


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 _____
JET- NORTHEAST MINNESOTA OFFICE OF JOB TRAINING 820 N. 9 TH ST., PO BOX 1028 VIRGINIA, MN 55792	JET- NORTHEAST MINNESOTA OFFICE OF JOB TRAINING 820 N. 9 TH ST., PO BOX 1028 VIRGINIA, MN 55792
Director Name: Marie Domiano Telephone Number: 218/735-6102 Fax: 218/741-5424 E-Mail: Marie.domiano@nemojt.org	Contact Name: Randy S. Back Telephone Number: 218/623-5970 Fax: 218/741-5424 E-Mail: Randy.Back@nemojt.org

Basic Organization Information

Federal Employer ID Number: _____	Minnesota Tax Identification Number: _____
41-1344671	5533149
DUNS Number: _____	SWIFT Vendor ID Number (if known): _____
123511532	128407

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: _____	Operations Director
Date: _____	4/1/22 revised 4/7/22

Attachment 2
 PY 2023 Budget Information Summary:
 WIOA Youth Formula Grant Program
 (See page 6 for definitions of cost categories)

WDA Number and Contact:	Randy S. Back
E-Mail Address/Phone No:	Randy.back@nemojt.org
Date Submitted (or Modified):	5/25/22

Cost Category	Carryover From PY21 <i>(Cannot exceed 20% of PY 21 Amount.)</i>	New WIOA Funds	Total Funds Available	Estimated Expenses 4/1/22 to 9/30/22	Estimated Expenses 4/1/22 to 3/31/23	Estimated Expenses 4/1/22 to 9/30/23	Estimated Expenses 4/1/22 to 3/31/24
764/833 Administration (Cannot Exceed 10%)		\$85,202	\$85,202	\$21,300	\$42,601	\$63,901	\$85,202
841 In-School Youth Work Experience Wages/Fringe		\$74,264	\$74,264	\$18,566	\$37,132	\$55,698	\$74,264
825 Out-of-School Youth Work Experience Wages/Fringe		\$96,151	\$96,151	\$24,037	\$48,075	\$72,112	\$96,151
872 In-School Youth Work Experience Staff Costs		\$26,786	\$26,786	\$6,696	\$13,393	\$20,092	\$26,786
855 Out-of-School Youth Work Experience Staff Costs		\$80,399	\$80,399	\$20,099	\$40,199	\$60,298	\$80,399
874 In-School Youth Direct Services (Non-Work Exp.)		\$51,996	\$51,996	\$12,999	\$25,998	\$38,997	\$51,996
877 Out-of-School Youth Direct Services (Non-Work Exp.)		\$156,068	\$156,068	\$39,017	\$78,034	\$117,051	\$156,068
848 In-School Youth Support Services		\$6,160	\$6,160	\$1,540	\$3,080	\$4,620	\$6,160
862 Out-of-School Youth Support Services		\$15,000	\$15,000	\$3,750	\$7,500	\$11,250	\$15,000
860 In-School Youth Other Services		0	0	0	0	0	0
878 Out-of-School Youth Other Services		0	0	0	0	0	0
837 In-School Youth Training		\$32,500	\$32,500	\$8,125	\$16,250	\$24,375	\$32,500
838 Out-of-School Youth Training		\$227,500	\$227,500	\$56,875	\$113,750	\$170,625	\$227,500
Total:		\$852,026	\$852,026	\$213,004	\$426,012	\$639,019	\$852,026
Estimated Percentage of NEW WIOA Funds Expended on Out-of-School Youth (Must be at least 75 percent): _____							75%
Estimated Percentage of NEW WIOA Funds Expended on Work Experience (Must be at least 20 percent): _____							36%
Estimated Total Number of Youth to be Served with WIOA Youth Funding: _____							181

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

WDA Number and Contact:	WDA-3 JET-Northeast Minnesota Office of Job Training
E-Mail Address/Phone No:	Randy.back@nemojt.org
Date Submitted (or Modified):	4/25/22

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%)	\$16,500	\$4,125	\$8,250	\$11,350	\$16,500
881 Youth Participant Wages and Fringe Benefits	\$75,932	\$19,918	\$39,375	\$59,775	\$75,932
885 Direct Services to Youth	\$41,795	\$22,412	\$24,852	\$27,295	\$41,795
860 Outreach to Schools (Direct Services; This cannot exceed 20%.)	\$33,800	\$4,665	\$11,012	\$15,517	\$33,800
891 Support Services	\$1,500	\$500	\$750	\$1,000	\$1,500
Total:	\$169,527	\$51,620	\$84,239	\$114,937	\$169,527

Estimated Number of MYP Youth Served/Cost Per Participant

Estimated No. of MYP Youth Served:	150
Outreach to Schools (OTS) Youth + Families Served (Note that OTS is an optional activity):	450
Estimated Total Number of MYP Youth and Families Served:	600
Estimated Cost Per MYP Participant:	\$830.50
Estimated Cost Per OTS Participant-Family:	\$62.22

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

JET's Outreach to schools is encompassed in NE Career *Ed* Venture activities and resources are meant to complement our area schools' current efforts to prepare students for life and the world of work.

Individual Student Consultations:

- One-to-one interviews
- Assessment Screening

- Computer-based Career Planning Tools: CareerWise, MCIS, O*Net, From Here to Career
- Identify Post-secondary Training Options
- Identify Financial Aid Opportunities: The Office of Job Training provides classroom training fund scholarships up to \$6000 each year!
- Portfolio Development
- Resume Development
- Planning and Goal Setting

Group or Class Activities and Presentations:

- Employer Expectations
- Occupations in Demand
- Job Search Strategies
- Practice Interviews
- Planning for life after graduation
- Career Planning Games and Activities

Business Interaction Opportunities:

- Business Tours
- Job Shadowing
- Internships
- Industry-Specific Learning Events
- 218Trades

Events and Workshops:

- Soft Skills and Employability Workshops
- School-based Job or Career Fairs
- Applications and Mock Interview Events
- Social Networking and the Job Search Workshop
- Training Fund Resources: Financial Aid, FAFSA, Scholarships, JET Programs

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:	Randy S. Back
E-Mail Address/Phone Number:	Randy.back@nemojt.org
Date Submitted (or Modified):	7-6-22

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:	71.0%	68.0%	69.0%	69.5%	70%
Employment/Education/ Training 4th Quarter After Exit:	74.0%	69.0%	69.0%	69%	69.5%
Credential Attainment:	62.5%	62.0%	62.0%	62.5	62.5
Median Earnings:	\$3,700	\$4,000	\$4,000	\$3,800	\$3,850
Measurable Skills Gain:	49.0%	41.0%	42.0%	49%	49.5%

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

For Program year 22/23 JET will not have a Youth Committee. JET may be considering adding a committee at some point in the future and envisions Youth Program Quality Assurance (YPQA) principles when soliciting members to guide youth programming. Current youth programming is guided by the JET Local Workforce Development Board.

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

JET Agency Mission Statement:

Building Thriving Communities by Guiding and Empowering Individuals

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.

N/A

YOUTH COMMITTEE MEMBER NAME	ORGANIZATION/REPRESENTING (examples: business, education, community-based organizations, youth, parent, etc.)	Full LWDB Member?
Chair: <i>{insert name here}</i> Phone Number: <i>{insert phone number here}</i> E-Mail: <i>{insert e-mail address here}</i>	N/A	
Member Name: <i>{insert name here}</i> Phone Number: <i>{insert phone number here}</i> E-Mail: <i>{insert e-mail address here}</i>		
Member Name: <i>{insert name here}</i> Phone Number: <i>{insert phone number here}</i> E-Mail: <i>{insert e-mail address here}</i>		
Member Name: <i>{insert name here}</i> Phone Number: <i>{insert phone number here}</i> E-Mail: <i>{insert e-mail address here}</i>		
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Member Name: <i>{insert name here}</i> Phone Number: <i>{insert phone number here}</i> E-Mail: <i>{insert e-mail address here}</i>		
Member Name: <i>{insert name here}</i> Phone Number: <i>{insert phone number here}</i> E-Mail: <i>{insert e-mail address here}</i>		

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.

JET is the sole provider of youth services in WDA-3 and will solicit a motion at the May 25, 2022 Board meeting to pass a resolution to reauthorize the ongoing practice of JET as the sole provider of youth services for WDA-3.

Youth Service Provider/Contact	WIOA		MYP																				
Name of Service Provider: JET- Northeast Minnesota Office of Job Training Address: 820 N.9 th St. PO Box 1028 City, State, ZIP Virginia, MN 55792 Contact Person: Randy S. Back, Operations Director Contact Person Phone: 218-623-5970 Contact Person E-Mail: {i Service Provider Website: {insert the service provider's website address here}	<table border="1" data-bbox="813 821 1044 1031"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>ISY:</td> <td>x</td> <td></td> </tr> <tr> <td>OSY:</td> <td>x</td> <td></td> </tr> </tbody> </table>		Yes	No	ISY:	x		OSY:	x		<table border="1" data-bbox="1076 821 1498 1167"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Summer ONLY:</td> <td></td> <td>x</td> </tr> <tr> <td>Year-Round (incl. summer):</td> <td>x</td> <td></td> </tr> <tr> <td>Outreach to Schools:</td> <td>x</td> <td></td> </tr> </tbody> </table>		Yes	No	Summer ONLY:		x	Year-Round (incl. summer):	x		Outreach to Schools:	x	
	Yes	No																					
ISY:	x																						
OSY:	x																						
	Yes	No																					
Summer ONLY:		x																					
Year-Round (incl. summer):	x																						
Outreach to Schools:	x																						

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.

JET- The Northeast MN Office of Job Training will provide all Youth services for 2020 and 2021. Should the local WDB wish to identify a new service provider, a competitive Request for Proposals process would be instituted. The RFP process includes solicitation for bids that request comprehensive information addressing the following elements: knowledge of identified need, experience of administration and staff, services to be provided, performance outcomes, commitment to partnership and collaboration, budget and costs, and operational capability. Each one of these criteria is assigned a point value and ranked for a total score. The solicitation contains a description of program requirements and basic design elements to which bidders respond. Eligibility for bidding includes organizations which have adequate administrative controls and personnel to achieve the goals and objectives of the program. This includes but is not limited to governmental units, public or private non-profit corporations, educational institutions, a tax supported organization or a private or for-profit entity. A copy of the RFP is available on our website, www.nemojt.org.

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

JET actively recruits those not attending school or Out-of-School Youth (OSY) through coordinated services with partners across the five CareerForce locations in Northeast Minnesota. JET receives assistance with outreach and recruitment from community-based groups including social service departments, faith-based organizations, rehabilitation services, partnering employment and training agencies, specialty courts, adult basic education, secondary guidance counselors, post-secondary academic advisors, MFIP and SNAP programming, corrections, homeless shelters, and those providing services/activities for youth.

CareerForce partners such as Vocational Rehabilitative Services (VRS) including Pre-Employment Training Services (Pre-ETS), and Arrowhead Economic Opportunity Agency (AEOA) allow for aligned programming in a one-stop setting to reach potentially eligible youth. VRS services allow

those with work limitations to receive coordinated services and referrals to JET youth services. Those participating in YouthBuild, GED or ABE services provided by AEOA also receive the same type of coordinated services. JET, AEOA, and the Minnesota Chippewa Tribe Employment & Training provide regional employment and training services for those on public assistance. Outreach and recruitment for MFIP/DWP & SNAP participants along with referrals from county public health nurses allow youth and young adult family members' access to OSY programming. Outreach has included providing information to local Women, Infants, and Children (WIC) Food and Nutrition Service offices for referrals as well. Outreach to corrections programming such as New Leaf for offenders, juvenile probation contacts, and by JET staff attending offender reentry/transition events as a successful method of reaching new OSY prospects.

JET has made a concerted effort to engage local community colleges and advising staff to encourage those that may be considering a return to school for referrals. JET staff are working onsite at many regional campuses: Lake Superior College, Hibbing Community College, Rainy River Community College, Mesabi Range Technical College, Fond du Lac Tribal and Community College, and Itasca Community College to recruit and engage potential participants. JET actively recruits at college and technical school open houses and career fairs. Staff coordinate with TRIO and Upward Bound programs in the region as well. The on-campus presence by JET has allowed those not attending school the extra help and attention they need to craft a successful career plan. By providing the extra hands-on guidance, a roadblock that keeps many from attending school has been eliminated. With their career counseling insights, knowledge of financial aid, and student success resources, JET staff have brought many that would not otherwise attend school into a career pathway and ultimately to employment.

Notable referring partnerships for JET OSY engagement include Range Runaway & Homeless Youth Program, The Range Youth Shelter, Oh No Eighteen (ONE) Independent Living Skills Program, Lutheran Social Services Family Resource Centers, Carlton Youth Shelter, Boys & Girls Clubs, The Salvation Army, Borderland Substance Abuse Court (Koochiching County), Northeast Regional Corrections, Woodland Hills, Life House, AEOA Free at Last, Minnesota Adult & Teen Challenge, The Grand Rapids Area Community Foundation Scholarship Committee (GRACF), and The United Way.

Periodic dissemination of information on recruitment occurs through the use of social media, Smart technologies (pads & phones), newspaper articles & announcements, public gatherings, radio and TV spots, and a thorough review of participant data and meetings with community leaders and organizations. Through the use of technology, youth and young adults can now make direct inquiries to staff with their smart phones or the internet through the JET/NEMOJT website. By using methods geared to youth's preferred communication styles, outreach and inquiries have been enhanced in both more urban and rural areas while accommodating a new landscape built around ease of access and technology.

- In-School Youth ("ISY")

Youth Outreach to In-school Youth (ISY) is built around relationships established with NEMOJT Career EdVenture programming. Career EdVenture is the MYP component of Outreach to Schools (OTS) which provides large classroom presentations for grades 8-12 in addition to individual student career counseling. The classroom programming and

presentations are incorporated into Career EdVenture services (individual and group) throughout our service area in over 40 districts. A well-established presence in a school district provides opportunities for ISY referrals and enrollments. As a recent contractor of Vocational Rehabilitation Services (VRS), JET provided Pre-Employment and Training Services (Pre-ETS) to add an additional layer of services to better serve all youth. These services will be provided through June 30, 2022. At that time our current Pre-ETS contract will end and we will not be pursuing another contract. This allows our youth counselors capacity to focus on our core WIOA and MYP programming, including all our outreach embedded within programming. In addition to program-driven outreach strategies, applications and information are distributed to county human service agencies, community-based organizations, and mental health facilities in our seven-county service area. Active partnering and collaborations with special youth events such as the Northland Logging Expo, the Science and Engineering Festival, and Construct Tomorrow broadens outreach efforts in targeted venues.

Career EdVenture/OTS places counselors in high schools providing career and job seeking information to broad cross-section of students by providing group presentations and individualized career counseling opportunities. The scope of Career EdVenture has allowed principles, instructors, and counselors to identify and refer eligible in-school youth for services. The spectrum of youth served starts at grade eight and follows through to graduation and beyond.

In addition, the WDB's Skilled Trades career pathway committee is developing a marketing campaign called 218-Trades to promote construction occupations that will be targeted to youth, guidance counselors, and parents which we anticipate will also support outreach for ISY programming by creating more awareness of the public workforce development system. Although JET is no longer a provider of Pre-ETS Employment services to special education students our relationships from these services also enhance outreach to in-school youth. Our spectrum of services has the capacity to better serve all youth on a broad spectrum of abilities.

With enhanced agency inquiry methods similar to those for OSY, potential ISY youth can utilize their smart phones and internet to engage services through our website. Especially in rural areas, JET staff are capturing more referrals and allowing for connections geared to youth's preferred communication styles.

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.

The 5% window will be used very sparingly to serve youth who do not meet specific eligibility requirements but have other, some serious barriers to employment. These barriers may include, but are not limited to:

- Individuals who are school dropouts
 - Individuals who are basic skills deficient
 - Individuals with educational attainment that is one or more grade levels below the grade level appropriate to the age of the individuals.
 - Individuals who are pregnant or parenting
 - Individuals with disabilities, including learning disabilities
 - Individuals who are homeless or runaway youth
 - Individuals who are offenders
 - Other eligible youth who face serious barriers to employment as identified by the Local Board
 - Individuals who have problems completing a career plan because of personal or financial reasons
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.

The Northeast Minnesota Workforce Development Board has determined that the sixth criteria for eligibility will conform to Minnesota State Statute 124D.68, which concerns youth who are considered to be at risk of dropping out of school or may have already dropped out of school. A youth who meets this definition under the statute is identified as an individual who requires additional assistance to complete an educational program or to secure and hold employment. These individuals will be encouraged and mentored to complete high school or acquire a GED, explore career awareness, prepare for job competition, develop personal goals, pursue post-secondary education and gain work experience. The Northeast Minnesota Workforce Development Board further defines criteria as a youth who has no realistic plan for reaching a career goal because of personal or financial problems; a youth who is experiencing academic or personal difficulties in school; or a youth who has minimal or no private sector work history. These youth are identified through relationships with school guidance counselors, teachers, and delinquency officers.

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.

An objective assessment includes an examination of basic skills, occupational skills, educational background, prior work experience, employability, interests, aptitudes, attitudes towards work, motivation, behavioral patterns affecting employment potential, and family situations. In addition, the objective assessment includes an evaluation of the participant's barriers to employment including financial resources and supportive service needs. A strength-based approach is used to assess youth assets to support each individual plan. If appropriate, the objective assessment also includes assisting the participant to establish eligibility for PELL Grants, student loans and other forms of financial aid. Should training be supported a cost of education WIOA & Pell Coordination Document that defines training expense and calculates allowable WIOA funding per semester to assist the student with financial planning for education.

The examination of capabilities, vocational potential, barriers to employment, and supportive service needs of a participant is used to develop a realistic employment goal and a service strategy. The objective assessment is an ongoing process and is not viewed as a one-time event and is revised regularly when additional needs are identified, or goals achieved. Assessments conducted by other human service, education, and employment and training programs that have been completed within the year of application for service are sometimes used rather than requiring the participant to undergo duplicate assessment.

Assessment tools used for out of school youth include the Test of Adult Basic Education (TABE), an agency Program Self-Assessment that surveys program needs, marketable skills, job search & placement abilities, interests, education & training information, financial & housing resources, transportation, family care, mental & emotional health, physical health, and legal needs. The Self-Assessment is an integral part of developing an Individualized Service Strategy (ISS or Youth ISS) or Employment Plan. To assist in the career decision making process, JET uses a variety of tools, including CareerWise and complementary assessments such as the Holland Personality Types, Minnesota Careers and Keirsey Temperament/Please Understand Me. As part of comprehensive services, counselors meet individually with youth to interpret and identify related programming, jobs, and insights gained from the assessment process.

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.

A JET youth counselor and the participant develop an ISS/IEP that identifies an employment goal, appropriate achievement objectives, and combination of services for the participant to reach the goal. The ISS/IEP is based on the objective assessment and reflects the expressed interests and needs of the participant. The comprehensive ISS/IEP is developed including both short- and long-term goals. ISS/IEP goals and strategies are updated as goals are achieved or the youth's needs change. Skill attainment goals may be established for all in-school and out-of-school youth needing basic skills, work readiness skills and/or occupational skills training as well as assisting with the transition to adulthood.

The ISS/IEP is the basis for the entire case management strategy and is developed in partnership with the participant, reflecting the needs indicated by the objective assessment and the expressed interests and desires of the participant. It is not a formal contract and signatures are not a requirement as the ISS/IEP is the framework for justifying decisions concerning the appropriate mix and sequence of services.

The ISS/IEP reflects the participant's training and related financial assistance needs, including a mix of WIOA and other funds such as PELL Grants, student loans, and other forms of financial aid so that the participant can successfully complete a program. Participants are not required to apply for a student loan or incur personal debt as a condition of WIOA participation. If the participant chooses to take out a loan, the participant is advised on loan repayment obligations. If WIOA resources are not sufficient to provide the full range of training or with wraparound supportive services identified in the ISS/IEP, NEMOJT staff will make every reasonable effort to identify funding available through other community agencies that support basic and occupational skills training, supportive services, pre-employment and work maturity skills training and work experience combined with skills training for participants.

The ISS/IEP and/or supplemental case notes are reviewed and updated periodically to reflect the participant's progress in meeting the objectives outlined in the ISS/IEP process including progress in obtaining basic skill attainment and the adequacy of the support services. For serving youth on MFIP, an ISS/IEP is built around an Employability Measures framework to leverage additional assistance and resources across all realms of a participant's life.

As the individualized self-assessment and ISS/IEP are related for youth services delivery the "Guidepost for Success" attend to realms such as but not limited to: Tutoring and study skills including academic reengagement. Work experience/internships, often coordinated with training and financial literacy. Leadership development and mentorship. Support services and follow-up for on-going or post exit success. Career guidance and pathways training including entrepreneurship. Family involvement and positive relationship guidance is an overarching goal of all services.

JET counselors now have access to employment plan templates and a supplemental activity guide on WF1 that are available to use as a desk aide for building plans that are comprehensive and customized to each unique individual's needs. Staff are encouraged to utilize WF1 plans rather than outdated practice of paper-pencil plans so that information lives in WF1.

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.

JET youth career counselors found adapted methods of incorporating experiential learning, work-based learning, and work experience for participants. Adaptive techniques include: creating virtual career assessment activities for career exploration and virtual career videos; providing PPE (masks, hand sanitizer, gloves and COVID-19 waiver forms) for youth so they may safely continue working, coordinating phone or video conferencing industry interviews, and finding business or worksites that are able to accommodate job shadowing or tours in spite of the pandemic.

JET successfully adjusted to the ongoing pandemic by modifying and adapting worksites and creating new worksites that were both consistent to the overall goals of the youth while providing safe and meaningful employment. JET was mindful of creating and supporting opportunities for youth worksites supporting community services for those most vulnerable and impacted by the pandemic. Youth served at food shelves, long-term care facilities and at community-based organization serving those in need as a concerned business, industry, and academic community member in the region. JET performed individualized business and organizational outreach to help alleviate the concern and challenges the pandemic was presenting to those in our community. A result of these efforts provided value JET services, the CareerForce brand and created opportunities to help youths work in new or accommodated work settings. Our business services specialists served as a go-between to assist our you the counselors in many instances. JET very early on in the pandemic adapted and revised its current support services policy to meet some of the extraordinary needs that arose due to interruptions with income and resources for enrolled youth. Example supports included housing and technology supports as post-secondary education moved to virtual formats.

The traditional formats outside of a pandemic for experiential learning and work-based learning are addressed by counselors through interactions with Work Experience and Internship sites as part of the on-going youth development process. Both goals and projects are individualized to help youth build the necessary skills to be successful in the workplace. Convening youth days are another way to gain new skills in a team building environment. Each year a number of special youth days are organized with those participating in youth work experiences or internships. Unique sites are chosen to bring

most regional participants together with counselors to participate in team building exercises, learn safe work practices, discuss diversity in the workforce, address financial issues related to employment, and explore careers. Host sites have included the Jay Cooke State Park, University of Minnesota Cloquet Forest Center, MN Discovery Center. Regional CareerForce locations, and Positive Energy Outdoors.

We have already developed a comprehensive job shadowing handbook on which other elements of continuum activities will be modeled. This resource includes necessary forms to efficiently coordinate activities and is separated into three stand-alone handbooks: one for students and parents, one for school coordinators, and one for employers. The student/parent handbook includes an overview and benefits of job shadowing, liability and transportation considerations, email and phone scripts for students to reach out to employers, dress code information, questions to ask on site, a sample thank you letter, information for parents who wish to volunteer to be shadowed, a parent/guardian consent form, medical authorization form, and an evaluation form. The importance of reflection is underscored throughout all handbooks and each includes ways in which the students can take the time to consider their experience and what it means for their future.

The teacher/school coordinator handbook includes an overview and benefits of job shadowing, liability and transportation considerations, a teacher/coordinator timeline to keep things running smoothly, sample emails to confirm activities with employers, job shadowing preparation activities (creating an elevator speech, research activities, personal skills assessment, etc.), and post-job shadow activities to reinforce what was learned.

The employer/worksite handbook includes the same introductory information as the other two (overview, benefits, liability, transportation, etc.), in addition to defining the roles of the worksite, host conduct standards, a job shadowing volunteer information form and guidelines, how to prepare the worksite for job shadowing, a worksite coordinator timeline checklist, suggested activities and skills to effectively demonstrate to students, structured lunch session activities, and suggestions for wrap-up activities.

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.

Connecting individuals to education, providing support services, career navigation, and employment placement and retention after credential attainment is the foundation of what we already do and represents the career pathway model. When a WIOA-eligible individual who is seeking training meets with a Career Counselor, the first thing that occurs is a discussion of the ultimate goal of the client or identifying the field they wish to enter or the skills they wish to improve or gain. Sometimes that goal requires several steps to reach, steps along a 'career pathway', where supports are built in along the way to

improve the chances of obtaining that ultimate goal. Because of the limitations of WIOA funding we must identify the full career pathway at the outset to determine where WIOA resources are best plugged in. Many WIOA clients have plans to eventually build upon their vocational training by finishing a bachelor's degree or other specialized training. Ensuring that WIOA services provide the necessary foundation for those future/lifelong goals precisely illustrates our capacity to provide career pathway services.

Another way to consider this capacity is through our partnership with ABE. Often WIOA eligible clients come to us wishing to enter a post-secondary training program but don't have the skills and discipline necessary to initially succeed in that environment. Instead of discouraging that client from their goal, we first ensure they have the developmental tools necessary to succeed in basic areas like math, reading for information, and critical thinking. Part of a successful career pathways strategy is ensuring clients are not set up for failure but rather have the appropriate skills in place before they set out on their pathway.

All WIOA-funded clients are closely followed through their career pathway and provided a myriad of necessary supports to keep them going. Critical among these supports for many non-traditional students is the provision of day care assistance and transportation assistance for those that travel a great distance to attend school. Chief among our services is the provision of placement assistance upon graduation. We offer a series of placement services including resume development, mock interviews, Creative Job Search, and other workshops designed locally including 'Accessing the Hidden Job Market' and 'Job Searching with Social Media'. Incidentally, these workshops and services are also available to universal customers who may have been working on their own career pathway independently.

The Northeast Region has been fortunate to operate targeted Adult Career Pathways programs through our educational partners at Fond du Lac Tribal and Community College, Itasca Community College and Mesabi Range Technical College. These partners have enjoyed success particularly because of the strong partnerships that already exist between participating entities, including AEOA's Adult Basic Education and community organizations like Kootasca in Grand Rapids and International Falls. The local collaboration of educational services to individuals seeking a career, support services, career navigation, placement and retention after credential attainment is seen as paramount to building a shared vision that all local partners will strive to achieve.

To this end, efforts are underway to solidify career pathways beginning as early as high school, where the Applied Learning Institute (alimn.org) offers introductory occupational and vocational training that leads seamlessly into post-secondary vocational training at both the applied and bachelor's level. These career pathways will be promoted through our Northeast Career EdVenture project, an innovative centralized mechanism for delivering career guidance to schools including information precisely like the notion of career pathways. Ultimately this project represents a heightened local capacity for

providing career pathway services to a younger population of high school students.

In addition, through our regional strategy with Duluth, we have mapped career pathways in our two sectors of focus: healthcare and the skilled trades. Each of these regional initiatives has identified career pathways within these sectors and are now engaged in determining how best to use this information to promote opportunities in healthcare and construction. A critical aspect of using these resources will be to integrate them into school settings through Career EdVenture/OTS and Pre-ETS work, as well as other youth programming. We know that many myths persist about both these industries and it is our hope that clearly outlining the opportunities to advance within each of these critical industries could entice more people to enter these fields.

Further, an initiative has been started in collaboration with 218 Trades, union contractors, trades unions, and related educators in order to develop an intentional pathway using WIOA/MYP funds to take youth interested in the trades industry from career exploration and basic safety training/onboarding to paid work experience (WIOA or MYP) on union contractor job sites or contractor shops with approval from regional and diverse union leadership. The outcome of this intentional strategy is to provide youth with a career pathway into the trades but also an opportunity to earn their letter of intent/sponsorship letter from contractors that is required for union apprenticeship applications. As part of this initiative, JET is an active member of the Iron Range Construction Alliance and will be regularly attends meetings to develop this strategic plan. The strategy and services are still in the infancy stage and we are looking to current, similar endeavors for ideas such as Building Strong Communities.

JET had the good fortune of being a part of a very unique partnership with a recently consolidated school district on the Iron Range called Rock Ridge which combines the Virginia and Eveleth-Gilbert districts the communities of these previously separate districts passed a historic \$181 million referendum to build two new elementary schools and a state-of-the-art career academy high school. When the referendum passed with support from all three involved communities, it was a signal that the educational system in this part of our region was ready to do things differently – namely to offer students a methodical way to better understand themselves, their interests as they relate to career pathways, and opportunities to explore the world of work first-hand. JET recognized this project as the most promising workforce development opportunity our region has ever seen and proposed a partnership to work with the district on the design and implementation of the career academy high school.

As a result, the previous Executive Director, Michelle Ufford, took a contracted position as School-Business Coordinator for the district to work with them to develop career pathway programming and resources that will help students understand the myriad of pathways available to them as well as deepen their understanding of the regional economy and everything it has to offer. The partnership entails a contract between JET and Rock Ridge allowed for with Michelle during her time with the project to demonstrate

the power of aligning the public workforce and education systems around better educating students (and by extension their families and other influencers) about career pathways, which is based on intelligent use of LMI that calls out the high-growth, high-demand occupations in our region. An unfortunate myth has persisted across the Northeast region that there is nothing worth staying around for after graduating from high school, messaging that runs completely counter to the fact that local employers are struggling to find applicants to fill positions at a variety of levels. The new Rock Ridge high school will dispel this myth in two broad ways: 1) by implementing more applied curriculum and project-based learning to help students see the connection between school and the local world of work, and 2) by providing intentional partnerships with employers and industry professionals to help students explore local and regional career pathways.

The other intention of this partnership is to gain first-hand knowledge of how school systems can enact career pathway programming and activities in order to share this knowledge with other districts in our region. As Michelle worked through the design and implementation of this new school, she was able to observe relevant processes and protocols as well as lessons learned in the development and implementation phases. Specifically, she created the informational resources on each of the pathways relevant to our region to educate students, families and the community at large about career pathways and the opportunities they offer to students and job seekers. She was able to develop processes and protocols around employer engagement for students and teachers to better understand key industries and career opportunities in our region. Employer engagement activities planned for the new district include everything from deliberate and structured career exploration activities for K-9 students to experiential learning activities for high school students, including job shadowing and internships.

The Rock Ridge high school will feature three distinct academies that are based on groupings of relevant career clusters, including 1) business, finance, communications, and IT; 2) health science and human services; and 3) construction, architecture, natural resources, and science and engineering. Students will need to gain enough self-knowledge and experience with the business community to determine which academy they will enter in grades 10-12 through a 'roadmap' of career exploration activities built in to every grade level.

Creating resources and structure around how students learn about career pathways and ways they can connect with real-world learning experience will be a great demonstration of how schools can better connect students to the world of work that is based on their own interests and abilities and actual knowledge of the local and regional labor market. As resources and protocols are established, JET will use them internally for youth enrolled in MYP and WIOA programs as well as create a hub for other districts in the region of materials and insight they can use to implement (or at least address) career pathway programming for their students.

It is interesting to note that since the passage of the referendum, surrounding districts are scrambling to develop career pathway programming to avoid losing students to the new district and are hungry for resources and insight about how to do this well. Additionally, we are seeing an increased use of career pathway programming in schools throughout the region, including across Itasca County, Carlton County, and elsewhere in St. Louis county. Through this partnership, JET will be at the forefront to help schools and young adults across our WDA understand career pathways and the high-demand, high-growth occupations in our region. Having internal knowledge and experience of how the education system works and identifying opportunities for the workforce system to connect in meaningful ways will be a powerful demonstration of the incredible things our system can do when we intentionally align with education to accomplish the very significant goal of creating a better prepared workforce.

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).

JET offers training assistance in the form of an Individual Training Account to eligible individuals who have been formally accepted into full-time WIOA vocationally certified (ETPL) training provider and programs offered by area vocational technical colleges, community colleges, some four-year colleges and universities, and other accredited public and private training institutions. Priority will be given to youth who plan careers in high growth and "in-demand" occupations.

Each year the student must sign and apply for Federal and State Financial Aid with the school the student is planning to attend or currently attends. The student who is applying for partial funding through the JET must complete Section I of the Individual Training Account (ITA) Application/Training Voucher. The ITA is supported with a financial award statement voluntarily by the participant for their student account. Training facility information is taken from the Student Aid Report (SAR) on the student. The financial need information (SAR) is reviewed by the Office of Job for analysis of the financial need of each student. The total unmet financial need is determined by subtracting books and tuition from the total unmet financial need, which is indicated on the Individual Training Account (ITA) application. JET uses a PELL and WIOA Coordination Document each semester to determine the level of support per-semester. All students must maintain satisfactory progress as determined by the training facility that the participant is currently attending.

- Training Application/Training Voucher/ITA is returned to the appropriate facility for the purpose of verifying enrollment and financial assistance. If at any time an individual student's amount of assistance exceeds the maximum amount of financial need determined by the training facility, the training facility should immediately contact JET.

- Each training facility submits an individual tuition invoice voucher that includes tuition, books and fees to JET for payment. JET then pays the training facility the amount equal to the authorized amount per student.
- All training payments are made to the training facility on behalf of the student. JET's fiscal department tracks all payments individually and only if an approved ITA is on file.
- Each Individual Training Account Application/Training Voucher is for a specific amount and for specified period in time.
- The ITA will only cover educational expenses. Any necessary additional support services must be requested separately.

Individual Training Account Vouchers are developed for those in need of training supported by WIOA and are for trainings and courses listed on the Eligible Training Provider List (ETPL). MN Employment and Economic Development Career Profile lists eligible providers, schools, programs, courses that are WIOA certified trainings.

The JET process is built around a process that used counselors' expertise and knowledge of regional labor markets. As a provider of WIOA Adult and Dislocated Worker programs, JET counselors provide individualized career planning for training and careers. Unique to JET is the alignment of agency service with complementary programming such as WIOA Adult and Dislocated Worker services as well as having staff dedicated to business outreach activities provides a real-time knowledge base has been built to help identify career and training pathways leading to high pay and high demand careers. Counselors are also guided by DEED Labor Market Analysts to identify viable opportunities with high pay and high demand.

JET is using the ISY waiver and through coordinated efforts with the JET Program Lead Alys Hackenmueller each office agency wide has been assigned an ISY training slot to fill. Resources and fund obligations to serve youth are coordinated in a Microsoft Teams environment with program lead guidance.

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.

JET conducts youth follow-up services for a minimum of up to one year after program participation. Follow-up services are geared to help the youth stay in school and complete their educational objectives or retain employment. Follow-up services may

include a full array of support services, including counseling, mentoring, and/or tutoring which will be available to all individuals who participated in the program. Active follow-up is performed by counselors at the three, six, nine, and twelve-month intervals to determine if additional assistance or referrals are needed. JET prides itself on the relationships built between counselors and participants, a model that is consistent with the CareerForce brand. Services are available to help with career planning, life-long learning, job search guidance, entrepreneurial endeavors, financial planning, and community resources. A JET staff person is dedicated to the task of reviewing exited cases monthly and providing WF-1 reminders for five quarters post exit for staff to conduct required follow-up activities.

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.

JET is in compliance with incentives as provided within the parameters and protocols of the NEMOJT Support Services Manual. "Final Approval for any and all support services is granted by agency decision making authority."

2 CFR 200.438 Entertainment costs.

Costs of entertainment, including amusement, diversion, and social activities and any associated costs are unallowable, except where specific costs that might otherwise be considered entertainment have a programmatic purpose and are authorized either in the approved budget for the Federal award or with prior written approval of the Federal awarding agency.

Northeast MN Office of Job Training Incentive Policy for Youth Programs (ISY, OSY & MYP)

REVISED MARCH 2021

The Workforce Innovation and Opportunity Act (WIOA), Section 129(c)(1), states that WIOA Youth funds can be used to provide incentives for recognition and achievement to eligible youth. They are intended to be used to encourage and motivate WIOA youth to reach specific goals and obtain positive outcomes.

INCENTIVE INFORMATION

- Incentives are awarded within 90 days upon completion of activities that are tied to goals in each participant's Individual Service Strategy (ISS), or for significant progress made towards completing a goal defined in the plan.

- The ISS must have language that indicates that the participant is potentially eligible for youth incentives: *“Potentially eligible for incentive awards pending youth compliance, prior approval, funding availability and completion of, or significant progress towards, ISS specific goals.”*
- The NEMOJT Youth Counselor will determine eligibility, except in the case of individualized incentives. Youth Program Lead will review and approve of individualized 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.
- Each incentive category has a program year maximum award amount (youth program year: April 1 – March 31).
- All incentives may be limited by program funding availability and participant overall compliance.
- The incentive policy will be reviewed on an annual basis.
- Awards will be issued in the form of a check written out to the participant.
- Incentives for credentials must be for a training that meets criteria for:
 - Measurable Skills Gain
 - AND**
 - Eligible Training Provider’s List

For example: Serve Safe is not an ETPL training, but Department of Health Food Handler is.

COUNSELOR STEPS

1. Include incentive language in most recent ISS plan for each youth. For example: *“Potentially eligible for incentive awards pending youth compliance, prior approval, funding availability and completion of, or significant progress towards, ISS specific goals.”*

2. Review the Incentive Policy for possible awards within 90 days of completion on a case-by-case basis. Take into consideration the following:
 - a. overall compliance with plan including monthly contact with counselor;
 - b. youth program funding availability.
 - c. whether the youth has exhausted the maximum program year amount for that award.
3. Determined if the youth will receive an incentive award for reaching their goal. (Just because an incentive is available doesn't mean you are required to provide one.) If yes, proceed to step 4.
4. Complete Request/Reimbursement Form:
 - a. Instruct participant to complete Name, Social Security #, Address, Phone, Signature and Date.
 - b. Reason for Request: counselor write in youth program code and type of incentive, for example: "*OSY INCENTIVE - grade level completion*"
 - c. Itemized Request by Category: select 'Other' and counselor write in award amount
 - d. Make check payable to youth participant: write in youth name and mailing address
 - e. Attach required verification to R/R
 - f. Mail originals: R/R and verification forms to main office for processing
5. Case note the incentive award: goal reached or progress made; incentive award provided; and verification used.

Best practice: select category "support services" and write in the subject line incentive award, category and amount for example, "Incentive award: obtained a job = \$50"
6. Place copy of R/R, verification and any appendix forms used in local file.

Best practice: scan verification forms and file electronically in WF1.
7. Update ISS with new/revised goals if needed. Update ISS at minimum annually.

INCENTIVE CATEGORIES & AMOUNTS

GED Students

- \$25 Completing and passing a GED ready test (4 tests total at \$25/test for a maximum of \$100).
- \$50 Attaining GED, must provide copy of GED.

Diploma Students

- \$25 Grade level completion, verification required: copy of transcript or report card.
- \$50 Receiving diploma, verification required: copy of diploma or transcript.

In School or Out of School Youth with Educational & Employment Goals:

- \$25 Measurable Skills Gain documentation submitted timely as related to Employment Plan.
- \$50 Securing permanent employment or apprenticeship working at least 30 hours per week, must provide employment information (employer name and location, weekly hours, wage, benefit information, start date, and job title). Verification (ie: paystub) not required but is best practice.
- \$50 Receiving post-secondary credential related to Employment Plan, verification required: copy of credential or transcript.

Exit/Follow Up – Within One Year Post Exit Date

- \$25 Receiving a post-secondary credential, verification required: copy of credential or transcript.
- \$50 Securing permanent employment or apprenticeship working at least 30 hours per week. Must provide employment information (employer name and location, weekly hours, wage, benefit information, start date, and job title). Verification (ie: paystub) not required but is best practice.

Individualized Incentives

\$TBD Counselors will award an incentive tied to an educational or work experience goal as outlined in the Employment Plan that is tailored to the individual needs of the youth and preapproved by the Youth Program Lead. Incentives must be tied to a tangible outcome for the youth.

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)

JET has a comprehensive all programs Support Service Manual that will be an accompanying attachment to the planning documents including specifics for youth programming. To best answer the question, find the excerpt specific to youth programming and the JET Support Services Addendum for COVID-19. JET All Programs Support Services Manual is attached.

JET follows supportive services for youth, as defined in WIOA sec 3(59), are services that enable an individual to participate in WIOA activities. These services include but are not limited to:

- a) Linkages to community services;
- b) Assistance with transportation;
- c) Assistance with child care and dependent care;
- d) Assistance with housing;
- e) Assistance with educational testing;
- f) Reasonable accommodations for youth with disabilities;
- g) Referrals to health care; and
- h) Assistance with uniforms or other appropriate work attire and work-related tools, including such items as eye glasses and protective eye-gear.

COVID-19 Addendum

JET Support Services Manual Addendum COVID-19 Emergency, Effective April 1st 2020

Internet/data Cost Reimbursements:

Available due to the spread of COVID-19 and the cessation of in person curriculum for secondary and post-secondary education for those attending online school or training programs with an expressed need to the assigned counselors. Program enrolled WIOA DW, Adult, MN DW and **Youth participants may receive Support Services for the cost of internet or data if required for learning activities.** The service must be needed for the continuation of their programming. **Support per month will be up to a maximum of \$50 or the lesser amount of monthly internet/data services.** Participants will need to submit a paid receipt, invoice or billing statement for services and complete a NEMOJT

Request for Reimbursement form. The agency preference will be to provide a check payable to the internet/data provider whenever possible. Minors or those residing with family members may be required to provide a self-statement should the service be in the name of another person residing at the household.

Laptop/netbook computers support:

NEMOJT may be able help to support the cost of a laptop or netbook if required for distance learning up to a maximum of \$200 with 25% being paid by the participant and 75% being supported by NEMOJT. Should training not be completed, it is the expectation the laptop/netbook will be returned to the NEMOJT counselor. Lower cost upgrades or devices such as webcams may be considered if needed, to enhance a participant's own technology.

COVID-19 Emergency Financial Assistance (EFA):

An EFA may be provided to a participant and not a vendor to help support enrolled participants. NEMOJT will forgo the economic analysis form, including bill and expense documentation to expedite assistance to those in need. A check may be issued payable to the enrolled participant. Those on public assistance (DWP, MFIP, GA and SNAP) can't receive an EFA payable to themselves as it is considered income by the counties, thus emergency vendor related payments or other support services for items such as utilities, could be paid in lieu of a direct EFA payment to the client, with an expressed need.

EFA for Dislocated Worker and some non-assistance Adult or Youth (call Randy B. to request) needs may be, but are not limit to:

Currently Enrolled Dislocated Workers and some Adult or Youth participants may receive an EFA:

- Those that have exhausted UI, provide UI screen to document with R&R
- Those having RTAA ending or reduced employment hours due to the National Emergency and no UI
- CLIMB participants no longer receiving UI or having to close a business due to the National Emergency
- Those working part-time where employment has ended or been impacted by the National Emergency
- Other emergencies where EFA can provide a bridge to additional supports when income or supports have been lost or interrupted (i.e. insufficient weekly UI earnings).

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.

JET has several funding streams to meet the needs of youth, young adults, and adults aged 18+. Many youth (ISY & OSY) participants are co-enrolled MYP programming. JET was contractor to Vocational Rehabilitation Services (VRS) for Pre-ETS services and has

retained a highly collaborative relationship for Co-enrollments with VRS and other Pre-ETS vendors. Co-enrollments occur across many funding streams allow the flexibility to adjust and best meet the needs of our youth participants while allowing for a mechanism to bridge funding streams. An example could be the transition of ISY to OSY with MYP being used as a bridge to new programming. By blending the funding streams, the challenge of adequately supporting youth and serving more in secondary education can be somewhat alleviated. Overall the blending of funding sources and programming allows for a more consistent delivery of services and allows JET to serve more individuals through the strategic use of its funding. Additionally, we have staff case managing multi-programs, for example MFIP and WIOA youth. In these cases we have stressed the importance of utilizing WIOA youth or MYP services to assist young MFIP parents or the eligible children of older MFIP parents through co-enrollment. JET is also the new recipient of Youth at Work programming, which can be braided with WIOA youth and MYP.

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

JET staff work with youth who have dropped out of high school, youth enrolled in Alternative Learning Centers (ALCs) and potential high school dropouts as identified by school personnel. The potential and actual dropouts are referred by teachers, including Adult Basic Education (ABE) instructors, and school counselors who are aware of a young person’s plan to leave school before graduation. Many local schools have truancy officers who also relay information about youth at risk of dropping out. Youth Career Counselors recruit youth who have dropped out of school by advertising in the local CareerForce locations, youth centers and other areas that youth frequent. Another great recruiting tool has been word of mouth from former and present participants.

All youth enrolled receive the same services including in-depth interview, individualized assessment, ISS/IEP development, and support services to help them reach self-sufficiency. Other activities include paid Work Experience including YouthBuild, individualized services to obtain a GED, and tuition assistance for Post-Secondary education, private and public sector mentoring and internships and referral of job-ready youth to unsubsidized employment.

Youth with language and/or cultural barriers to employment

The distribution of youth in WDA-3 shows a significant number of Native American youth throughout the service region. Partnerships with the Fond du Lac, Red lake, Boise Forte, Grand Portage and Leech Lake communities allows for additional engagement and partnerships to support all youth represented in the WDA-3 service area. However, in compliance with federal and state guidelines, all eligible youth are served regardless of

ethnic or racial group and are provide the same program opportunities as any other group. Staff have received training in equal opportunity and affirmative action and are sensitive to providing for the needs of Native American individuals as well as those with cultural barriers.

As northeastern Minnesota becomes more diverse, staff actively seek those that can serve as “cultural brokers” to align services and act as liaisons to bridge different cultural backgrounds. In addition, the Northeast and Duluth WDB’s Equity and Diversity Committees have been working together to develop cultural competency within our regional system for all staff, including our partners AEOA and DEED. This process utilizes the Intercultural Development Inventory (IDI) as a means to assess what training is needed for the system as a whole, but also to help JET as an agency determine where on the spectrum of cultural competency staff lie in order to provide targeted professional development to ensure, in part, high quality services to youth with cultural barriers to employment. Part of this process is to provide staff work time to develop and work on their individual cultural competency plans and identify training opportunities across agency lines that will benefit all system partners.

Youth in foster care and aging out of foster care

When children must enter foster care in Minnesota, relatives and kin are sought for care and to provide sense of safety and well-being. When relatives and kin are not available, county social services and private foster care agencies recruit community members to become foster families. JET youth counselors have always worked closely with county social services and foster parents to identify and serve youth in this population (eighteen youth, or 6.29% of our current total youth caseload, are foster children). Staff has long recognized that foster children need to feel safe and nurtured in order to learn and grow, remain in their communities, remain close to their siblings, attend the same schools and events. Staff utilizes work experience, mentoring, career exploration, leadership development and support services when working with foster care youth.

Homeless youth or runaways

JET youth staff work closely with various homeless shelters, schools, church staff, youth outreach workers, community youth organizations, and county human service staff to identify and make sure that homeless youth get the appropriate services and resources to assist them in finding housing and employment. Staff are always aware that many of the homeless youth from northern Minnesota end up on the streets in the Twin Cities It is our goal to try to stop this out migration of Northeast Minnesota’s best resource—our youth.

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

JET Career Counselors have relationships with Juvenile Probation Officers in each of our seven counties of northeastern Minnesota and share current information about the youth programs. In fact, a long-time member of our LEO, Carlton County Commissioner Tom Proulx, is also a juvenile probation officer and has provided much insight and support for these connections over the years. One of our internal goals is to continually strengthen relationships with probation by maintaining contact and updating any program changes. Before enrollment, all youth are asked if they are on probation or participating in a diversion program. If they answer yes, a release of information form must be completed and forwarded to the probation officer. Next, staff meet with the probation officer to coordinate services. If the client has court-ordered community services and restitution, the career counselor may assist with unpaid community service placement to satisfy the court order. If the community service was completed satisfactorily, a paid work experience with related career counseling can be developed to promote positive work ethic.

A Diversion Program is an approach to attempt to divert or channel out youthful offenders from the juvenile justice system. This is based upon a theory that processing certain youth through the juvenile justice system may do more harm than good. The basis of the diversion argument is that courts may inadvertently stigmatize some youth for having committed a relatively petty acts that might best be handled outside of the formal system. A part of the diversion programs are also designed to improve the problem of overcrowded juvenile courts and overcrowded corrections institutions, so that the courts and institutions can focus on more serious offenders.

Youth with disabilities

Youth with disabilities is our largest specific demographic of our youth programs, with almost 67% of our total youth served currently classified as having a disability and 31% of that population claiming their disability is a barrier to employment. JET staff work and are in contact with the local special education cooperatives to develop a program that is universally acceptable by all agencies and is available to everyone, including persons with disabilities. This universal design refers to common strategies that provide a welcoming atmosphere and better customer service and leads us to better able to serve youth with a wide range of learning styles, languages, educational levels, intelligence and abilities. It provides multiple and flexible learning styles to ensure that all learners acquire the information and knowledge they need. Together the Cooperative and JET staff assists the young adults in developing the needed workplace skills. These skills help the youth to develop confidence and demonstrate to potential employers their ability to perform a job. Many work experience opportunities are available including internships, work-based cooperative | learning on-the-job training, apprenticeships, mentoring programs and

summer employment. JET as a former contractor to Vocational Rehabilitation Services (VRS) for Pre-ETS services and has retained a highly collaborative relationship to provide services for non-eligible VRS prospects and other youth with disabilities.

Teen parents

Staff from NEMOJT work very closely with schools, county health departments, medical and youth practitioners, peer educators, and social service departments, including the WIC program. Currently almost 10% of our total youth caseload are teen parents. Staff have created resources such as tutoring, career awareness, and job training opportunities that give youth better life options and decision-making skills and motivate them not to take sexual risks. WDA-3 staff help pregnant youth get adequate healthcare and nutrition for a healthy pregnancy and childbirth, now and on an ongoing basis. Staff provides comprehensive services both for adolescent mothers and fathers, including education, especially GED programs, placement, childcare family counseling, sexual abuse and domestic violence counseling and life skills education. To break the cycle, pregnant and parenting youth need large amounts of support, comprehensive services, and solid adult role models to help them transition into adulthood, raise healthy children and support themselves and their families.

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

An Equity Committee formed as part of the Northeast Minnesota Regional Workforce Development Board helps guide the vision of JET service. The goal of the committee is to identify, develop, and share successful strategies that reduce employment disparities, create more inclusive workplace cultures, and help employers to find, train and retain a diverse workforce. Themes the committee plans to address that can help youth of color and other under-served under-represented youth include alignment of organizations and service providers around diversity and disparity, training in cultural competency/diversity/equity, employer and educator engagement, and engaging more diverse populations to CareerForce and its related partners and programming. The Equity Alliance was part of an overall assessment strategy and programming services planning to provide a view of biases and cultural awareness. Regional system staff are using the Intercultural Diversity Inventory (IDI) to assess their own cultural awareness and professional development to better serve those of color and those underserved or underrepresented.

JET is actively involved with those participating with MFIP/DWP through program co-enrollment partners with community-based agencies such as Arrowhead Economic Opportunity Agency (AEOA) to expand outreach to under-served and under-represented public assistance recipients. Currently, 12% of our total youth served are youth of color. Relationships with regional Boys and Girls Clubs, campus based multicultural organizations, local YMCAs, GED & ABE providers, and Free at last Youth programming align those in need with youth services. An active agency presence on the Fond-du-Lac,

Bois Forte, and Grand Portage reservations is providing services to under-represented youth in Native American communities. To enhance staff expertise to better address disparities and diversity, staff trainings occurred within the past year to address micro-aggression, Historical Trauma & Native Americans, and workplace and educational diversity and disparities.

JET is the recipient of a youth grant and will use said grant as a pilot project to deliver service to a target population of At risk youth comprised of underrepresented and diverse/BIPOC populations in northeast Minnesota with a special focus on providing services to the Fon-du-Lac Band of Lake Superior and surrounding schools: Fon-du-lac Community College, Fon-du-lac High School, Minisinaakwaang Leadership Academy and area American Indian Education programming in public high schools. JET seeks to provide opportunities to at risk youth comprised of underrepresented and diverse/BIPOC populations in northeast Minnesota with a focus on building career pathways to gainful employment with youth outreach and career education activities, work experience and internships, and by providing career planning activities focused on but not limited to opportunities in construction and the trades.

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. Timesheet Evaluation attached.

JET recognizes Integral to the work readiness skill attainment is the relationship between the counselor, youth participant and worksite supervisor. As part of an ongoing process counselors monitor the worksite with in-person visits and from regularly completed worksite evaluations. When coaching or mentoring requires individualized interventions are offered. JET also uses its own Success Unlimited curriculum with a pre-and post-test as an intervention option to address youth employee development issues such as "Getting Along With Co-workers."

All youth programs those being WIOA and MYP utilize a work readiness skills evaluation that is completed at each participant pay period by the worksite supervisor and participant. These evaluations are reviewed at each pay period by JET counselors and by regularly visits to worksites are conducted for ongoing monitoring to gauge progress

The approach JET used for worksite evaluation and assessing participants' before a work experience begins, worksite supervisors are given a handbook that details the importance of keen observation of work readiness, including the evaluation process. The handbook also outlines the overall goals of the youth program, responsibilities of the supervisor, The worksite supervisor completes a worksite evaluation which focuses on attaining satisfactory level of workplace proficiency/competency. The supervisor who regularly observes the performance at the worksite is in the best position to assess the

quality of the youth's work performance. The attainment of the work readiness skills will be based upon worksite-specific skills and work behaviors necessary to be successful in the workplace. Timesheets include a work readiness evaluation that is completed by the site supervisor covering: attendance, punctuality, workplace appearance, initiative, quality of work, communication, teamwork, critical thinking, and safety. Each are rated on scale of needs improvement, proficient, or exemplary.

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.

JET used programming marketed as Northeast Career EdVenture it is the umbrella program that represents out Outreach to School services and provides free career planning and guidance services to local school districts using the expertise that resides in the local CareerForce system and the partnerships our system has developed over the years. Some districts have robust career planning resources to guide students and many, if not most, have very little to offer students for career planning. Career EdVenture offers a standardized menu of services from which any school district in our region can select resources needed for their students.

Services are divided into two categories: *services for individuals* (one-on-one career guidance, career assessment, postsecondary planning, resume development, personalized job search strategy, and transitioning from high school) and *services for groups/classes* (Basics of Job Search, CareerForce System, Navigating Business Culture, Financial Literacy, business and industry speakers and tours, postsecondary planning, career interest and values assessments, and games and activities with career exploration themes, and more).

JET youth counselors market this menu to school personnel who then select the services best suited to their student population. We make ourselves available to meet with students one-on-one in each district and have regular office hours at many schools so students can conveniently schedule appointments.

Guiding the undecided student to viable career pathways are part of group and individualized services for youth offered through the Career EdVenture initiative. Assisting with and guiding students to FAFSA, scholarship opportunities, and unique training programs like Adult Career Pathways (18+) or trade apprenticeships are part of making career choices affordable and practical.

Under the umbrella of Career EdVenture, free career planning guidance and services are available to classrooms, groups or school wide, with resources

recommended by grade level:

8th Grade:

EdVenture introductory in classrooms

Careers & Grades 9-12

9th Grade:

Career interest assessments

Financial Literacy I

Business and Industry Speakers

Business Tours

218-Trades

10th Grade:

Navigating Business Culture workshop

Financial Literacy II

Career interest and values assessments

Self-advocacy

Business and industry speakers and tours

218-Trades

11th Grade:

Navigating Business Culture workshop

Financial Literacy III

Job searching strategies

Career or job fairs

Post-secondary planning financing

Self-advocacy

Social networking and the job search

Mock interviewing

Business tours and industry speakers

218-Trades

Career interest, values, and personality

The CareerForce System

Assessments

12th Grade:

Navigating Business Culture workshop

Financial Literacy IV

Job search strategies

Mock interviewing

Business tours and industry speakers

Career or job fairs

Career interest, values, and personality

Self-advocacy

Assessments

The CareerForce System

Postsecondary planning and financing

218-Trades

Services available to individual students:

Career assessments of interests, abilities and aptitudes

Resume and application development

Individualized job search strategies

Practice interviewing

College / postsecondary planning

Financial aid/scholarship guidance

Access to community resources Transition from high school planning

Self-advocacy and information and referral resources

218-Trades and Apprenticeship Information

The scope of the services engage youth in individual and group settings ranging from grade 8 to out of school youth. Activities include assistance with career exploration,

assessments and planning activities, job search strategies, post-secondary planning, financial literacy, mock interviews, career fairs, apprenticeship and trades, financial aid guidance, social networking, mock interviews, and community resource guidance. Special youth events include Mining Expo sponsored by IRRR at the Minnesota Discovery Center, the North Star Logging Expo, Construct Tomorrow, and CareerForce location tours.

JET continues to reach students in transition with the placement of staff to local community colleges with dedicated times and office space throughout the region. Currently staff are housed at Itasca Community College, Mesabi Range Technical & Community College (TCC), Rainy River (TCC), Fond-du-Lac Tribal & Community College, Hibbing Technical College, and Lake Superior College. Providing a next step and onsite college guidance is a key element of the overall success of outreach to schools. The ability to engage youth and parents at college events such as career fairs and open houses builds on the continuum of services that are initiated from the services provided in the local school districts.

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

- Attach the Shared Vision for Youth Blueprint to identify local interagency partnerships which serve the neediest youth and address the “opportunity gap”, “achievement gap”, and disparities in the workforce. (See Attachment 4)

All youth enrolled receive the same services including in-depth interview, individualized assessment, ISS/EDP and support services to help them reach self-sufficiency. Other activities include paid Work Experience including YouthBuild, individualized services to obtain a GED, and tuition assistance for Post-Secondary education, private and public sector mentoring and internships, and referral of job-ready youth to unsubsidized employment.

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

JET currently engages employers by hosting multi-agency counselor forums at regional CareerForce sites both in-person and virtually to learn of potential employer hiring needs and upcoming workforce demands. Strong relationships have been built with local crafts and trades to expose youth through pre-apprenticeship activities such as the Construct Tomorrow expo that has all major regional crafts and trades represented. Overall, the pathways to apprenticeships were the focus of the construct event. Across all of JET’s programming (youth, dislocated worker and adult) an agency emphasis has been given to increase the number of on-the-job training contracts to help participants. E-mentoring,

as well as virtual job shadowing and actual job shadowing opportunities, are being provided by JET staff coordinating with local school districts.

We are putting the final touches on a very comprehensive job shadowing handbook to help schools and employers maximize on-site time with students. The handbook has separate components specifically for teachers, parents, students, worksite coordinators, and worksite hosts (those to be shadowed) and includes information about the benefits of job shadowing for both the student and participating business. For teachers/school coordinators, handbook elements include:

- A host of pre- and post- activities that teachers or Career EdVenture staff can facilitate to ensure students are prepared for their experience and make the most out of reflection afterwards.
- Forms for transportation plans, parent consent, and a sample liability release
- Sample emails for requesting worksites and following up after job shadowing
- Timeline activity checklists for staying on top of implementing job shadowing

The student/parent handbook contains a checklist to help prepare for job shadowing, sample email and phone scripts to request a job shadow, a worksite confirmation form with details on timing, hosts, location, etc., how to dress and behave on the worksite, questions to ask the host, a post-job shadow evaluation, sample thank you letter, a form for identifying parent volunteers who are willing to be shadowed and sample medical authorization and consent forms.

The employer handbook addresses items such as:

- The role of the worksite host, guidelines and conduct standards, such as activities and skills to demonstrate and what's not appropriate for job shadowing
- A worksite host profile form to track who is willing to be shadowed
- Activities to prepare the worksite host to maximize the time spent with students
- Suggested activities to further engage the student during the job shadow
- A timeline checklist for worksite coordinators
- A suggested plan of the day's activities

A post- job shadow evaluation We are proud of the effort to assemble such a comprehensive job shadowing guide that will be incorporated into our Career EdVenture initiative. The handbook is also meant as a stand-alone guide for schools to adopt if they wish, though Career EdVenture counselors will be positioned to assist with any aspect of implementing job shadowing. We are happy to share the finished product with other service providers who wish to dive into job shadowing in a deliberate way.

Pre-Employment Transition Services (Pre-ETS) project.

JET counselors attend individualized education program meetings for students with disabilities, when invited to local high schools and coordinate services with the local

Special Education Cooperative and Vocational Rehabilitation services partners. Working with the local workforce development partners, CareerForce locations, and employers, opportunities for students with disabilities are created and maintained. These include internships, summer employment and other employment opportunities available throughout the school year. From our past experience with Pre-ETS programming, JET has the ability for tailoring services to cater to different disabilities and more deliberately engaging parents and will be developing internal strategies to address these opportunities for next year. The alignment of EdVenture and Pre-ETS as a blended delivery of services provides the potentials to serve all youth in a school district.

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.

Elements essential for all youth including those with disabilities to transition into postsecondary education and employment follow “Guideposts for Success.” JET counselors and programming assist with school preparatory objectives by providing information about industry-based career and technical information that is both timely, relevant with the necessary accommodations and learning supports. Providing actual work-based learning experiences, soft-skill development, career goal assessments, exposure to postsecondary education and life-long learning opportunities are part of the JET counselor’s services with youth. Team building is accomplished from specially coordinated events and are part of an individualized youth plan. The acquisition of new skills in a team environment from special events or individually is geared to foster personal growth and self-esteem. Connecting activities and resources by counselors is key to youth service planning. Often in the development of an individualized plan, new needs are identified, and the appropriate service provider is leveraged for support. An integrated resource team allows for dissemination of new resource information to benefit all partners. Connecting activities and support can involve transportation, financial planning, mental & physical health, and assistive technologies. A strength-based approach is used to help develop a climate of family involvement for self-sufficiency and independence. Stronger support networks are built with family involvement and partnerships that share a long-term model for success.

Integrated Resource Teams (IRTs) include school, community partners, and workforce resources. JET counselor involvement uses an approach where they serve as a liaison for an individualized participant plan. Reaching out to partnering agencies and services usually includes collaborations with Vocational Rehabilitation Services (VRS) as part of the continuum of services. As a former Pre-ETS provider JET has well established networks to aid in transitional service meetings bringing together special education, workforce

partners, and community-based organizations for participants. Strong relationships with schools and special education instructors, as well as a regional special education cooperative, provide a system where regional expertise can be brought to the benefit of all. An Integrated Resource Team not only benefits the participant being served, it enhances the delivery of services for all involved partners region wide.

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

Directing youth to after school programming and out of school activities helps with academic achievement. After school hours are the peak times for juvenile crime, risky behaviors and place students in a timeframe (2pm – 6pm) to become a victim of or violence after school. JET provides many opportunities for work experience as an out of school activity. Referral and awareness to programming at local YMCAs, Boys’ and Girls clubs, Scouting, teen drop in centers, Iron Range Youth in Action, Summer Work Outreach Program(SWOP) or after school and out of school programming and mentoring opportunities used in the region. We have also joined an ongoing effort in Itasca County called SPARK designed in part to coordinate and develop after school options for students, lead by the Blandin Foundation Through participating, we hope to watch how the after-school component of this initiative unfolds in the hopes of replicating in other communities outside of Itasca county

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

JET has built relationships with county social workers as part of a cross-functional team to assist teen and young adult parents. Counselors align services and service plans coordinated with county public health nurses and social workers to meet the participant’s needs. In five of the seven counties served by JET. JET is contracted to provide employment and training services for those on DWP and MFIP programs. A close working relationship with Arrowhead Economic Opportunity Agency (AEOA), who provides SNAP in all seven counties, ensures partnerships to align and serve the needs of youth in the region.

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.
JET is the sole provider of WIOA services and co-enrolls youth into MYP for all eligible youth (ISY & OSY) to allow our Career Ed Venture services and curriculum to be delivered to those engaged in MYP OTS programming.

- 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.
N/A
- 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.
JET uses Minnesota Youth funds and co-enrolls and blends other funding sources such and often has co-enrollments with DHS programming (DWP & MFIP). JET has also co-enrolled to serve youth with WIOA Adult programming.
- d. Summarize how the required program element is delivered to participants and any “best practices” associated with that element.
These are identified in the 14 elements narrative below.
- 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]:

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

JET counselors work with youth to direct them to tutoring services and or provide individualized counselor-based services to help develop study skills and avert potential dropouts by addressing areas of academic concern. A common “best practice” used by counselors to assume the role of an advocate for them in educational settings and to model the components of self-advocacy for youth to use. Through various curriculums counseling tools available to staff build strategies to keep youth engaged and thriving in secondary educational settings.

Program Element 2: Alternative secondary school services or dropout recovery services

JET services are available to help youth that may be struggling in secondary education. An active involvement with many Alternative Learning Centers (ALC) in Northeast Minnesota and with General Education and Adult Basic Education services prevent and re-engage youth and young adults to the completion of a recognized high school equivalent. Often coupled with work experience or support services to increase the likelihood of success.

Program Element 3: Paid and unpaid work experience

JET has maintained a robust and effective Work Experience and Internship program that is delivered in the summer and during the school year. Opportunities exist for young adults to explore careers, participate in for profit or non-profit based JET supported employment. In addition to many work experiences, opportunities for On-the-job training

pre-apprenticeship and job shadowing exist. Work experience tends to be the principal method of providing preparation occupational skills training, many internship and work experience participant continue on or are involved with concurrent career based classroom training.

Program Element 4: Occupational skill training

Opportunities exist with counselors for career exploration by virtue of job shadowing, private sector supported work/ internships and public sector work experience opportunities. Exposure to careers is also done by convening skilled trades symposiums such as Construct Tomorrow and by guiding youth to career events at local colleges and technical schools. JET assists youth by utilizing local training providers such as Lake Superior College, Fon-du-lac Tribal & Community College, Rainy River Community College, Mesabi Range Technical & Community College, Itasca Community College, Hibbing Community College, and Vermillion Community College to support students in attending schools to receive occupational skills training in high-pay /high-demand careers. 218Trades is another example of JET's leadership providing assistance to youth seeking careers in the crafts and trades including joint apprenticeships.

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

JET has been an innovator with Adult Pathways to Prosperity (P2P) programming and prior to that FastTrac. The elements provided in P2P for those eighteen years of age and older. Workforce preparation is an ongoing process for youth attending school and participating in work experiences or internships. WIOA Adult Incumbent Worker or JET Talent Development benefit many regional employers of youth to upskill and add skills to advance in a career based on workforce support from JET and employer-based trainings.

Program Element 6: Leadership skills

JET develops leadership skills in a variety of ways from teaming youth workers with more senior mentoring co-workers at worksites to convening special events and workshops that allow you the opportunity to take on special tasks or projects involving problem solving skills, team building activities. Career EdVenture and Success Unlimited curriculum delivered to classrooms and individually also have

Program Element 7: Support Services

JET provides Support Services to help youth to meet their basic needs and to and directs them to services in their communities. Support services can include interview clothing, mileage supports to attend an interview, clothing and equipment to start a new job. Transportation supports include mileage assistance, and drivers training. Support services are delivered as a resource when other options aren't available and as agency funding permits. JET aligns with community organizations and by virtue of providing self-advocacy

skills to youth JET teach the necessary skills to seek and secure supports from a wide variety of resources. JET youth incentives are offered and outlined as a support service.

Program Element 8: Mentoring

JET counselors work with employers that share the philosophy of mentoring youth. When selecting worksites, JET staff are mindful of sharing information and expectations to develop long-term work mentors. JET staff provide supervisors with a Worksite Supervisors Handbook that provides guidance for workers and supervisors as well as characteristics that make for good adult mentors. A positive mentoring relationship works well for the employer, community, and youth by cultivating attributes such as self-esteem, citizenship, and self-awareness.

Program Element 9: Follow-up services

Follow up services are provided to youth and young adults as they are monitored post exit at 30, 60, 90, days and up to one-year post-exit. Many youth reach back to JET staff at different junctures in their life often time several years after exit for career guidance and insights. In many ways JET has modeled the concepts now being brought forth with the CareerForce brand.

Program Element 10: comprehensive guidance and counseling

JET provides comprehensive guidance and counseling as an element of the Career EdVenture curriculum delivered as a component of outreach to school's services and individually to student as well. Comprehensive guidance counseling may require referrals to other services providers by way of referral when staff aren't qualified to address specific needs. Often, referrals may be directed to mental health, chemical dependency, counseling, health, housing, and financial service providers. For guidance and career counseling as it relates to objective assessment and programmatic goals the JET process is well defined in question 5.

Program Element 11: Financial literacy Education

This is either provided by community-based partners such as AEOA as either workshops or as individualized services or through the use of curriculum from the National Endowment for Financial Education and our own Career EdVenture four-part financial literacy curriculum delivered by JET counselors as group or individualized trainings.

Program Element 12: Entrepreneurial skills training

JET is fortunate to have two resources in our region to help with entrepreneurial pursuits: the University of Minnesota Duluth Center for Economic Development and Entrepreneur Fund. Both services provider offer services to help with starting a new business and have several satellite locations in the JET services area.

Program Element 13: Services that provide labor market information

Labor market information is a key component of career planning and basic job seeking skills. CAREERwise and Minnesota Career Information System (MCIS) are tools provided as part of the Career EdVenture curriculum and as an integral part of counseling services. On a local level, JET uses an innovation for all programming to convene business and industry forums at CareerForce locations to identify immediate labor needs and long-term outlooks for key regional employers. Counselors meet with business and industry representatives and are able to share information with youth participants. A secondary benefit of the forums is the hands-on aspect provided to counselors to know the realities of the local labor markets.

Program Element 14: Postsecondary preparation and transition activities

JET delivers curriculum for secondary education to post-secondary education from our Career EdVenture programming and coordinates with local TRIO and Upward bound programs. JET has on-campus presence at most colleges and technical schools allowing for the students to receive individualized services to navigate admissions, financial aid, academic advisement, and student life services. JET begins the transition process with EdVenture programming customarily in grades 10, 11 and 12. To support on-going success, JET staff may continue to support student post-exit as a follow-up services.

[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				
Community Corrections, Juvenile Justice Programs – Staff from JET maintain close working relationships with county correction agencies throughout northeast Minnesota. Youth participants who are court ordered to complete community service may be provided opportunities to engage in unpaid work experience that could lead to paid work experience, if the client is successful.	JET provides support for funding post-secondary education, work experience and internship opportunities. A comprehensive Applicant Self-Assessment identifies housing needs, aligns community resources, money management and budgeting, social support, parenting, legal skills, self-care and work & study habits. Career Counselors attend to the combined elements that may prove to be problematic to those aging out of foster care they assist with developing long and short-term employment and life goals.	For many a disability constitutes a substantial barrier to applying for or holding a job, may participate in the program as a family of one. Youth and young adults with disabilities, including learning, have a number of programs and agencies available to assist them, including education, Job Corps, Vocational Rehabilitation, social service, probation and corrections, social security, mental health agencies, and etc. JET serves as an integral part with services alignment.	JET youth staff work closely with the various homeless shelters, schools, church staff, youth outreach workers, community youth organizations, and counties human service staff to identify and make sure that homeless youth get the appropriate services and resources to Assist them in finding housing and employment.	JET staff work with youth who are at risk or have dropped out of high school, youth enrolled in Alternative Learning Centers (ALC). The potential and actual dropouts are referred by teachers, including Adult Basic Education (ABE) instructors, school counselors who are aware of a young person’s plan to leave school before graduation. The Youth Career Counselors recruit youth who have dropped out of school by advertising in the local CareerForce locations, youth centers and other areas that youth frequent. Another great recruiting tool has been word of mouth from former and present participants.

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				
Providing ongoing support from JET job clubs and support groups at regional Workforce Centers and the convening of regularly scheduled employer and counselor information sessions to assist with job placement and employers willing to work ex-offenders	Youth aging out of the foster care system often have little or no income support, limited housing options and are at a higher risk to end up on the street. Work experience, internships and employment resources are leveraged to gain income and self-sufficiency.	<p>Many youth with disabilities have not had the same opportunities as their non-disabled peers in terms of exposure to career planning.</p> <p>JET staff work and are in contact with the local special education cooperatives to develop a program that is universally acceptable by all agencies and is available to everyone, including persons with disabilities.</p> <p>This universal design refers to common strategies that provide a welcoming atmosphere and better customer service. This universal design is better able to serve youth with a wide range of learning styles, languages, educational levels, intelligence and abilities</p>	JET counselors co-enroll many young adults on MFIP and guide those struggling with meeting basic need of food and shelter to County resources for appropriate programming and services. Counselors adept at providing services to those in public assistance can guide new recipients to support services to prevent homelessness.	JET counselors often help with crafting plans to advocate and intervene for youth that may be struggling with academic, personal, or family problems that may lead to leaving high school. Many times JET counselors are able to stabilize issues and keep students on track to graduation.
Coordination of efforts with New Leaf, the regional Offender Transition Collation and SOAR Career Solutions Offender Reentry Programming	Move youth to educational or employment outcome and or leading to higher levels of success EX; 218 Trades	JET as a former contractor with VRS aligns and continues to coordinate Pre-ETS prospects with a goal of serving the entire spectrum of youth. Many not enrolled into any form of VRS programming with disabilities are served by JET.	Engaging financial counseling with provide budgeting and income support services to youth and young adults. Information and referral to Legal Aid and Energy Assistance programs.	With blended funding streams and activities designed to stabilize youth and families, often in conjunction with DHS programming interventions with those most in need on public assistance continuity of survives and supports need for students to be successful can be leveraged.
Move youth to educational or employment outcome with planning aligned with level of offense and or leading to higher levels of success EX;		Partner with regional resource such as the Grand Rapids Area Scholarship Fund (GRASF) to provide services to those in need and those requiring	Provide supports and resources to engage programming for affordable housing and or stabilizing family units to thrive and grow within their	JET counselors serve to advocate and teach self-advocacy to address student progress and monitor enrolled youth with self-reported (by students)

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				
218 Trades and ex-offender friendly trades.		extra assistance as a community and academic support.	community's by supporting and providing information and referral to community-based partners serving a role in ending homelessness.	progress report forms while attending secondary education institutions.
				Provide pathways to the trades or programming to those not experiencing success in tradition classrooms to see viable careers from programming such as 218-Trades



Classroom Presentation Menu

218 Trades + Apprenticeships

- *Overview* – Intro to the demand for trades positions & opportunities in the region
- *Financial literacy in the trades* – Earning potential and benefits in the trades
- *Professionalism in the trades* – Behaviors needed to work in the trades

Business/Industry Classroom Speakers

- *Customized presentations* from experts in business and industry
- 218 Trades Presentation – *Meet the Expert* – A presentation with a skilled tradesperson from a local Union

Career Assessments/Exploration

- *SMART Career Goals Workshop* – Create Specific, Measurable, Attainable, Realistic and Timely (SMART) Career goals
- *Career & Aptitude Assessments* – Complete a pre-selected career assessment
- *Explore Careers* – Research occupations based on assessment results, dive into variables including labor market data, training, related occupations, etc.

Job Search Skills

- *Roadmap to Employment* – Discover the skills needed for a successful job search & conduct a brief job search from a variety of search engines

Job Applications

- *Hire Me* – Review your assumptions about the hiring process & choose who you would hire

Labor Market Data

- *Data Driven Economy* – Discover how the government classifies occupations according to standard occupation codes & how to explore related wage info & employment outlook

- *Resume Resources* – Discover resources, & best practices for a Resume & Cover Letter

Mock Interviews

- *Fake It 'Till You Make It* – Discover common interview questions & how to make a great 1st impression on your future employer

Success in the New Economy

- *Discover Pathways to Succeed without Completing a Degree* – Explore careers that are driven by a skills-based economy

Reality Check Tool + Budgeting

- *Reality Check* – How much do you need to live on your own? Complete a reality check between your goals & the cost of living with the GPS [Reality Check](#)
- *How do You Budget?* – Discover basic budgeting and budget your dream occupation's anticipated hourly, monthly, and yearly income against personal expenses

Post-Secondary Training

- *Majoring in Success* – Discover how to select the “right” college and major for your future
- *How do I pay for this?* – Review college costs and Scholarships & FAFSA resources

Self-Advocacy

- *Speak Your Mind* – Discover what self-advocacy is and how to take charge of your life

Learning Styles

- *Teach Me this Way* – Discover your Learning Style & convince your peers how to solve a real-world problem using your style

Resume



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MINNESOTA OFFICE OF JOB TRAINING

CLASS/GROUP REQUEST FOR SERVICES

Return completed form to:

Career Counselor _____

Email _____

Phone _____

INSTRUCTIONS

Select the topics you would like to cover in your classroom and fill out the bottom half of the form.
Your local Career Edventure Counselor needs this information to provide these services.

CLASSROOM WORKSHOP TOPICS

Post-Secondary Training

Career Assessments/Exploration

Labor Market Data

Success in the New Economy

Reality Check Tool + Budgeting

Other (please explain): _____

Resumes

Mock Interviews

Job Searching

Job Applications

Self Advocacy

218 Trades + Apprenticeships

Business/Industry Classroom Speakers

Learning Styles

CLASSROOM INFORMATION

SCHOOL: _____ TEACHER: _____

PREFERRED CONTACT INFO: _____

STUDENTS: _____ CLASS TIME(S): _____ GRADE: _____

PREFERRED DELIVERY METHOD - CHECK ONE: VIRTUAL OR IN - PERSON

FOR IN-PERSON ONLY - CLASSROOM COVID-19 GUIDELINES:

SMART BOARD: YES NO COMPUTER & PROJECTOR: YES NO SPED CLASSROOM: YES NO

OTHER REQUESTS/INFORMATION:



STUDENT REQUEST FOR SERVICES

Return completed form to:

Career Counselor _____

Email _____

Phone _____

Please select the service(s) you are requesting.
If you aren't sure what to pick, skip the service section and fill out the bottom.

PLEASE CHECK THE SERVICES YOU ARE REQUESTING

- Access to Community Resources (health care, housing, food support, etc).
- Apprenticeship & 218 Trades Information
- Application Assistance/Guidance (for jobs, colleges, or scholarships)
- Career Assessments (of interests, abilities & aptitude)
- Financial Aid/Scholarship Guidance
- Job Search Assistance
- Paid Work Experience
- Post-Secondary Training Planning (4-year college, 2-year college, technical training, short-term training)
- Practice Interviewing (for jobs, colleges, or scholarships)
- Resume Development (for jobs, colleges, or scholarships)
- Scholarship Money for College/Training
- Transition from High School Planning
- Other _____

STUDENT NAME: _____ PHONE #: _____ EMAIL: _____

SCHOOL: _____ GRADE: _____ AGE: _____

AVAILABLE TO MEET: Before School After School During my elective or study hall: hour

MEETING TYPE PREFERENCE: Virtual In Person

PARENT/GUARDIAN NAME(S): _____ PHONE #: _____

STUDENT SIGNATURE: _____ DATE: _____

For NEMOJT Office Use Only: Received parent/guardian consent for services (verbal or written). YES

Does the parent/guardian want a copy of the summary of services: YES

Parent/Guardian Email for Summary: _____



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MINNESOTA OFFICE OF JOB TRAINING

Summary of Youth Services

NEMOJT Career EdVenture Services provided by:

Career Counselor _____

Email _____

Phone _____

DATE OF SERVICE: _____

THE FOLLOWING SERVICES WERE PROVIDED TO _____.

Please contact me anytime you have questions or would like further information.

- Career Assessments** of interests, abilities & aptitude
- Transition from High School Planning**
- Resume Development** (for jobs, colleges, or scholarships)
- Application Assistance/Guidance** (for jobs, colleges, or scholarships)
- Practice Interviewing** (for jobs, colleges, or scholarships)
- Job Search Assistance**
- Post-Secondary Training Planning** (4-year college, 2-year college, technical training, short-term training)
- Financial aid/Scholarship Guidance**
- Access to Community Resources** (health care, housing, food support, etc).
- Apprenticeship Information & Application Assistance**
- Other** _____

NEXT STEPS (include future appointment date, time and location if applicable):

1. _____
2. _____
3. _____

Copy of summary provided to:

- Student
- School
- Parent/Guardian (if requested)