skills development as well skills related to their pathway (ex: medical terminology class for someone interested in healthcare).

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.

Empowers has an established protocol to ensure that young people are exposed to and can access labor market information. This is accomplished in a variety of ways and facilitated by ACJTC staff. Counselors are provided with the necessary tools/resources to remain knowledgeable in Occupations In-Demand, Growing Careers, and Good Jobs Now. Up-to-date information on local and regional high growth and in-demand occupations are readily available. Staff instruct youth on how to obtain and analyze this information. Staff are also supported in this effort through in-service trainings with DEED's Labor Market Analyst and Data Tools including the Job Vacancy Survey, Occupational Employment Statistics (OES), Occupations in Demand (OID), Career Profiles and STEM Careers. The typical wage, long-term employment outlook, training (or degree) required and schools that offer training programs

for each occupation is highlighted during career planning with each youth. Staff, with the assistance of the DRC, look for educational opportunities that emphasize self-advocacy, social skills and leadership skills that may assist youth with disabilities as they pursue any of the Career Pathway Trainings.

During non-Covid times, staff frequently host CareerForce building tours with various schools and educational representatives. We plan to resume the tours when the pandemic allows for the additional face to face interaction. These tours include hands-on mini classes allowing students the opportunity to utilize some of the on-line resources. Staff imbed labor market information in these sessions. On a limited basis, staff teach and offer information sessions at local schools. During the pandemic, staff have presented to classes virtually and share PowerPoints that show the various services and links available. Staff are planning to return to the schools this spring and already have events scheduled to attend such as Blaine High School is hosting a “Trades Day” where students will be exposed to great hands-on careers, the pathways, and potential job opportunities - perhaps summer or part-time employment, full-time employment after high school, and/or employment opportunities after some postsecondary training. Spring Lake Park High School is partnering with the Metro North Chamber of Commerce to host a Career Exploration Fair. The purpose of this event is to expose students to career opportunities in their communities. They include military, colleges, technical schools, trade schools and unions that offer the training that a student may need to pursue that career path.

Empowers staff and our Workforce Development Specialist annually support Minnesota’s Manufacturing Month in October. We were able to resume this in the fall of 2021 and hope to do even more in 2022/2023. Staff coordinate opportunities with area school districts to tour manufacturers in the area. Youth are provided an experience to tour a working manufacturing facility and to visit with managers and Human Resources staff to gain a better understanding of the many career opportunities. They are directed to current career information about the jobs available and the training required to be successful in this pathway.

During a typical year, we offer specialized On-Site Hiring events in the fields of Health Care, Manufacturing and Construction as well as an annual Summit on Apprenticeships and specialized and Hiring Events for Women, Fair Chance (for Justice impacted People) and Veterans and new this year a Career Fair just for young people. During the pandemic, we utilized an online platform called Easy Virtual Fairs, allowing us to hold these events weekly online. Each event highlights various opportunities in high-growth high-demand occupations including employer panels and opportunities for youth to meet one-on-one with potential employers. Extensive efforts are made for each event to promote and market these events to all the area high schools, charter schools, alternative schools, transitional schools, and youth serving agencies. In 2022 and hopefully going forward, we are planning to have these events in person again. As the year progresses, we plan to do even more (as the pandemic allows).

The Anoka County Workforce Development Board remains strategic in addressing local sector needs and regional opportunities that align with identified community business needs. Commitment continues to focus on employer and job seeker services centered-around sector

partnerships, career pathways and reducing racial disparities in employment and education. Well defined connections between area education providers, the business community, and CareerForce partners ensure that staff remain 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 as well align with national trends.

Empowers leadership assists with the planning and implementation of an annual Scrubs Camp held at Anoka Technical College each summer in partnership with ATC and HealthForce Minnesota. Around 60 Youth entering grades 9th – 12th grade are given an opportunity to explore careers in the health and medical field over a three-day camp held at the college. Youth are introduced to many areas in the health care field including pediatric care, ICU nursing, speech language pathology, recovery health, EMS, Military Medicine, surgical tech, medical assistant, dementia care, geriatrics, trauma and the highlights of the camp – field trips and a visit from a LifeLink helicopter with an air nurse and an air paramedic. Youth staff recruit youth for this camp and refer current youth on their caseloads that are interested in pursuing this career pathway. The plans are to have this camp run this year (summer 2022) in person.

Throughout the year we plan to highlight specific careers/pathways that are considered in-demand in our area. We try and coordinate with state efforts including Health Careers in January and IT Careers in March. We will continue to support these state initiatives to focus on pathways in demand.

Youth leadership staff are on three schoolwork based/CTE Advisory Boards including Anoka-Hennepin, Fridley, and Spring Lake Park school districts. These boards meet frequently to coordinate services for work-based activities. In the spring of 2022 Anoka-Hennepin CTE Advisory Board plans to coordinate two Career Spotlight Days, where occupations in healthcare and IT will be highlighted.

We continually interact with our area training providers to make sure we have the most up to date information about their training programs, ensure they are on the ETPL list and are WIOA approved, and then create flyers to promote these pathways. The ACJTC was a recipient of a Pathways to Prosperity Grant and will run cohorts in three In-Demand Pathways including CNA, Welding and Class B Drivers. These cohorts will include partnerships with our local training providers and Metro North Adult Basic Education and Employers from the area.

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).

The Empowers program recently updated our ITA Policy to reflect changes in the approval process and the types of learning we can support through youth programming

funds (such as adding hybrid and online classes to the policy). Approved by the Standing Youth Committee on March 21, 2021. Reference: Attachment B.

The ACJTC did pursue a waiver allowing ITAs for ISY last year and we plan to continue to utilize this wavier in the coming program year.

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.

All youth enrolled in the WIOA program are notified that they are eligible for 12 months of follow-up services at exit. Counselors encourage youth to stay in contact to assist with obstacles, career guidance, support services and ongoing encouragement to remain successful in employment and advance in their career pathway. Because some of the Performance Indicators extend beyond 12 months, Empowers staff utilizes WF1 to track and monitor the quarters of follow-up after exit. As an internal tracking method, counselors receive a monthly report listing youth needing to be contacted during the follow-up period.

Support services are made available to youth during the follow-up period. When counselors talk to youth after exit, they can offer things such as a bus card if the person is struggling with transportation to/from work. Counselors reach out to the youth to see if there are any barriers that may be making it hard for them to retain employment.

The Empowers Incentive Policy provides gift cards for youth when quarterly outcomes are met throughout the follow-up process. Youth are issued Target gift cards in nominal amounts when obtaining a credential, full-time employment, and/or maintaining full-time employment. During the 12-month follow-up period, counselors send out information to youth about hiring events, community resources and other services they may be interested in. As a standard operating procedure, counselors remain available to youth beyond the 12-month required period due to the nature of the strong relationship built during the young person's involvement. Often youth will return several years after exit, to share further successes or to ask for referral based on their specific situation.

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.

The Youth Incentive Policy is aligned with performance measures considered in WIOA. Success in finding employment, sustaining employment and completion of credentialed training are recognized as successful outcomes. Incentives are awarded in the form of Target Gift cards in increments dictated by their individual goal achievements. Please reference Attachment C - Youth Incentive Policy updated and approved on December 13, 2021.

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)

Empowers staff provide support services to young adults after needs are identified through assessment and documented on the ISS. Support services include items such as transportation assistance (bus passes, mileage reimbursement, driver's training), clothing for work (interview outfits, work uniforms, work boots), school costs (tuition, books, uniforms – once financial aid is exhausted), testing fees such as GED test fees and certification costs. Incentives are also awarded once the young person meets goals outlined in their ISS. Reference: Attachment D.

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.

Youth are screened for co-enrollment options in MYP, WIOA Youth, Adult, Dislocated Worker, and specialized grants at the time of intake such as Youth at Work and P2P. Youth who are already working with MFIP and Rehabilitation programs are considered for potential co-enrollment. Frequently youth are first enrolled in MYP and then further assessed to see if other programs may offer additional resources that would support their plan. Empowers staff braid resources from various funding streams to best serve the customers. Enrolled youth are considered for and co-enrolled in other projects and/or programs that can potentially benefit them in their pathway to success. Consent forms are signed when necessary to coordinate services with partnering agencies.

Funds that have the potential to be braided or leveraged to better serve our enrolled youth:

- Minnesota Youth Program (MYP)
- WIOA ISY and WIOA OSY
- TANF Innovations
- Pre ETS
- Youth at Work
- Pathways to Prosperity Grant
- Local Community Action Program (CAP)
- CARES Act Funding
- FAFSA – Pell Grant Funding

Additional Funds that are utilized for our outreach efforts that can include non-enrolled youth:

- Outreach to Schools (a portion of our MYP Funding)

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

Empowers counselors work closely with the staff at Metro North ABE to identify youth

who have aged out of the secondary school system or have dropped out of high school and are interested in completing high school (such as through a GED class). Empowers staff present to individual and groups of Metro North students to share about program services and eligibility. This has been done in person and virtually.

Staff also work with the local Area Learning Centers (ALC) and Anoka Hennepin Technical High School to identify youth who are at risk of dropping out and who can benefit from additional supports to obtain either a diploma or GED. Empowers staff have ongoing communication with the local YMCA's Youth Outreach Program and Hope4Youth and Hope Place. Hope staff state that 50% of their students don't have their High School Diploma or GED. Staff work to identify dropouts and potential dropouts by collaborating with MFIP and SNAP employment services staff, low-income housing partners and with perspective at-risk youth that visit the Career Lab at CareerForce in Blaine, or reach out to us through the on-line Kiosk, as general customers. Targeted mailings and e-mail blasts are sent to schools with marketing materials to identify dropouts that may be interested in returning to school.

Empowers has a strong partnership with St. Paul Job Corps providing these young adults with resources that could benefit them after completing their Job Corps training program. Job Corps serves a high population of low-income, high school dropouts, and homeless youth. Job Corp staff are updated about opportunities that are available through Empowers.

- **Youth with language and/or cultural barriers to employment**

Empowers staff have access to Language Line interpreting services via phone to provide direct services where an interpreter is needed. We also coordinate services with Metro North ABE to help prepare young people with language and/or cultural barriers for employment and training. Staff work closely with the MFIP & SNAP employment counseling staff to co-enroll young people with language and cultural barriers. Referring staff let us know if an Interpreter is needed to best serve the client.

As part of the continued efforts to address racial disparities and cultural barriers to employment, ACJTC Memorandum of Understanding includes a robust referral process to Urban League Twin Cities and the Minneapolis American Indian Center (MAIC). Additionally, ACTJC has continued a partnership with ULTC in providing navigation services to disparaged groups enrolled in MFIP and has enhanced partnering with the Minneapolis American Indian Center (MAIC) to increase outreach to the American Indian community. Through these efforts the ACJTC has a staff person from MUL on-site to assist and advise staff on how to increase outreach and be more inclusive in services. These partnerships and resources are invaluable to improve education and employment disparities.

During non-Covid times, ACJTC hosts a quarterly Multi-Cultural Community Resource Fair in partnership with Child and Teen Checkups and Anoka County Children & Family Council. This event brings together service providers with on-site interpreters for Spanish, Russian

and Arabic. Services provided include Immigrant Law Project Legal Services, childcare information, community resource information, health and immunization information (including on-site flu shots), Families on the Go First Aid Kits distribution, help with paperwork and reading letters, home safety information and library information and activities for children. The Empowers teams hosts a table at this event to increase outreach efforts to these communities. We plan to start these again as soon as the pandemic subsides so that an activity this large can take place safely.

Empowers staff also hosts tables at community events and partner events that are targeted to serve communities of color. These events include: the Anoka-Hennepin Indian Education Winter and College/Career Fair, Columbia Height's Metro North ABE Resource Fair, and the St. Timothy Community Resource Fair.

- Youth in foster care and aging out of foster care

Empowers works closely with Anoka County to identify possible youth aging out of Foster Care for timely referrals. Additionally, we have a representative on our SYC that shares updates from the foster care team. Youth staff present at Anoka County Foster Team Staff meetings to update them on program offerings annually.

- Homeless youth or runaways

Homeless Youth: Empowers works closely with the YMCA and have ongoing communications regarding program services and receives many referrals from the Y's Youth Outreach and Intervention Programs targeting homeless youth and the new Safe StaY program. The YMCA sponsors different housing programs that Empowers staff make every effort to help connect with youth experiencing homelessness.

In addition, staff have a good working relationship with Hope Place, the Transitional Housing program in Anoka County and with Hope4Youth, a local drop-in center for homeless youth, and Stepping Stone Shelter which is an adult homeless shelter providing emergency services for young adults age 18 and older. Staff maintain in person weekly hours at Hope4Youth and provide intensive case management services to youth housed at Hope Place.

As mentioned before, Empowers works with Job Corp staff which also serves a high population of youth that struggle with homelessness or have run away. YMCA, Hope4Youth/Hope Place and Job Corp all have representatives on the Youth Standing Committee.

The Empowers team also participates in the Anoka County Point-in-Time survey looking a count on a specific date and trending that data to see if individuals experiencing homelessness is lessening or becoming a bigger challenge in our community.

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

Empowers staff have an ongoing relationship with Anoka County Juvenile Corrections.

Youth who are on probation or transitioning from the Juvenile Center are referred to Empowers. The young person's Individual Service Strategy includes any compliance requirements per the terms of probation and/or Department of Corrections. In addition to providing training at the corrections facility, staff conduct outreach to educational programs with high populations of youth offenders and/or those dismissed from typical academic setting for behavioral reasons (Compass Program). In collaboration with Hope4Youth, it is important to note that 40% of the young people that utilize their services have some sort of record or are on probation.

Empowers staff frequently connect with staff and youth from the Lino Lakes Juvenile Facility and the Pines School which is located at the facility. Staff historically (prior to Covid) participated in their Pines School Annual On-Site Career Resource Fair each spring from various community agencies coming together to meet the needs of youth currently in juvenile corrections and those ready to transition out of corrections. Our hope is this will resume soon.

ACJTC is a recent recipient of a Pathways to Prosperity grant that has an IROC (Integrated Reentry and Occupational Cohort) component as part of it. Young adults that are under the correctional supervision of Anoka County Community Corrections will be served and may be co-enrolled in other youth programs to provide additional supports. This portion of the P2P grant is designed to prepare individuals for entry-level welding positions. Individuals may be residing in the community or in the Anoka County Workhouse, on court-ordered probation or on supervised release. The goal is to assist individuals with their transition to the community by preparing them for entry-level welding positions through the delivery of training in OSHA 10, forklift, and Welding.

- Youth with disabilities

Young people with disabilities are referred from various sources, most often from area school district Transition Programs. Empowers staff coordinates services with their IEP Team (which includes VRS Staff) and meets regularly with these professionals to ensure that the ISS supports their overall IEP plan. It is important to note that 50% of the youth that are served at Hope4Youth and Hope Place self-attest that they have a disability. ACJTC staff attends the Community Transition Interagency Committee (CTIC) comprised of interested stakeholders serving youth with disabilities in transition programs. ACJTC staff also attend the BENs (Business Engagement Network) monthly meetings which is a group of partners from VRS placement staff (Blaine & North Hennepin) and community rehab partners (Goodwill, Rise, Opportunity Partners, SSB and other partners that serve under contract with VRS) to discuss work placements in the area and share ideas to better serve our local youth and/or shared clients.

The ACJTC has an internal Disability Resource Coordinator (DRC), and we are co-located with Vocational Rehabilitation Services (VRS). Both are a resource for young adults who identify as having a disability and require additional supports to successfully pursue and/or complete career pathway training.

Young adults enrolled in training at ATC and working with the DRC are provided information regarding Empowers services. In addition, young adults that don't meet the TABE cut scores for training programs because of learning or development disabilities are still served in Empowers and are given additional support options to complete training.

Anoka County Empowers staff offer specialized programs targeted to youth with disabilities including:

1. ACJTC is a vendor for VRS to provide **Pre-Employment Transitional Services** to serve youth with disabilities that are ages 14 – 21, are attending secondary school and are eligible or receiving services through Vocational Rehabilitation Services (VRS).
2. **Competitive Youth Grant/Youth at Work Grant** that targets serving in-school youth. Through this grant, youth that are from low-income families focusing on youth from communities of color and youth that have disabilities.

- **Teen parents**

Outreach is extended to MFIP teen parents as well as those who are non-recipients of public assistance benefits. MFIP, DWP and SNAP services are integrated at CareerForce in Blaine location and teen parents receiving public assistance are sometimes co-enrolled in the Empowers Program to leverage services. The Anoka-Hennepin Teen Pregnancy Program also works with Empowers counselors to bring classes to CareerForce in Blaine for tours and orientations to inform the teen parents about the Empowers program and CareerForce services. These tours will resume once the pandemic restrictions are lifted.

Empowers staff also recruit teen parents served through the TANF Innovations Grant. These young people can be co-enrolled with Empowers to provide additional services beyond TANF Innovations timelines.

- **Youth of color and other under-served, under-represented youth populations**

ACJTC has a strong partnership with Urban League Twin Cities (ULTC). They assist us with expanding outreach and services to under-served and under-represented public assistance recipients. In addition, the close partnership with the YMCA also enhances services to under-served and under-represented youth. Through the partnership with onsite MFIP/DWP and SNAP, Empowers staff speak at program overviews and distribute information and applications to youth and to parents that might have young adults in their lives that meet eligibility criteria.

The Future Leaders Program with Anoka-Hennepin School District 11 serves young people representing diverse ethnic and cultural backgrounds that are primarily juniors and seniors. During the school year, the Future Leaders are given direction by SAA's (Student Achievement Advisor provided by the school district) that assist them in working through issues that are challenging for youth of color. For the first time, we will offer a training to these youth from an organization called Souls 4 Equity. They focus on Diversity, Inclusion, Equity and Leadership training and Coaching. Their vision is to provide a space to welcome ALL voices to the dialogue of Equity, Inclusion & Justice.

Empowers counselors continue to work closely with Metro North ABE sites in Blaine and Columbia Heights to serve youth as both sites serve a large diverse population. Using WebEx and other media tools have enabled staff to still meet as needed.

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.

The Work Readiness indicator can be applied when appropriate for youth in all our programs as it relates to the Earn and Learn program and for youth making a progression from a work experience to an internship – we would consider that a positive indicator of work readiness as well as the performance evaluation we use via the worksite supervisors. Empowers counselors utilize the same performance review form and process for both WIOA and MYP participants. Reference: Attachment E.

- Approach to assuring work readiness skill attainment for youth participants

Empowers staff use an evaluation process that includes feedback from worksite supervisors regarding youth participant's progress at their work experience. Typically, a minimum of two evaluations is expected which allows Empowers staff to determine a youth participants' level of progress on key work readiness skills. The evaluations are collected, reviewed, and tracked by the counselor who in turn connects with worksite supervisors if there are any missing evaluations. This tracking process ensures that participant evaluations are routinely conducted. Empowers staff contact sites (hope to resume in person visits this program year) to monitor progress and provide assistance to the worksite supervisor to ensure job skill goals are being met. Since October of 2020, staff have been uploading these evaluations in EDS in WF1 and case noting when they are received.

A pay for performance resulting in a one-time wage increase is available to reward youth early in their work experience for a satisfactory or better rating on their worksite behaviors and actions. The intent is to mimic a real-life performance review and encourages early communication skills building and ideally leads to increased retention and other improvements in soft skills and tasks at the worksite. A 50-cent per hour raise is implemented if the youth receive a performance evaluation rated satisfactory or better after this initial work period. When the placement is over, or after a specific amount of time for a long-term placement, the supervisor is asked to complete another one to show areas of growth and areas of additional needed training. Counseling staff update this information in Workforce One when they complete that activity and/or exit the file and a copy of the evaluation is uploaded into EDS.

Counseling staff work with youth to develop their resume throughout their entire enrollment in the youth program. Each work experience and training completion is added to the resume and positive work performance evaluations are used to augment successes and new strengths identified are also listed on the resume. Youth are encouraged to attend the

agencies Resume Writing workshop through CareerForce, and then work individually with their youth counselor to further refine their resume and interviewing skills as they prepare for their future job search.

- 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.

Empowers staff have the primary responsibility of communicating with worksite supervisors on the requirement to evaluate youth performance. The actual evaluation form is reviewed with supervisors at the time of their worksite orientation along with a date they should be completed. The counselor tracks the receipt of these documents and follows up with supervisors if an evaluation is not submitted in a timely fashion.

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.

Empowers allocates a percentage of MYP funds to provide Outreach to Schools services. These activities complement the work of existing school counselors and provide young people career exploration and career guidance, college information and current labor market information with an emphasis on high demand occupations. Examples of Outreach to Schools activities can include staff facilitated (includes various pandemic impacted) scenarios:

- Information to individuals and groups regarding high-growth and in-demand occupations using current labor market information.
- Opportunities for students to directly experience occupations through business tours.
- Workshops to students on planning for post-secondary training, including accessing financial aid, selecting an appropriate program, as well as other career planning topics such as goal setting and navigating business culture.
- Opportunities to interact with local business through tours, business and industry speaker panels, job shadowing, and mentoring.
- We plan to resume tours of this CareerForce location and share information about the services available here and how to access and utilize the resources.
- Maintaining a CareerForce satellite office on the campus of ATC which is co-located with ABE and the area alternative learning center at AHTC.
- Connections to community and private sector resources through career fairs, career events, and tours of businesses in strategic industries (both in-person and virtually).
- Group and individual counseling, including instruction and presentations DEED Data Tools that provide labor market information and education opportunities of strategic industries and in-demand occupations.
- Individualized counseling, including career exploration and career assessments, resume preparation, mock interviews, and job search assistance.

- Sharing Employment & Training program information on parent portals offered through schools.

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

- **City of Columbia Heights Police Department and City of Fridley Fire Department Pilots**

This past year the Empowers program formed a new partnership with the City of Columbia Heights Police Department to support two internships for youth interested in future police work. Youth were placed to work within the department as Law Enforcement Apprentice's. The LEA's assist the Columbia Heights Police Department in all aspects of law enforcement, including but not limited to officer ride-a-longs, assisting investigation and COP, assisting CSO's assisting record technicians, community outreach, and administrative duties.

The Fridley Fire Department will be starting their pilot in Spring 2022. They plan to have two Firefighter/EMT Interns. The FF/EMT intern will assist the Fridley Fire Department in all aspects of fire prevention and mitigation, including but not limited to emergency response ride-a-longs, station duties, training, community outreach, administrative duties, and various other duties as assigned. Potential applicants will be from the schools served by their area (Fridley and Spring Lake Park) and will be in their OEC (Opportunities in Emergency Care) programs.

- **Work Based Learning and CTE Advisory Board Initiatives**

Two events will be offered at Anoka Ramsey Community College this spring called "Career Spotlights" in Healthcare and IT. Youth will be invited from all the schools in the Anoka-Hennepin School District to come to the event that highlights careers in those pathways. Employers will be brought in from those pathways to highlight the field and show how to enter the field. CTE partners are constantly promoting WBL and seeking options to refer youth to WEP or internship options.

- **New partnership with YMCA Safe StaY program**

During the pandemic, the YMCA started a housing program in a local motel – they call it the Safe StaY program. They allow the youth to stay at the hotel if they work with a social worker assigned to the project to help with their Independent Living Skills. Now through our partnership, that social worker refers youth to us so we can help with their educational and vocational goals.

- **New P2P Grant**

The ACJTC is a recent recipient of a P2P Grant highlighting three career pathways – Welding (under IROC), CDL- Class B and CNA. IROC is designed to prepare justice-impacted individuals for entry-level manufacturing positions. It will provide two training components: OSHA 10 and an 80 hour Welding class. The CNA program is intended to train individuals for admission into entry-level positions within the healthcare field. The CDL- 'Class B' pathway aims at

helping individuals obtain licensure for driver jobs such as school bus, straight truck, dump truck, or recycle/waste truck operators. ACJTC and project partners will work together to provide wrap-around supports designed to prepare individuals to successfully complete training and achieve employment outcomes. Support services may include, but are not limited to transportation, housing, and clothing. The bridge portion of the training will be taught by ABE instructors who focus on building fundamental skills of individuals by offering ‘contextualized instruction.’ Bridge programming offers basic skills training in reading, math, study skills, good work habits, and includes industry specific developments for career pathway training. ABE and college instructors work together to integrate the training content to ensure participants possess the necessary industry-specific skills needed for their respective field of employment. Culturally sensitive supports and resources will also be provided as needed.

- **Learn and Earn:**

We plan to continue to provide youth the opportunity to earn a stipend through our “Earn & Learn” program. This model was designed to provide a safe and aligned youth skill building activity, accessible by most eligibility-based programs, that includes a stipend for learning new skills-similar to what may have been learned during a regular work experience. Youth are given opportunities periodically to complete Work Readiness Trainings or Skill Development trainings including topics such as: Improving communication skills, Time management, Teamwork, Financial literacy, exploring career interests, Entrepreneurship, and opportunity to earn certificates to add to their portfolio, Microsoft Office (WORD, PPT, Excel, and Access).

- **YouthBuild Partnership:**

This year we will continue our partnership with Youth Build/Tree Trust. Young people that are about to graduate from their program and graduating from a local charter school, Paladin Academy, will be able to apply to the Empowers program to have a paid internship opportunity after their graduation from YouthBuild. Empowers staff work with potential worksites to develop small teams/projects, where the youth can put their new skills to work at a local worksite. Youth that graduate from YouthBuild will have skill sets in Construction and Groundskeeping/Tree Care.

- 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 4)
- Private sector internships, on-the-job training, mentoring, job shadowing, pre-apprenticeship, or apprenticeship training.

Empowers staff work closely with local employers to develop work experiences, internships, mentoring opportunities, job shadowing, OJT’s and pre-apprenticeships. This includes placement in private sector internships or work experiences that align with a

youth's program of study or area of career interest. Individuals placed in these opportunities receive instruction from staff in developing and learning how to apply the elements of work readiness. Mentoring and job shadowing are opportunities considered for those that require additional assistance in developing good work habits and career awareness. Ongoing linkages to private sector employers remain an integral part of the overall agency strategic planning efforts. Business Representatives on the Anoka County Workforce Development Board help provide feedback on industry initiatives and help develop strategy in addressing regional sector needs. This year, due to labor shortages, youth staff have been able to develop new worksites in the private sector that have provide youth the opportunity to gain great job skills including HVAC, Tire Changing, Automobile Mechanics, and Car Dealership Finance.

Apprenticeship Opportunities continue to grow in Anoka County. Local efforts to educate youth and families about apprenticeships has a renewed focus and ACJTC continues to be a part of the Dual Pipeline training options with ATC. The ACJTC hosts and annual Apprenticeship Summit to provide a chance for employers and job seekers to learn about and explore apprenticeship opportunities available in Anoka County. Planning is currently taking place at our Metro Region 4 level to have a summit in 2022 that would be supported virtually on the Metro Easy Virtual Fair System.

Internship Opportunities: Now in our second year, internship possibilities have been expanded. Increased outreach efforts to more private sector employers continue to result in several job opportunities that provide options for youth to work in areas connected to their long-term career goals. These internship opportunities are high-level in work responsibilities and are offered to youth who have already had some work experience, but now would benefit from an internship to build their resume and skill set. These internships are typically longer in length and have a higher pay then the general work experiences. We are starting our second year of a new partnership with the City of Columbia Heights Police Department for two interns and plan to start our new pilot with the City of Fridley Fire Department interns.

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

ACJTC is a vendor for VRS to provide Pre-Employment Transitional Services to serve youth with disabilities that are ages 14 – 21, are attending secondary school and are eligible or receiving services through Vocational Rehabilitation Services (VRS). Staff provide youth resources for career exploration, referrals to work-based learning experiences, opportunities for enrollment in comprehensive transition or postsecondary educational programs, workplace readiness training and instruction in self-advocacy. Work experience opportunities are provided to these youth to help them gain initial job skills and earn wages and gain their first job reference. Youth are co-enrolled under MYP to facilitate this opportunity.

- 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.

ACJTC currently has a Disability Resource Coordinator (DRC) that assists our staff and customers. The DRC provides ongoing training to all staff to ensure that they have the tools necessary to serve clients who have a disability. Special focus is given to the areas of social skills, leadership skills and self-advocacy. Staff are provided a “Resource for People with Disabilities Guide” book, training and access to adaptive equipment, referral assistance and other individualized services. Counseling staff and the DRC focus on serving youth with disabilities including those that are on the VRS waiting list. The DRC forms an IRT as needed to help support established Guideposts for Success with each individual client they are working with. The Disability Resource Coordinator assists staff with referrals and ensures accommodations are offered where necessary. Any new staff hired by the ACJTC, goes through an individual intensive “Disability 101” training with the DRC which includes demonstration of how to utilize agency adaptive equipment.

- Strategies for coordinating with after-school and out-of-school time programming.

The Future Leaders collaboration with the Anoka-Hennepin School District offers an after-school option for students in High School. This program allows full-time students to gain valuable work experience as classroom assistants which then leads to positive impact in their community by assisting younger children in the after-school programs.

The Anoka County Libraries have just started a new Spark after-school program where a large portion of their students fall into one or more categories that make them eligible for our programs. Staff work with youth to assist them with completing homework and do some exploration in STEM training and even IT/Coding training. We will be working with them this year to try and establish new referral processes and see how we can partner together.

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

ACJTC operates both MFIP and SNAP programs onsite allowing for ongoing regular communication between staff working in these programs. The Empowers team has a counselor that has experience with MFIP youth and is a great resource for our team. All program staff are trained and knowledgeable of the myriad of program rules and policies that affect youth through the age of 24. Updates and changes in program policy are shared across programs via email and/or regular staff meetings. Co-enrolling youth is done whenever possible to help leverage resources between the programs. SNAP staff work to identify potential youth that are eligible for program services during the individual SNAP orientations. Once identified, they are given information about the Empowers program and referred to the Empowers Program Coordinator. Looking for ways to co-enroll and integrate services to these youth will remain a top priority.

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:
- a. Who provides the service. If another agency (or agencies) provide these services, describe the scope of service(s) provided and how the WDA ensures participants are receiving appropriate service levels.
 - b. If the service is provided by another agency (or agencies), describe how they were selected, what kind of MOU exists between the WDA and the provider.
 - c. Summarize whether or not WIOA youth funds are used, and/or other funding sources are braided or blended to offset some (or all) of the cost of delivering that particular service.
 - d. Summarize how the required program element is delivered to participants and any "best practices" associated with that element.
 - e. The required 14 WIOA Young Adult Program Elements [P.L 113-128, Sec 129(c)(2) and individually defined and discussed in the final rules at 20 CFR 681.460]:
 - i. Program Element 1: Tutoring, study skills training, instruction and dropout prevention services
 - ii. Program Element 2: Alternative secondary school services or dropout recovery services
 - iii. Program Element 3: Paid and unpaid work experience
 - iv. Program Element 4: Occupational skill training
 - v. Program Element 5: Education offered concurrently with workforce preparation and training for a specific occupation
 - vi. Program Element 6: Leadership development opportunities
 - vii. Program Element 7: Supportive services
 - viii. Program Element 8: Adult mentoring
 - ix. Program Element 9: Follow-up services
 - x. Program Element 10: Comprehensive guidance and counseling
 - xi. Program Element 11: Financial literacy education
 - xii. Program Element 12: Entrepreneurial skills training
 - xiii. Program Element 13: Services that provide labor market information
 - xiv. Program Element 14: Postsecondary preparation and transition activities

Program Element 1:**Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of a HS Diploma or GED:**

Education is always a goal of youth needing to complete secondary education and graduate from high school or receive their GED. Program staff are well versed on the various support services for youth available to assist them in achieving their secondary education goals. Close connections are established between schools and program staff to provide academic support like ABE, school counselors/tutors, and programs like Sullivan Learning Centers. In addition, continued work experience through the program is contingent on a youth's staying in school and making continued progress. The Disability Resource Coordinator (DRC) provides additional help to youth that self-identify as having a disability by assisting them in completing their educational goals and offering supports. Staff also refer to programs offered through the YMCA and Anoka County Libraries for after school homework assistance.

Program Element 2:**Alternative secondary school services:**

Program staff are very familiar with the various Alternative Learning Centers within the Anoka County community, providing outreach to teachers and students regarding services has resulted in numerous referrals. The ACJTC continues to have a staff provide weekly office hours at the satellite office at Anoka-Hennepin Technical College with is co-located with the Anoka Hennepin Technical High School. When a youth has an IEP, counseling staff are included in meetings for case consultation and joint service planning. These meetings have still been taking place virtually during the pandemic.

Program Element 3:**Paid and/or unpaid work experience:**

Empowers staff work closely with local employers to develop work experiences, internships, mentoring opportunities, job shadowing, OJT's, and pre-apprenticeships. This includes placement in private sector internships or work experiences that often align with a youth's program of study or area of career interest. Individuals placed in these opportunities receive instruction from staff in developing and learning how to apply the elements of Work Readiness. Mentoring and job shadowing are opportunities considered for those that require additional assistance in developing good work habits and career awareness. In addition, stipends are awarded to youth that complete pre-approved Earn and Learn activities – which was an added during the onset of the pandemic and continues to be offered at this time.

A best practice for us has been to meet youth where they start regarding work experiences. We consider a progression from a traditional work experience that evolves to an internship that evolves to a placement to be a best practice approach. We offer support, wage increases and direct connections to their plan and try to mimic a real-life scenario of their future working life. We monitor both their grasp of soft skills/work readiness as well as their mastering of tasks assigned to them.

Ongoing linkages to private sector employers remain an integral part of the overall agency strategic planning efforts. Business representatives on the WDB help provide partner leadership necessary feedback on industry initiatives and help develop strategies in addressing regional sector needs.

The WDA does not operate a stand-alone summer work experience program. The year-round program allows for participating youth to increase their work hours during the summer if the program budget permits and/or to transition from a work experience to a more pathway-driven internship.

Program Element 4:
Occupational Skills Training:

Service strategies are developed that align with the needs of local employers that provide opportunities for young people to explore career pathways in targeted key industries and in-demand occupations. Staff utilize several data tools that are found on DEED's website. Young people are encouraged to attend the Career Exploration Workshop on CareerForce. Counseling Staff guide youth in the decision-making process to establish employment and career goals as part of their initial Individual Service Strategy or during an annual plan update. Program funds are used to financially subsidize training paying for unmet tuition, books, and other related training costs. Credentialed training in in-demand occupations can include a variety of WIOA Certified programs through our grants, Job Corps, Long-Term Training and Short-Term Training options.

Program Element 5:
Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupation cluster:

Youth are encouraged to participate in training and work experience concurrently to build experience and earn a credential. Youth work with their counselor to identify training programs that will lead to a career that is in-demand. Staff utilize established relationships with private employers and non-profits, including county and government agencies to create job opportunities for youth that have little or no work experience. Paid internship opportunities are developed for those youth who are participating in a specific career or pathway driven training, postsecondary education plan and exploratory career opportunities. All these opportunities expose youth to occupations in various industry sectors that are indicating long term growth.

The Empowers youth team has added the opportunity for youth to "Earn While they Learn". This model is designed to provide a safe and aligned youth skill building activity, accessible by most eligibility-based programs, that includes a stipend for learning new skills-similar to what may have been learned during a regular work experience. This provides a safe option for those who need to be cautious during the pandemic. Youth are given opportunities periodically to complete Work Readiness Trainings or Skill Development trainings including topics such as:

Improving communication skills, Time management, Teamwork, Financial literacy, exploring career interests, Entrepreneurship, Virtual networking, e-mentoring, and opportunity to earn certificates to add to their portfolio, Microsoft Office (WORD, PPT, Excel, and Access). Youth have also been encouraged to access trainings through Coursera and are given a stipend as they progress and complete sections of a larger course. Youth can also earn a credential through the Learn and Earn model. If the training is credential bearing it must tie to the ISS, assessments must be completed and documented, the training must be pre-approved (short-term training– 6 months or less), the school must be a WIOA approved training provider, and they need to have the ability to earn a WIOA Approved Credential. Learning must be active and documented, participants can earn up to a \$50 stipend per week. A maximum of \$500 can be earned during a 6-month time frame.

Program Element 6:
Leadership Development:

Through our partnership with the YMCA, youth are invited to Independent Living Skills (ILS) classes. These hands-on trainings (offered virtually during the pandemic) encourage responsibility, independent living skills such as budgeting and making positive choices as well as other positive social and civic behavior. Other activities that encourage responsibility and leadership include Future Leaders, 4H, Fridley Community Center programs, Community Volunteering and Student Council. Membership on the Youth Standing Committee is another option to build leadership skills. At the worksite, during paid work experiences we encourage youth to get involved and participate in leadership and/or observe good leadership qualities from their team/leaders. During the year, Learn and Earn activities are offered that relate to leadership development topics that the youth can complete and earn a payroll stipend. The initiative with Anoka-Hennepin School District, Future Leaders, is specifically meant to train and mentor new leaders in their schools and local community.

Program Element 7:
Support Services:

Empowers staff provide support services to young adults after needs are identified through assessment and documented on the ISS. Support services provided include things such as transportation assistance (bus passes, mileage reimbursement, driver's training), clothing for work (interview outfits, work uniforms, work boots), school costs (tuition, books, uniforms – once financial aid is exhausted), testing fees such as GED test fees and certification costs. Incentives in the form of gift cards are also awarded once the young person meets goals outlined in their ISS.

Program Element 8:
Adult Mentoring:

This is a formal relationship between youth and an adult (other than the case manager) which lasts at least 12 months. Examples: Big Brothers Big Sisters, an advisor at the college, local mentoring programs at the YMCA, 4H and Fridley Community Center. If placed at a work

experience, the on-site supervisors also provide strong mentoring, teaching work readiness skills, occupational skills, and communication skills.

Program Element 9:

Follow-up services:

All WIOA youth are notified that they are eligible and encouraged to stay connected for at least 12 months of follow-up services at exit. They are expected to stay in contact with their counselor during this time. Empowers staff utilizes WF1 to track and monitor all quarterly follow-ups for youth that exit. As an internal tracking method, counselors receive a monthly report listing youth needing to be contacted during the follow-up period. The Empowers Incentive Policy provides gift card incentives to youth when quarterly outcomes are met throughout the follow-up process. Youth are issued gift cards in nominal amounts when obtaining a credential, full-time employment, and/or maintaining full-time employment for 12 months. During the 12-month follow-up time counselors can assist with support services and send out information to youth about on-site hiring events, community resources and other services they may be interested in.

Program Element 10:

Comprehensive guidance and counseling:

From the first orientation to the time of exit, staff assess, provide career services, develop goals, and monitor progress of the individual plan with the youth to help them meet their goals. When young people share struggles that necessitate professional counseling or treatment, staff will refer to counselors, clinic, and treatment facilities as appropriate. Helping youth navigate various systems is at the heart of what we do, and we aim to help them take agency in that developing skill set.

When working with a youth that is working with another counselor from another agency – we ask for releases from both the youth and the agency to coordinate services.

Program Element 11:

Financial Literacy:

As staff work with youth on long term goals, budget discussions become key in career planning: projecting current needs to pay for school, but also long-term financial goals leading to self-sufficiency. There is a budget section in the Youth Handbook and youth are given opportunities through “Learn and Earn” about financial literacy topics. The youth team also have created a financial literacy library that is accessible on the Job Training Center Website on our youth tab called “Money Matters: Spending & Saving Tips”. Information on this platform is grouped by topics of: Purchasing Tips, Savings Tips, Tax Tips, Identify Theft, Holiday Savings and Other topics. Staff update this regularly to keep the information as current as possible. Financial literacy activities are focused on throughout their enrollment, but special focus is given when training and or employment (of any kind) is started or progressing or finishing/exiting.

Program Element 12:**Entrepreneurial Skills Training:**

Counseling staff provide information to youth who are interested in starting their own business through our community county partner that specializes in entrepreneurship – “Open to Business”. They provide information to the young people about how to start your own business and how to access funding and support to be successful. Staff also have available “A Guide to Starting a Business in Minnesota” manuals created by SBB that they can provide to youth that want to explore this option. Additional options include referrals to SCORE, Business Professionals of America (in-school), Women Venture, Junior Achievement, and SBDC. Staff offer training in this area through Learn and Earn as well.

Program Element 13:**Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local areas:**

Staff provide and review labor market and employment information about in-demand industry sectors throughout enrollment and is indicated on the first page of the ISS. The JTC offers Hiring Events several times a month. We have started to offer these in-person and hope to continue to with the changes in the pandemic. These events provide an opportunity to connect job seekers with local business. During the year the JTC plans to provide in person (or virtual if needed) industry specific job fairs (Healthcare, Manufacturing, Construction, Youth Specific, Apprenticeships that highlight job openings in high-demand fields which have included employer guest speakers (or on-line virtual panels) who talk with the job seekers/youth about what they seek in good applicants and provide opportunity for interested youth to apply for current openings. The ACJTC also participates in regional career fairs and promotes heavily to our participants.

Youth counseling staff have returned to area schools in a limited amount to participate in on-site career fairs. This Spring, Blaine High School will be focusing specifically on jobs in the trades and Anoka Ramsey is hosting (under CTE) two events one in IT and one in Healthcare careers.

Program Element 14: Activities that help youth prepare for and transition to post-secondary education and training:

Staff assist youth in their transition to post-secondary training by utilizing several program elements such as work experience/internships, job shadowing, mentoring, career exploration, college tours, training fairs and encouraging participation in our Career Exploration Workshop. When young people are ready to seriously consider a training program, staff work with them to complete a short-term or long-term training packet, which includes Labor Market research and personal budgeting information. TRIO staff are also co-located on-site (or virtually) to assist young people with their FAFSA applications. Additionally, as part of the local CTE Consortium goals, we are researching ways to connect

to CTE students (and their parents) upon completion of 1 or more CTE classes to assist them and help understand the aligned service options of workforce programs.

Attachment 1H

Workplan: Youth Program Service Delivery Design Addendum to Enhance Services to In-School Youth (ISY) Who Are Homeless or in Foster Care

(Applies to WIOA Youth funded programs ONLY)

IMPORTANT NOTE: The waiver granted by the U.S. Department of Labor to the State of Minnesota allows WDAs the option to enhance services to homeless, in-school youth and foster care youth who are in school and reduce the statutory requirement for OSY expenditures from 75 percent to 60 percent. Please complete the following questions and send it to DEED for review and approval. Once approved, this will be incorporated into your existing workplan. A separate budget template is also included and must be used in place of the "regular" budget form traditionally used by WDAs.

Questions to be completed:

1. Please describe your WDA's strategies for outreach and recruitment of homeless in-school youth and/or in-school youth in foster care.

Youth Experiencing Homelessness:

- **Working Directly with Schools:** Empowers staff are connected through regular electronic communications with the school district staff to identify youth that are experiencing homelessness in their schools. Staff work with the school districts homelessness liaisons and Social Workers in the six local school districts. These staff identify youth, especially those that are referred the youth that are identified as McKinney-Vento Act students by the Social Workers and get information to them about the services we provide and make referrals directly with the AC Program Coordinator. Our Standing Youth Committee has at least 3 members connected to services for youth experiencing homelessness. Helping to reduce or eliminate homelessness is a multi-agency priority in Anoka County.
- **Transitional Housing Agencies:** Empowers staff work closely with Hope Place, the Transitional Housing program in Anoka County and with Hope4Youth, a local drop-in center for homeless youth, and Stepping Stone Shelter which is an adult homeless shelter providing emergency services for young adults age 18 and older. Staff maintain weekly virtual hours at Hope4Youth and will provide dedicated hours every week for intensive case management services to youth housed at Hope Place. Our Job Training Center team also provides updates and receives referrals from Stepping Stone Emergency Housing.
- **YMCA Partnership:** Empowers staff work closely with the YMCA and has ongoing communication regarding program services and receives referrals from the Y's

Youth Outreach and Intervention Programs targeting homeless youth. The YMCA sponsors different housing programs for youth that Empowers staff stay well versed on and make every effort to help connect homeless youth. The YMCA has a grant to fund STAY Safe to assist youth experiencing Homelessness by offering a hotel room while they work and earn income as well as work on other personal needs.

- **Job Corps:** Empowers works closely with Job Corp staff which also serves a high population of youth that struggle with homelessness or have run away.
- **Standing Youth Committee Representation:** Staff from Hope Place/Hope 4 Youth, Job Corps and the YMCA sit on our Standing Youth Committee to ensure strong linkages and referral processes.

Foster Youth

- **Anoka County Foster Care Team Partnership:** Empowers staff work directly with the Anoka County Foster Care Team. Staff are in regular communication with the Foster team which ensures ongoing referrals of youth most in need and go and speak at unit meetings to update staff on referral process and services available.
 - **Standing Youth Committee Representation:** There are two Anoka County Foster Care staff on the Standing Youth Committee.
 - **County-wide Coordination:** An Empowers counselor is part of an on-site Youth Team that meets once a month. This group is made up of staff from the Foster Care Unit, ACJTC staff, Anoka County staff from the Minor Parent Program, ACCAP Child Care, Economic Assistance, and Public Health. This provides an opportunity for ongoing discussions about Empowers and the services we can provide in tandem.
2. Identify school district(s) you would anticipate working with to recruit homeless, in-school youth and in-school foster care youth.
 - Anoka-Hennepin School District
 - Fridley School District
 - St. Francis School District
 - Centennial School District
 - Columbia Hight's School District
 - Spring Lake Park School District
 3. What services would you anticipate may need to be provided above and beyond what you are already offering?
 - Possible need for increase in support services due to COVID 19 Pandemic and the extra needs of youth experiencing homelessness during this national health crises.
 - Possible need for increase in support services due to opioid crisis and the extra

needs of youth experiencing homelessness identified through the statewide efforts to address this national health crises as well as the Pandemic impacts.

- Services to address any academic gaps caused by the virtual learning cycle experiences since Spring term of 2020, the learning/teaching methods have changed greatly – not all learners adapted to learning remotely.
- Expanded opportunities for paid internships, OJT's, and work experiences to meet the need of a rapidly changing workforce and that could align services with other local initiatives such as Project Search and Dual Pipeline grants (if funding is secured).
- Increase on-line virtual services to serve youth that are unable to meet with counseling staff physically.

**[Attachment 4]
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				
<p>Anoka County Juvenile Corrections</p> <p>Increased referrals of youth on probation or transitioning from the Juvenile Center. Empowers provides counseling & guidance to both juvenile and adult offenders on seeking employment with a criminal background. JTC has a current staff person who serves as a liaison with Corrections.</p>	<p>Anoka County Social Services – Foster Care Unit</p> <p>Increased collaboration with county social workers to identify and serve youth aging out of the foster care system and assist them with the application process to the program. In addition, attend IEP meetings and work with the designated team of professionals providing support to disabled foster youth.</p>	<p>Northwest Metro CTIC (Community Transition Interagency Committee)</p> <p>Improved collaboration through a special education cooperative interagency committee for youth with disabilities, beginning at grade 9 or age equivalent, and their families. ACJTC’s DRC is an active member of this committee.</p>	<p>Job Corps</p> <p>Expand relationship with St. Paul Job Corps Center providing young adults with resources that would benefit them after completing a Job Corps training program. Job Corps has a high population of low-income, HS dropouts, and homeless youth. Increase information to staff as well to better understand which youth would qualify for certain programs.</p>	<p>Area School District Targeted Mailings</p> <p>Provide program information to schools for them to send to students that drop out of school. Increase partnerships with different programs that help individuals who have already dropped out of school.</p>

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				
<p>Compass Program Increased outreach to educational programs with high population of youth offenders or those dismissed from typical academic setting for behavioral reasons.</p>	<p>Area School District Case Managers and Work Experience Coordinators Build stronger school and community partnerships to connect youth with resources beyond secondary school structure. Anoka County’s Outreach to School efforts is the structured approach to establishing these connections.</p>	<p>Hope4Youth Outreach and Hope Place Case Management Identify needs and coordinate services to youth that have a disability. Currently 50% of the youth at Hope4Youth and Hope Place self-attest that they have a disability.</p>	<p>Emma B. Howe YMCA and Safe StaY Program Ongoing and regular communication between Empowers Program and YMCA staff to identify potentially homeless and homeless youth and help connect them with available community resources.</p>	<p>Job Corps: Increase connections to youth that are unable to successfully complete their Job Corp training. Provide linkages for these youth to connect with Empowers to develop a personalized employment and training plan.</p>
<p>Hope 4 Youth Outreach and Hope Place Case Management Increased efforts to identify and serve ex-offenders. Currently 40% of the young people at Hope4Youth and Hope Place have some sort of record or are on probation.</p>	<p>On-Site Youth Team Collaborating with partners serving youth in quarterly meetings and coordination of Anoka County staff from Minor Parent Program, Anoka County Foster Team, ACCAP Child Care, Economic Assistance, and Public Health. This is an opportunity to continue to discuss the Empowers Program with these programs that work with youth.</p>	<p>Vocational Rehabilitation Services Increased partnership with VRS located onsite at the Blaine Human Service Center. Provide vocational rehabilitation services in helping transition youth with disabilities to self-sufficiency. Youth Counselor and the DRC maintain regular contact to streamline referrals.</p>	<p>Hope4Youth & Hope Place Provision of weekly on-site intense case management with youth living at Hope Place. Continued weekly on-site outreach efforts at Hope4Youth to provide resources and information about jobs and training.</p>	<p>Hope4Youth Outreach & Youthlink at Hope Place Expanding our outreach to potential high school drops outs through our new partnerships with Hope Place and Youthlink. Currently 50% of the youth serviced by Hope4Youth don’t have their High School Diploma or GED.</p>

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				
<p>TRIO - Educational Opportunity Center (EOC) Coordinating with TRIO representatives to identify potential youth applicants; and refer college bound youth for assistance. Located onsite at CareerForce in Blaine and ARCC, TRIO provides additional assistance with filling out FASFA and college applications and connecting students with other supports at the college.</p>		<p>Career Connections Referrals Supporting individuals that don't meet the TABE cut scores for Career Pathways because of learning disabilities/development disabilities. Youth are enrolled in Empowers and offered other trainings and support that can accommodate their limitations.</p>	<p>Metro North Adult Basic Education Build on partnership with Metro North to increase referrals and identify youth that that could use support to get their Diploma /GED.</p>	<p>Area Learning Centers Strengthen network with ALC's in service area to increase blending of resources and additional assistance to 'super seniors' and those students at risk of dropping out.</p>
		<p>Anoka County Disability Units (DD Unit, Children's Mental Health, etc.). Assisting youth with disabilities ages 18 – 21 by giving them the opportunity to have an OJT through Employment for All.</p>	<p>Stepping Stone Shelter Refer homeless youth ages 18 – 24 who need temporary shelter. ACJTC instructors facilitates job search workshops two times a month and maintain regular contact with shelter staff to identify and connect with youth to training and employment services.</p>	<p>Anoka County Libraries Spark Program. Spark is an after-school program where a large portion of their students fall into one or more categories that make them eligible for our programs. Staff work with youth to assist them with completing homework and do some exploration in STEM training and even IT/Coding training.</p>

ANOKA COUNTY WORKFORCE DEVELOPMENT BOARD

Important Meeting Notice

Due to Governor's Emergency Executive Order 20-30, and a determination by the county board chair that public attendance was not feasible due to the health pandemic, members of the public were not allowed to attend this meeting in person. Public members were able to monitor this meeting through WebEx (information posted on website). Public monitoring in this manner is done pursuant to Minn. Stat. 13D.021.th. The board sets priorities and policies that focus on local workforce needs and ensure that programs and agencies work together to meet those needs. The goal is to create a responsive workforce development system for both employers and job seekers.

Meeting Minutes of Thursday, April 1, 2021

The Anoka County Workforce Development Board Meeting was called to order by Chair Barnes at 7:30 a.m.

I. ROLL CALL

MEMBERS PRESENT: Shirley Barnes, Elaina Bleifield, Debby Boyd, Shym Cook, Terry Hart, Lori Higgins, Curt Jasper, Becky Johnson, Paul Johnson, KC Kye, Jessica Lipa, Patrick McFarland, Jennifer Mudge, Jim Nimlos, Stacie Sayre, Theresa Zingery

NON-MEMBERS PRESENT: Commissioner Mandy Meisner, Commissioner Scott Schulte, Brad Thiel, Dorothy Radermacher, Tim O'Neill, Patrick Hobot, Lee Okerstrom, Cindy Cesare, Bridgett Backman, Nicole Swanson, Krista Peterson

II. APPROVE ADOPTION OF THE AGENDA

Addition to the Agenda:

- Approve National Emergency Grant

MOTION by Lori Higgins to adopt the Agenda as amended. Seconded by Elaina Bleifield.

UPON A VOICE VOTE, ALL VOTING AYE, CHAIR BARNES DECLARED THE MOTION CARRIED UNANIMOUSLY.

III. APPROVE March 4, 2021 MEETING MINUTES

MOTION by Theresa Zingery to approve the minutes are presented. Seconded by Shym Cook.

UPON A VOICE VOTE, ALL VOTING AYE, CHAIR BARNES DECLARED THE MOTION CARRIED UNANIMOUSLY.

IV. APPROVE PY21 WORKFORCE INNOVATIONS & OPPORTUNITY ACT YOUTH PLAN AND SFY22 MINNESOTA YOUTH PROGRAM PLAN – Bridgett Backman, Job Training Center – Employment Services Manager

Local Workforce Delivery Areas are required to submit to DEED annual plans to secure funding to deliver WIOA and MYP programs, the plan is due April 2, 2021. DEED has not received final allocations from the Federal Department of Labor however, local plan narratives still need to be submitted. Funding will serve in-school and out-of-school youth ages 14-24 providing outreach, comprehensive assessments, case management, career counseling, paid work experience, career pathway opportunities, and incentives/supports for post-secondary academic completing. The plan focusses on partnerships to decrease high school dropout rates and racial inequities, prevent homelessness, and improve outcomes for justice involved youth, young people aging out of foster care and youth with disabilities. The goal is to leverage resources to help those who have significant barriers to employment and are under-served in the workforce by empowering and assisting them to achieve education, workplace, and personal success. The plan is to serve 210 depending on the final budget allocation.

MOTION by Theresa Zingery. ACJTC may award grants or contracts on a sole-source basis if the Workforce Development Board determines there is an insufficient number of eligible providers of youth workforce investment activities in the local area. Currently, the JTC is seeking support for the local plan and additionally recognizes there is no present need to RFP for additional youth service providers as the JTC can keep pace with demand. Seconded by Elaina Bleifield.

UPON A VOICE VOTE, ALL VOTING AYE, CHAIR BARNES DECLARED THE MOTION CARRIED UNANIMOUSLY.

V. APPROVE YOUTH AT WORK COMPETITIVE GRANT APPLICATION SFY 22-23 – DEPARTMENT OF EMPLOYMENT AND ECONOMIC DEVELOPMENT OFFICE OF YOUTH DEVELOPMENT – Bridgett Backman, Job Training Center – Employment Services Manager

DEED announced availability of funding for Youth at Work Competitive Grants and the maximum amount that can be requested by a single applicant is \$850,000. Proposals are due April 9, 2021 with contracts in place by July 1, 2021, to operate through June 30, 2023. ACJTC is requesting \$150,000 to serve additional youth with expanded focus on career exploration for post-secondary education, work experiences with training and internship opportunities, sector-based summer camps and Earn and Learn. The goal is to provide students with information about education and training requirements for careers in high-growth, high-demand occupations, serve youth from communities of color who are under-represented in the workforce and serve youth with disabilities. Priority of service will be for youth ages 16-24 who are under-represented in the workforce, economically disadvantaged and/or have at-risk characteristics.

MOTION by Elaina Bleifield to approve the Youth at Work Competitive Grant Application SFY 22-23. Seconded by Lori Higgins.

UPON A VOICE VOTE, ALL VOTING AYE, CHAIR BARNES DECLARED THE MOTION CARRIED UNANIMOUSLY.

VI. APPROVE NATIONAL EMERGENCY GRANT (NEG) – Nicole Swanson, Job Training Center – Director

DEED's Employment and Training Division is seeking proposals for funds to be used to serve dislocated workers and pay the wage and benefits for those who will be placed in temporary employment in Disaster Recover Humanitarian jobs. Employers have a great need for workers to assist those impacted by COVID-19 or conduct services and activities to help maintain the health and safety of the community. Proposals are due on April 2, 2021 and funding duration is through June 30, 2022. ACJTC will receive approximately \$179,541 that will support program administration, employment and training staff and serve about 15-20 individuals. Services include case management, on-the-job training opportunities, employer partnerships and placement activities, work readiness training and support services. Targeted positions may include food shelf worker, homeless shelter worker, mental health call center operator, personal care assistance, contact tracer or community health worker.

MOTION by Elaina Bleifield to approve the National Emergency Grant Application. Seconded by Becky Johnson.

UPON A VOICE VOTE, ALL VOTING AYE, CHAIR BARNES DECLARED THE MOTION CARRIED UNANIMOUSLY.

VII. TIM TALK – Tim O'Neill, Labor Market Analyst – Department of Employment and Economic Development

- New statewide and county level labor force statistics were recently released. There is a significant increase in unemployment numbers and jobs lost in 2020.
- Hardest hit industries include restaurants, traveler accommodation, employment services and elementary and secondary schools. These industries report employing more diverse workers earning lower wages.
- MN currently has approximately 130,000 unemployed persons actively looking for work. The unemployment rate for MN is 4.3% but when you calculate the underemployed and those discouraged from looking for work the actual unemployment rate is 10.8%. Unemployment rates vary by population: white 5.9%, black/African American 9.2%, Hispanic 7.5%, and youth 13.7%.
- Anoka County unemployment rate is 4.5% (8,700) unemployed, down from 9.8% in May 2020.
- 604,940 or 22.6% of the workforce are teleworking due to the pandemic. It is easier to telework with those who have a bachelor's degree or higher, harder for those with a high school diploma or less.
- Some unemployed persons have dropped out of the labor force because of concerns about health and safety due to COVID or they are waiting to go back to jobs they had prior to COVID. The baby boomer generation is a significant part of the labor force and the pandemic accelerated their retirements. Some mothers are not participating in the labor market to take care of their children due to virtual learning.

VIII. OTHER BUSINESS – Shirley/Nicole

- **New Dislocated Worker YouTube Video – Bridgett Backman**
Video will be posted on www.anokacounty.us/dw next week.

Executive Director Updates

Infrastructure Funding Agreement (IFA) – previously on hold by DEED due to Federal questions, DEED recently reported they will remove forward and review submitted IFA's.

One-Stop Operator Request for Proposal will be released tomorrow, and Board volunteers are needed for a sub-committee to review any applicant proposals. Reviewing applications would take place the end of May with recommendations for a new One-Stop Operator to be selected by the end of June. Email Nicole if interested in volunteering.

A Statewide extension was received from DEED for the Annual WIOA Plan, extended to May 31, 2021. A summary will be provided to the Board in June for approval.

DEED and unemployment insurance staff have been calling unemployment applicants and have had a 60% success reaching people. Feedback is that people are not ready to return to work with some waiting for the vaccination rollout, virtual learning with children, extended unemployment benefits until September 6, 2021 and additional stimulus funds that were sent to individuals and families.

Changes to the Workforce Development Fund – at this time a 41% cut for dislocated workers services is recommended statewide based on the budget information reviewed. Letters have been sent to key legislators by all Workforce Development Boards asking for strong reconsideration of this proposal. We have requested that during a pandemic this isn't the best time to make legislative changes to this fund.

MOTION by Patrick McFarland to support that the Workforce Development Funds be used at CareerForce locations and not make any changes to this fund during the COVID pandemic. Local Workforce Development Boards will continue inclusive conversations with staff and employer input. Seconded by Paul Johnson.

UPON A VOICE VOTE, ALL VOTING AYE, CHAIR BARNES DECLARED THE MOTION CARRIED UNANIMOUSLY.

- Other Partner Updates

Reopening of CareerForce locations – DEED has engaged with discussions about reopening. Locally the building is closed to the public until June 1. Local planning and discussions continue to take place.

Lori Higgins shared that yesterday there was a Virtual Career Fair with Spring Lake Park High School students and over 300 students registered to attend. It was a successful event and she thanked ACJTC staff for taking time to help organize this event on the Anoka County Easy Virtual Fair platform.

KC Kye was recognized for being featured in MN Chamber Foundation article “The Economic Contributions of Immigrants in MN”. Congratulations KC! The article will be emailed to the Board.

ADJOURN

Chair Barnes declared the meeting adjourned at 9:00 a.m.

Empowers **Youth Programs**
operated by Anoka County Job Training Center -WDA 12
Long-term Training (ITA) Policies and Procedures

Approved: March 21, 2021

Last updated: 01/27/2016

Local Policy Required: Yes

Programs impacted: *For youth participants enrolled in the WIOA Youth, MYP and Youth at Work*

Reference: <https://mn.gov/deed/programs-services/office-youth-development/youth-programs/wioa-youth.jsp>

<https://mn.gov/deed/programs-services/office-youth-development/youth-programs/wioa-youth.jsp>

See: Ch. 12

Background

The goal of the long-term training (LTT) component is to provide individuals the opportunity to acquire the education, skills, and credential necessary to enter the workforce in sustainable jobs with good wages and a strong labor market outlook. Training programs must lead to a credential, WIOA certified and/or approved by the OHE. Training providers must be listed on the Education Training Provider List (ETPL) or exempted by the OHE. Credentials must be able to be attained within 2 years or less. Individuals who do not have a bachelor's degree are priority for LTT.

Requirements for Long-Term Training Plan Approval

1. Career assessments and counseling must support your training/degree choice by showing that it is a good fit with your interests, values, abilities, goals, and needs.
2. Provide college entrance test results and/or college transcript documenting that you are ready for college level coursework.
3. Provide a letter from the school stating that you have been accepted into the program/major and the anticipated start date.
4. Apply for federal financial aid annually and provide a copy of your financial aid award letter.
5. Create a budget worksheet demonstrating a valid plan for meeting household expenses while attending school.
6. Print information from Career Education Explorer or another valid LMI site. Labor market research must show that this occupation/industry is projected to have average or above average growth and livable wage potential.
7. Submit a "Long-term Training Proposal" packet at least 1 month before training starts which documents that all the above criteria have been met.

Please note:

All funding decisions are revisited on a semester-by-semester basis, we will try to assist you with your educational goals over the course of your two-year degree plan with us. However, ACJTC reserves the right to adjust our assistance levels dependent on the available funds allocated each program year.

Requirements during Completion of Long-Term Training

1. Maintain enough credit hours to finish the approved course of study within the timeframe established under the approved training plan.
2. Maintain at least a 2.0/ C grade point average (GPA).
3. Submit grades to your Counselor at the end of each semester.
4. Maintain satisfactory progress throughout training so that the established graduation date is achieved.
5. Contact your counselor immediately if issues arise that may postpone graduation to explain those issues, discuss solutions, and determine if an extension can be granted. (Multiple extensions of graduation dates are not typically approved.)
6. Enroll only in classes required for the degree/diploma agreed upon in your plan.
7. Submit fee statements and book requests to your Counselor at least 2 weeks prior to the start of each semester. Current funding can be used only for tuition, fees, and books. Tools, uniforms, supplies are the student's responsibility.
8. Apply for financial aid at least 2 months prior to the start of each school year and provide your Counselor with a copy of your financial aid award letter every year.
9. Update and sign an Individual Training Account, Employment Plan, Budget form and Release of Information at the beginning of every school year.
10. Seek and/or accept only jobs that are temporary/seasonal. Talk to your Counselor if you need an exception to this rule.
11. Attend meetings and appointments with your Counselor as scheduled/requested.
12. Respond promptly to emails and calls from your Counselor.
13. Inform your counselor immediately if you drop, withdraw from, or fail a class.
14. The program can grant a one-time leniency to pay for one re-take class if the participant has explained the circumstances that caused him/her to fail or withdraw and the counselor is satisfied that the issues that caused him/her to not complete the class have

been resolved. Be aware of your school's deadlines for dropping classes so that fees are not paid for dropped classes.

15. Upon graduation, provide your Counselor with documentation from the school of the degree/credential awarded.
16. If your occupation requires licensing, you must commit to acquiring that license as soon as possible and provide a copy of the license to your Counselor. Required testing and licensing fees may be reimbursed if testing is completed and occupational license is awarded within 60 days of graduation.

Exceptions to these requirements are considered on an individual basis upon the request of the participant. Failure to meet these requirements may result in probation, suspension, or termination of your LTT training plan.

Requirements Upon Completion of Long-Term Training

1. Meet with your Counselor one month prior to graduation to develop a job search plan.
2. Follow your plan & counselor recommendations until you start a fulltime job in your field.
3. Provide your counselor with your new employer's name, your job title, wage, & start date.
4. Cooperate with quarterly post-placement follow-up for the 12 months following exit from our program
5. If you should need with job search or job retention strategies within the 12 months after exit, please notify your counselor or one of our Youth Team staff.

Incentive Policy for *Empowers* Youth Programs

Anoka County Job Training Center

Updated December 13, 2021

For youth participants enrolled in the WIOA Youth, MYP, TANF and Youth at Work programs

WIOA Youth funds can be used to provide incentives for recognition and achievement to eligible youth seeking assistance with academic and employment success. Funds can be used in the form of “incentives” to be used to encourage and motivate WIOA youth to reach specific goals and obtain positive outcomes. The MYP Program, TANF Program and the Youth at Work Program does not have any policy prohibiting or limiting the use of support services funds for incentives.

IMPLEMENTATION

- Incentives are awarded upon the completion of activities that are tied to goals in each participant’s Individual Service Strategy (ISS). The Empowers Counselor will have the ability to make the decision about when and if the participants receive the incentives.
- The incentive payments below shall be awarded equitably to eligible participants.
- The incentive awards will be part of the overall Supportive Services expenditures and tracked in WF1. A case note will be made for each incentive awarded and listed on the participant’s ISS.
- Incentives are not to exceed \$200 in a 12-month calendar year for an individual youth.
- All incentives may be limited by program funding availability.
- Typical incentives may include but are not limited to retail gift cards and gas cards. Incentives may never be issued or used for entertainment establishments.
- The incentive policy will be reviewed on an annual basis.

GED Students:

- \$25 Completing and passing the battery of GED Ready tests (all four sections)
- \$25 Attaining GED – must provide copy of GED

Diploma Students:

- \$50 Receiving diploma – must provide copy of diploma or transcript

Out of School Youth with Combined Educational & Employment Goals:

- \$25 Submitting documentation needed for measurable skills gained related to ISS
- \$50 Securing permanent employment at 30 hours a week and providing employment information and/or a copy of a pay stub to their Empowers Counselor.
- \$50 Submitting a copy of a credential while enrolled or within one year after exit (i.e. AA degree, CNA). For 1st credential only. Youth must turn in copy of certificate/degree to receive incentive.
- \$50 Submitting a pay stub showing employment during the 4th quarter after exit quarter

INDIVIDUALIZED INCENTIVES:

Counselors will award an incentive that is tied to an educational or work experience goal that is outlined in the ISS that is tailored to the individual needs of the youth and approved by the Empowers Program Manager.

WIOA Young Adult Funding Limits and Procedures (May 2019)

**Please paper clip (no staples) all accounting documents*

TRAINING

Training that leads to a credential:

- \$7,000 max per year for tuition/required books that is approved by the counselor.
- No computer software, tools or supplies
- All training funds must be obligated before training begins.

Mileage for students:

- \$100 maximum mileage reimbursement per month. Reimbursed at current rate approved by agency.
- Proof of valid Minnesota driver's license and current insurance on the vehicle is in client file.
- Obligate for the mileage reimbursement before the training begins.
- Customers will be reimbursed for mileage based on the school attendance logs.
- Travel that occurred more than 60 days prior to submission date will not be reimbursed.
- Bus cards can be provided if mileage is not an option for the customer.

Flexibility for reimbursement in a check or with gas cards

SUPPORT SERVICES FOR JOB SEEKERS/JOB STARTERS

Always refer customers to community resources first.

Mileage

- \$100 maximum mileage reimbursement per month.
- Proof of valid Minnesota driver's license and current insurance on the vehicle is in client file.
- Reimbursed at \$0.30 per mile for travel to/from WFC, job interviews, 1 to 2 community networking group/week, and job fairs as approved by the counselor.
- Reimbursement for travel outside the metro area requires pre-approval from the counselor
- Gas advances for job search and job start with justification documented in customer's file.
- Travel that occurred more than 60 days prior to submission date will not be reimbursed.
- Bus cards can be provided if mileage is not an option for the customer.
 - ✓ Assist with Bus Cards or Mileage for Work Experience or Internships for the first month but then teach them how to budget for transportation moving forward with their paycheck.

Clothing

- \$150 maximum for job search/job start clothing only.
- Purchase orders are the preferred method of payment.
 - ✓ Refer clients to one of the preferred vendors listed in the Purchase Order drop down list.
 - ✓ Attach a transaction/no-sale slip to the PO request that details the items to be purchased as well as the cost for each item.
 - ✓ Submit the original sales receipt *with customer's signature* to accounting department after purchase.
- Reimbursements for clothing purchases may be done as an exception IF:
 - ✓ Counselor approval was obtained prior to purchase
 - ✓ Case notes document why a purchase order was not used to purchase the items.
 - ✓ The original receipt is submitted with the reimbursement request *and is signed by the customer.*

- ✓ Purchases made by credit card require that a copy of the statement showing the client's name and the transaction be submitted with the reimbursement request.
- ✓ Purchases made by check require that a copy of the cancelled check or a copy of the bank statement showing the customer's name and the transaction be submitted with the reimbursement request.
- Clothing purchases at vendors who are not currently listed in the drop-down box but who are willing to accept purchase orders may be done with prior approval by the accounting dept.

Drivers Education Training

- Cover up to 4 hours of lessons and the road exam
 - ✓ Can do 2 additional hours if they fail the road exam, customer needs to verify they failed.

Tools

- \$300 maximum. Case notes document justification for the purchase.
 - ✓ Written verification from the employer that the requested tools are required to start the job is in the client's file.
 - ✓ Attach two itemized bids that include each item's description and cost to the PO request.
 - ✓ Submit a tool agreement signed by the client and counselor to accounting department

RARE SITUATIONS:

Rent

- Very rare instances will we assist with rent. Customer would need to show verification that they will be able to pay rent in the future. –
- Requires pre-approval by the Employment Services Manager.
- Provide a copy of the lease stating the monthly rent amount as well as the names of the rentee and renter.

Car Repairs

- Requires pre-approval by the Employment Services Manager as budget is limited.
- Proof of valid Minnesota driver's license and current insurance on the vehicle is in client file.
- Attach two itemized bids that include each item's description and cost to the PO request.
- Purchase orders are the preferred method of payment.
 - ✓ Refer clients to one of the preferred vendors listed in the Purchase Order drop down list.
 - ✓ Attach estimates to the PO request that details the repairs needed as well as the cost for each repair.
- Repairs at vendors who are not currently listed in the drop-down box but who are willing to accept purchase orders may be done with prior approval by the accounting dept.

Memberships

- Only if it is cost effective to pay for training. Must provide documentation.

Licenses

- Limited bases – We will not pay for Real-estate licenses or other licenses needed for self-employment.
- Renewal of an occupational license needs to align with the employment goal. It is a support service – not training.

NOT COVERED:

- Mortgage Payments
- Fines
- Back Payments
- Costs accrued before enrollment

Anytime we reimburse a client we need original receipts when possible.

If the transaction was done online then the transaction receipt is the only option.

If you are doing a reimbursement- the client needs to write a statement on the receipt requesting reimbursement and **sign and date** it or they can sign and date the vouchers request. Counselor also needs to sign the voucher.

If paid by a credit card, we need a copy of the transaction on the credit card statement. Customer should black out other transactions on statement.

FYI - Card numbers can be blacked out. In fact, when accounting receives copies of credit card statements that show the card numbers we black them out before processing.

If there are extenuating circumstances in any category, see supervisor for approval.



Youth Performance Evaluation

Name of Youth: _____

Supervisor: _____

Job Title: _____

Worksite: _____

Please Rate the youth on a scale of 4 to 1

Pick 4,3,2, or 1 to describe progress	4	3	2	1	Your Rating
Attendance	100% attendance or few absences	One absence per month, notifies supervisor ahead of time	Two to three absences per month, seeks to make up missed work	Misses four or more days per month affecting work performance	
Punctuality	Almost always arrives for work and returns from breaks on time	Usually arrives to work and returns from breaks on time	Often arrives to work late, calls supervisor to alert them	Nearly always late to work, does not notify supervisor	
Presents a neat appearance	Always dressed appropriately, always appears put together and clean	Dresses appropriately, appears put together	Does not dress appropriately often	Never dresses appropriately appears un-kept	
Shows initiative	Remains on task through completion of work, seeks out next tasks	Almost always remains on task, asks what to do next	Needs some direction to stay on task	Slow to start tasks without a lot of direction, needs frequent reminders to stay on task	
Follows instructions	Listens to directions and completes task correctly the first time	Listens to directions, needs a few reminders about how to do things correctly	Listens to directions, needs many reminders about how to do things correctly	Does not listen to directions, does not complete tasks as instructed	
Communication Skills	Almost always speaks clearly, always uses appropriate language	Shows ability to speak clearly, uses appropriate language	Struggles to speak clearly, does not always use appropriate language	Has difficulty communicating, often uses inappropriate language	
Accepts Constructive Criticism	Almost always accepts direction and feedback with a positive attitude, uses suggestions to improve work	Usually accepts direction and feedback with a positive attitude, uses suggestions to improve work	Has a hard time accepting direction and suggestions from supervisor	Does not like to accept feedback, responds with negative attitude	
Teamwork	Works well with a group, shows leadership skills	Works well with others, helps with group efforts	Sometimes struggles to work positively with others	Does not work well with others, rarely helps with group efforts	
Exhibits good conduct	Almost always displays good conduct and has a positive attitude	Usually displays good conduct and has a positive attitude	Sometimes acts inappropriately and/or has a negative attitude	Rarely acts appropriately and usually has a negative attitude	
Completes tasks	Almost always completes tasks correctly without having to be reminded	Usually completes tasks correctly without having to be reminded	Needs several reminders to finish a task, does not always complete task satisfactorily	Does not complete work	

Working With People To Improve Lives

1201 89th Avenue NE, Suite 235 ▲ Blaine, MN 55434 ▲ www.anokacounty.us/jtc
 763-324-2300 ▲ FAX: 763-324-2294 ▲ TTY/TDD: 711

Affirmative Action / Equal Opportunity Employer and Service Provider

1. What things does the youth worker do well?

2. What areas can the youth worker improve in?

3. What are some specific work skills the youth has been working on?

Any other Comments or Concerns:

Supervisor Signature

Date

My supervisor has reviewed this evaluation with me.

Youth Signature

Date

Empowers • Earn while you Learn

Attachment F

Anoka County Job Training Center
Local Program Policy and Procedures

Last updated 03/29/2022

Background:

Given the global pandemic and the changing sphere of available work experience opportunities, the Empowers youth team has added the opportunity for youth to “Earn While they Learn”. This model is designed to provide a safe and aligned youth skill building activity, accessible by most eligibility-based programs, that includes a stipend for learning new skills-similar to what may have been learned during a regular work experience.

Eligible programs:

MYP, TANF Youth, WIOA ISY and OSY, and YAW.

Earn and Learn Options:

Option One: Work Readiness, technology, professional skills development topics:

- Must be tied to ISS and documented
- Course options include:
 - ✓ Coursera or other pre-approved vendor of online learning
 - ✓ Webinars/Assignments created by youth counseling staff
- Documented learning must be active and documented, participants can earn up to a \$50 stipend per week. A maximum of \$500 can be earned during a 6-month time frame. Supervisor/Manager approval needed after that threshold has been reached.
- Plus, an additional option exists to earn an incentive of \$50 if they complete a measurable skills gain (bonus paid at end – once measurable skills docs and evaluations are turned in before signing off on bonus pay).
- Counselors and students need to see if HS elective credit or other credits for work-based learning apply.
- Counselors monitor/track and mentor and complete and sign voucher requests.

Possible topics include:

- Improving communication skills, Time management, Teamwork
- Financial literacy
- Exploring career interests
- Virtual networking, e-mentoring and opportunity to earn certificates to add to their portfolio
- Microsoft Office (WORD, PPT, Excel, and Access).

Option Two: Credential Bearing

- Must tie to ISS, assessments completed and documented
- Pre-approved short-term training– 6 months or less
- The school must be a WIOA Approved training provider
- Ability to earn a WIOA Approved Credential

Procedural Information:

Requirements to prior to approval:

- Complete Short-Term Training Packet which includes current LMI justification
- Document in case notes outlining the role of the youth and the counselor during participation in the program.
- Enter case note verifying current address and social security number.
- Update ISS
- Complete IRS paperwork

Requirements to remain in the program:

- Make adequate progress towards the academic requirement of your credential training
- Meet attendance requirements for the class you are enrolled in
- Report weekly to your youth counselor by phone or by email giving an update on progress
- Meet with your counselor to work on an updated resume

Requirements at the end of the program:

- You must turn in a copy of your credential prior to receiving your final stipend
- You must meet with your counselor within 10 days of completing your training to update your Individual Plan and develop your job search plan.

Tracking & Evaluation

- Tracking will occur from the program side in WF1 and through the fiscal department through accounts payable and each individual youth program grant budget.
- Monitoring and evaluation will occur throughout the pilot period as well through regular internal monitoring.

ANOKA COUNTY WORKFORCE DEVELOPMENT BOARD

Meeting Minutes of Thursday, April 7, 2022

The Anoka County Workforce Development Board Meeting was called to order by Chair Shirley Barnes at 7:30 a.m., members and guests were welcomed.

I. ROLL CALL

MEMBERS PRESENT: Shirley Barnes, Elaina Bleifield, Debby Boyd, Leslie Greves, Paul Johnson, Molly Liberto, Jessica Lipa, Samantha Markman, Patrick McFarland, Jim Nimlos, Michael Scholl, Don Wellman

NON-MEMBERS PRESENT: Bridgett Backman, Matt DeRoseir, Commissioner Mandy Meisner, Tim O’Niell, Mary Rohr, Nicole Swanson

II. APPROVE ADOPTION OF THE AGENDA

MOTION by Elaina Bleifield to adopt the agenda. Seconded by Jim Nimlos.
MOTION CARRIED UNANIMOUSLY.

III. APPROVE March 3, 2022 MEETING MINUTES (Attached)

MOTION by Patrick McFarland to approve the March 3, 2022, Meeting Minutes as presented. Seconded by Elaina Bleifield. The MOTION PASSED UNANIMOUSLY.

IV. APPROVE PY22 WORKFORCE INNOVATIONS & OPPORTUNITY ACT YOUTH PLAN AND SFY23 MINNESOTA YOUTH PROGRAM PLAN (see attached summary) – Bridgett Backman, Job Training Center – Manager – Employment Services

MOTION by Elaina Bleifield to approve PY22 Workforce Innovations & Opportunity Act Youth Plan and SFY23 Minnesota Youth Program Plan. Seconded by Samantha Markman. MOTION CARRIED UNANIMOUSLY.

V. APPROVE PARTICIPATION WITH THE DEPARTMENT OF HUMAN SERVICES REFUGEE FOCUS (FAMILY OPPORTUNITY THROUGH COORDINATED AND UNDUPLICATED SERVICES) PROJECT – Matt Derosier, Manager – Employment Services

MOTION by Patrick McFarland to approve Participation with the Department of Human Services Focus (Family Opportunity Through Coordinated and Unduplicated Services) Project. Seconded by Elaina Bleifield.

VI. TIM TALK – Tim O’Neill, Labor Market Analyst – Department of Employment and Economic Development (Attached)

- Anoka County unemployment rate back to pre-pandemic levels.
- Unemployment for the State is 2.7% or 83,000 people.
- Anoka County Basic Cost of Living Estimates, 2021

Basic Needs Cost of Living Estimates, 2021									
Typical Family: 2 Adults (1 working full-time, 1 part-time), 1 child	Family Yearly Cost of Living	Hourly Wage Required	Monthly Costs						
			Child Care	Food	Health Care	Housing	Transportation	Other	Taxes
Anoka County	\$66,603	\$21.35	\$684	\$811	\$575	\$1,348	\$794	\$591	\$747
Minnesota	\$60,540	\$19.40	\$579	\$822	\$561	\$1,151	\$772	\$540	\$620
Single Adult, 0 children	Single Yearly Cost of Living	Hourly Wage Required	Monthly Costs						
			Child Care	Food	Health Care	Housing	Transportation	Other	Taxes
Anoka County	\$36,938	\$17.76	\$0	\$354	\$161	\$1,066	\$680	\$389	\$428
Minnesota	\$33,708	\$16.21	\$0	\$359	\$157	\$903	\$663	\$345	\$382

Source: DEED Cost of Living tool

Latest income data from the American Community Survey (ACS):

Household and Family Incomes, 2020					Per Capita Income, 2020			
	Median Household Income	Average Household Income	Median Family Income	Average Family Income		Anoka Co.	Minnesota	Percent of State
Anoka Co.	\$84,379	\$100,418	\$97,755	\$114,052	Per capita income in the past 12 months	\$37,804	\$38,881	97.2%
Minnesota	\$73,382	\$96,814	\$92,692	\$116,714				

Source: 2016-2020 American Community Survey, 5-Year Estimates

Source: 2016-2020 American Community Survey

- 2020-2021 Anoka County saw student enrollment increase of \$3,031 students.

Questions/Comments:

- Tim will provide data table to Nicole for distribution.

VII. OTHER BUSINESS

- Nicole Swanson reported on a local workforce funding \$20M bill the Minnesota Association of Workforce Boards is working on. HF4134 and SF4160 are receiving bipartisan support. Commissioner Scott Schulte, Ian Vincent from the Duluth Workforce Development Board and Jeanna Fortney testified March 31, 2022, in front of the House Workforce Committee.
- The following information is attached.
 - Links to House and Senate Members
 - Email draft support language
 - House omnibus language and link
 - House members contact information: <https://www.house.leg.state.mn.us/members/list>
 - Senate members contact information: <https://www.senate.mn/members?id=alphabetical>
- Bridgett Backman highlighted a success story in the Empowers program with business partner North Metro TV.
- Elaina Bleifield provided CNA training update. 692 students completed the course; 200 students are enrolled; 48 students are pending enrollment for a total of 940 students. 63 students were trained at Anoka Technical College.

- Several in-person community outreach events are resuming as well as hiring events at the CareerForce Center.
- Elaina Bleifield announced her resignation effective June 30, 2022, as she will transition to Inver Hills Community College. Anoka Technical College President is working on filling the position. Thank you Elaina for your contributions.

ADJOURN

MOTION by Elaina Bleifield to adjourn. Seconded by Samantha Markman. The MOTION PASSED UNANIMOUSLY, and the meeting adjourned at 8:55 a.m.

From: [Tracy, Kay \(DEED\)](#)
To: [Bridgett Backman](#); [Olson, John R \(DEED\)](#); [Douma, Lynn \(DEED\)](#)
Cc: [Darcy Hokkanen](#); [Nicole Swanson](#); [Becky A. White](#)
Subject: Approved: : Anoka County/Carryover of PY21 WIOA funds
Date: Monday, June 6, 2022 10:58:19 AM
Attachments: [image004.jpg](#)
[image005.jpg](#)
[image006.jpg](#)
[image008.jpg](#)
[image001.jpg](#)

Hi Bridgett:

Anoka Team's request to carry over PY21 WIOA Youth funds in excess of 20% allowed by Federal law is approved.

Note: We expected the Anoka Team to submit the carry over request this week since your final PY2022 WIOA Youth Budget (submitted last week) showed carry over in excess of the 20% allowed (approx. 3% over).

Thank you for your attention to this issue – we appreciate it.

Regards,

Kay + Youth Team

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: Bridgett Backman <Bridgett.Backman@co.anoka.mn.us>
Sent: Monday, June 6, 2022 10:53 AM
To: Tracy, Kay (DEED) <kay.tracy@state.mn.us>; Olson, John R (DEED) <john.r.olson@state.mn.us>; Douma, Lynn (DEED) <lynn.douma@state.mn.us>
Cc: Darcy Hokkanen <darcy.hokkanen@co.anoka.mn.us>; Nicole Swanson <nicole.swanson@co.anoka.mn.us>; Becky A. White <Becky.White@co.anoka.mn.us>
Subject: Carryover waiver on PY21 WIOA funds

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DEED Team,

Anoka County has a need to carryover more than 20% of our PY 21 funds for WIOA Youth – the pandemic has slowed our enrollments and limited some activities for some clients and therefore impacted spending.

We did submit our budget as such.

Please let me know if you need anything further from Anoka county JTC>

Thanks to all,
Bridgett

Bridgett Backman, Employment Services Manager

Anoka County Job Training Center

1201 89th Avenue NE Suite 235, Blaine, MN 55434

Phone: 763-324-2319 | Fax: 763-324-2294

www.anokacounty.us/jtc



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