


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
Southwest Minnesota Private Industry Council 607 West Main Street Marshall, MN 56258	Eriann Faris, Youth Program Manager 607 West Main Street Marshall, MN 56258
Director Name: Carrie Bendix Telephone Number: 507-476-2188 Fax: 507-537-6362 E-Mail: cbendix@swmnpic.org	Contact Name: Eriann Faris Telephone Number: 507-476-4053 Fax: 507-537-6362 E-Mail: efaris@swmnpic.org

Basic Organization Information

Federal Employer ID Number:	Minnesota Tax Identification Number:
41-1487964	3012698
DUNS Number:	SWIFT Vendor ID Number (if known):
061564931	0000204682

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

Signature:	
Title:	Executive Director
Date:	4/7/2022

Attachment 2

PY 2022 Budget Information Summary:

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

(See following pages for definitions of cost categories)

WDA Number and Contact:	WDA 6 Pamela Russell
E-Mail Address/Phone No:	prussell@swmnpic.org 507-476-4061
Date Submitted (or Modified):	May 2022

Cost Category	Carryover From PY21 (Cannot exceed 20% of PY 21 Amount.)	New WIOA Funds	Total Funds Available	Estimated Expenses 4/1/22 to 9/30/22	Estimated Expenses 10/1/22 to 3/31/23	Estimated Expenses 4/1/23 to 9/30/23	Estimated Expenses 10/1/23 to 3/31/24
764/833 Administration (Cannot Exceed 10%)	\$2,396.20	\$13,729.60	\$16,125.80	\$4,031.45	\$8,062.90	\$12,094.35	\$16,125.80
841 In-School Youth Work Experience Wages/Fringe	\$6,854.00	\$3,250.00	\$10,104.00	\$2,526.00	\$5,052.00	\$7,578.00	\$10,104.00
825 Out-of-School Youth Work Experience Wages/Fringe	\$6,015.72	\$12,178.00	\$18,193.72	\$4,548.43	\$9,096.86	\$13,645.29	\$18,193.72
872 In-School Youth Work Experience Staff Costs	\$2,201.71	\$10,000.00	\$12,201.71	\$3,050.43	\$6,100.86	\$9,151.28	\$12,201.71
855 Out-of-School Youth Work Experience Staff Costs	\$1,604.35	\$30,000.00	\$31,604.35	\$7,901.09	\$15,802.18	\$23,703.26	\$31,604.35
874 In-School Youth Direct Services (Non-Work Exp.)	\$0.00	\$10,000.00	\$10,000.00	\$2,500.00	\$5,000.00	\$7,500.00	\$10,000.00
877 Out-of-School Youth Direct Services (Non-Work Exp.)	\$411.70	\$33,341.00	\$33,752.70	\$8,438.18	\$16,876.35	\$25,314.53	\$33,752.70
848 In-School Youth Support Services	\$250.00	\$250.00	\$500.00	\$125.00	\$250.00	\$375.00	\$500.00
862 Out-of-School Youth Support Services	\$746.10	\$1,000.00	\$1,746.10	\$436.53	\$873.05	\$1,309.58	\$1,746.10
860 In-School Youth Other Services	\$0.00	\$750.00	\$750.00	\$187.50	\$375.00	\$562.50	\$750.00
878 Out-of-School Youth Other Services	\$0.00	\$1,250.00	\$1,250.00	\$312.50	\$625.00	\$937.50	\$1,250.00
837 In-School Youth Training	\$1,000.00	\$1,500.00	\$2,500.00	\$625.00	\$1,250.00	\$1,875.00	\$2,500.00
838 Out-of-School Youth Training	\$1,032.50	\$20,047.40	\$21,079.90	\$5,269.98	\$10,539.95	\$15,809.93	\$21,079.90
Total:	\$22,512.28	\$137,296.00	\$159,808.28	\$39,952.09	\$79,904.15	\$119,856.22	\$159,808.28
Estimated Percentage of NEW WIOA Funds Expended on Out-of-School Youth (Must be at least 75 percent):							79%
Estimated Percentage of NEW WIOA Funds Expended on Work Experience (Must be at least 20 percent):							44%
Estimated Total Number of Youth to be Served With WIOA Youth Funding:							22

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

WDA Number and Contact:	WDA 6; Pamela Russell
E-Mail Address/Phone No:	prussell@swmnpic.org
Date Submitted (or Modified):	April 2022

Cost Category	Total Funds Available	Estimated Expenses 7/1/22 to 9/30/22	Estimated Expenses 7/1/22 to 12/31/22	Estimated Expenses 7/1/22 to 3/31/23	Estimated Expenses 7/1/22 to 6/30/23
764/833 Administration (Cannot Exceed 10%)	\$11,067	\$2,766	\$5,533	\$8,300	\$11,067
881 Youth Participant Wages and Fringe Benefits	\$42,104	\$10,526	\$21,052	\$31,578	\$42,104
885 Direct Services to Youth	\$45,000	\$11,250	\$22,500	\$33,750	\$45,000
860 Outreach to Schools (Direct Services; This cannot exceed 20%.)	\$10,000	\$2,500	\$5,000	\$7,500	\$10,000
891 Support Services	\$2,500	\$625	\$1,250	\$1,875	\$2,500
Total:	\$110,671	\$27,667	\$55,335	\$83,003	\$110,671

Estimated Number of MYP Youth Served/Cost Per Participant

Estimated No. of MYP Youth Served:	98
Outreach to Schools (OTS) Youth + Families Served (Note that OTS is an optional activity):	500
Estimated Total Number of MYP Youth and Families Served:	595
Estimated Cost Per MYP Participant:	\$1,027.25
Estimated Cost Per OTS Participant-Family:	\$20.00

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

Outreach to Schools (OTS) is a partnership between the Work Development Area 6 Board, (LWDA) – Southwest Minnesota Youth Committee and local educational agencies. Outreach to School addresses a strategy for delivering effective education planning, career counseling and labor market information to the region's youth and families. The PIC staff will work with students in area schools to assist them with education and career planning, including, but not limited to:

- A. Provide information to individuals and groups regarding occupations and industries in demand and with the highest growth throughout the region. Current labor market information along with providing opportunities for students to directly experience occupations through job shadowing, mentoring and business tours will be used.
- B. Partnering with local school districts on parent/teacher conference evenings to present on topics such as: career planning, career exploration, labor market information, job seeking resources, and more.
- C. Staff will provide workshops on planning for post-secondary training, accessing financial aid and selecting an appropriate program, goal setting and navigating business culture. Providing opportunities to interact with local business and industry through business tours, business and industry speaker panels, job shadowing, and mentoring will be implemented.
- D. Provide individual counseling and career exploration including career assessments, resume preparation, job search assistance, and mock interviews.
- E. Tours of CareerForce locations and information about the resources available at CareerForce and how to access and utilize the resources.
- F. Local career fairs, career events, and tours of businesses in strategic industries will provide connections to community and private sector resources.
- G. Group and individual counseling including instruction and presentations on career planning, labor market information and high growth industries and demand occupations of local employers.
- H. Individualized counseling including career exploration and career assessments, resume preparation, mock interviews, and job search assistance.

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:	Southwest Minnesota – WDA #6/ Carrie Bendix
E-Mail Address/Phone Number:	cbendix@swmnpic.org
Date Submitted (or Modified):	6/13/2022

WIOA Youth Performance Measure	PY 2021 WDA PLANNED	PY 2022 STATE NEGOTIATED LEVEL	PY 2023 STATE NEGOTIATED LEVEL	PY 2022 WDA PLANNED	PY 2023 WDA PLANNED
Employment/Education/ Training 2nd Quarter After Exit:	76.0%	68.0%	69.0%	68.0%	69.0%
Employment/Education/ Training 4th Quarter After Exit:	74.0%	69.0%	69.0%	69.0%	69.0%
Credential Attainment:	62.5%	62.0%	62.0%	62.0%	62.0%
Median Earnings:	\$3,400	\$4,000	\$4,000	\$3,400	\$3,400
Measurable Skills Gain:	49.0%	41.0%	42.0%	41.0%	42.0%

WIOA Youth Performance Definitions

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

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

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

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

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

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

Youth Committee Information For PY 2022/SFY 2023

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

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

YOUTH COMMITTEE MEMBER NAME	ORGANIZATION/REPRESENTING (examples: business, education, community-based organizations, youth, parent, etc.)	Full LWDB Member?
Chair: <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>		
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>		
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>		

SW MN Youth Council Membership 2022

Name Work Address	Phone Work/Fax/Home	E-Mail Address	Full LWDA Member?
Laurel Christianson MN West - Granite Falls 1593 11th Ave. Granite Falls MN 56241	(W) (320) 564-5052 (F) (320) 564-4582 (H) -	Laurel.Christianson@mnwest.edu	
Gail Polejewski Perkins Consortium- SW/WC Service Coop. & MN West 1420 East College Drive Marshall MN 56258	(W) (507) 537-2271 (F) - (H) -	gail.polejewski@swsc.org	
Robin Weise Southern Regional Development Commission 2401 Broadway Ave, Suite 1 Slayton MN 56172	(W) (507) 836-1638 (F) - (H) -	robin@swrdc.org	
Tom Hoff SW/WC Service Coop. 1420 East College Drive Marshall MN 56258	(W) (507) 537-2271 (F) (507) 537-7327 (H) -	Tom.Hoff@swsc.org	
Cami Raymond VRS 607 W. Main St. Marshall MN 56258	(W) (507) 476-4049 (F) (507) 537-7977 (H) -	camille.raymond@state.mn.us	
Marly Wagner TRIO Upward Bound SMSU - 1501 State Street Marshall MN 56258	(W) (507) 537-7286 (F) (507) 537-6027 (H) -	marly.wagner@smsu.edu	
Linda Pesch MN West - Canby 1011 First Street Canby MN 56220	(W) (507) 223-1325 (F) - (H) #REF!	linda.pesch@mnwest.edu	
See Moua-Leske Southwest Adult Basic Education 1500 State Street SS Bldg. Marshall MN 56258	(W) 507-537-7046 (F) - (H) -	See.Moua-Leske@marshall.k12.mn.us	x
Craig Wilson Southwest Health and Human Services 607 West Main Street Suite 100 Marshall MN 56258	(W) (507) 532-1277 (F) - (H) -	craig.wilson@swhhs.com	
Melissa Scholten Southwest Minnesota State University- Career Services Director 1501 State Street Marshall MN 56258	(W) - (F) - (H) -	Melissa.Scholten@smsu.edu	
Kati Birhanzi Montevideo High School 1501 William Avenue Montevideo MN 56265	(W) 320-269-6446 Ext. 1169 (F) - (H) -	kbirhanzi@montevideoschools.org	
Shelly Castenada United Action Agency 1400 South Saratoga Street Marshall MN 56258	(W) (507) 537-1416 (F) ext. 2101 (H) -	shellyc@unitedcapmn.org	
Anne Johnson Redwood Falls Area Chamber of Commerce 200 S Mill Street Redwood Falls MN 56283	(W) (507) 637-2828 (F) - (H) -	anne@redwoodfalls.org Chair	x
Mikayla Conrath Job Corps/MTC 1821 University Ave W, N-409 Minneapolis MN 56187	(W) 612-823-4360 (F) - (H) 612-790-0470	conrath.mikayla@jobcorps.org	
Mat Pendleton Lower Sioux Indian Community 39527 Res. Highway 1P.O. Box 308 Morton MN 56270	(W) 0 (F) 0 (H) 507-430-8879	mat.pendleton@lowersioux.com	
Bruce Bergeson Minnesota River Valley CTE Collaborative 1315 Black Oak Ave Montevideo MN 56265	(W) (320) 269-9297 x 202 (F) 0 (H) 0	bbergeson@mrved.net Vice Chair	x
Staff Name Office Address	Phone-Work/Fax	E-Mail Address	
Eriann Faris SW MN PIC 607 W. Main Street Marshall MN 56258	(W) (507)-476-4052 (F) (507) 829-8168 (H) -	efaris@swmnpic.org	
Cathy Ervin SW MN PIC 202 N. 1st St. Suite 100 Montevideo MN 56265	(W) (320) 269-5561 (F) - (H) -	cervin@swmnpic.org	
Carrie Bendix SW MN PIC 607 W. Main Street Marshall MN 56258	(W) (507) 476-2188 (F) - (H) -	cbendix@swmnpic.org	
Krista Nelson SW MN PIC 318 9th Street Worthington MN 56187	(W) (507) 829-1213 (F) (507) 829-1213 (H) -	knelson@swmnpic.org	
Muna Mohamed SW MN PIC 607 W. Main Street Marshall MN 56258	(W) (507) 829-4031 (F) 0 (H) 0	mmohamed@swmnpic.org	
Kelli Turbes SW MN PIC 318 9th Street Worthington MN 56258	(W) (507) 828-8935 (F) 0 (H) 0	kturbes@swmnpic.org	
Kelly Rickert SW MN PIC 202 N. 1st St. Suite 100 Montevideo MN 56265	(W) (507) 760-1600 (F) 0 (H) 0	krickert@swmnpic.org	
Rena Jenniges SW MN PIC 202 N. 1st St. Suite 100 Montevideo MN 56265	(W) (507) 829-1833 (F) 0 (H) 0	rjenniges@swmnpic.org	

Youth Service Provider Information For PY 2022/SFY 2023

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

Youth Service Provider/Contact	WIOA		MYP																				
<p>Name of Service Provider: <i>Southwest Minnesota Private Industry Council</i></p> <p>Address: <i>607 West Main Street</i></p> <p>City, State, ZIP <i>Marshall, MN 56258</i></p> <p>Contact Person: <i>Eriann Faris</i></p> <p>Contact Person Phone: <i>507-476-4053</i></p> <p>Contact Person E-Mail: <i>efaris@swmnpic.org</i></p> <p>Service Provider Website: <i>www.swmnpic.org</i></p>	<table border="1" data-bbox="813 604 1045 810"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>ISY:</td> <td>x</td> <td></td> </tr> <tr> <td>OSY:</td> <td>x</td> <td></td> </tr> </tbody> </table>		Yes	No	ISY:	x		OSY:	x		<table border="1" data-bbox="1078 604 1498 951"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Summer ONLY:</td> <td></td> <td>x</td> </tr> <tr> <td>Year-Round (incl. summer):</td> <td>x</td> <td></td> </tr> <tr> <td>Outreach to Schools:</td> <td>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.

WIOA Notice of Proposed Rule Making Section 681-400 states that eligible providers of youth services be selected by awarding a grant or contract on a competitive basis does not apply to the design framework services when these services are more appropriately provided by the grant recipient/fiscal agent. Design framework services include intake, objective assessments and the development of individual service strategy, case management, and follow-up services.

WIOA law Section 123(b) states that a local board may award grants or contracts on a sole-source basis if such board determines there is an insufficient number of eligible providers of youth workforce investment activities in the local area involved (such as a rural area) for grants and contract to be awarded on a competitive basis under subsection (a). Based on the insufficient number of eligible providers of WIOA Youth activities in the local area, the local board will award the WIOA youth program to a sole-source provider as allowed in WIOA law Section 123(b).

See Attachment A for copy of board minutes to support WIOA Final Rules at 20.CFR681.400.

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

OSY will be recruited through established partnerships with educational institutions, Adult Basic Education (ABE), Vocational Rehabilitation Services (VRS), community action councils, county agencies, businesses, human service agencies, community corrections, parents, past or current participants, and other youth-serving organizations. The Youth Committee, Local WDB Members, CEOB Members, staff, and partners are involved in the outreach, recruitment, and referral process.

Additional outreach and recruitment initiatives include:

- Regular meetings with leaders from the Lower Sioux Reservation, Micronesian, Karen, and Somali communities provide great opportunities to customize culturally responsive outreach efforts as well as services.
- Working closely with Upward Bound and TRIO programming to identify referrals attending training programs for potential tuition assistance.
- Work closely with Vocational Rehabilitation Services to identify referrals including and especially those youth placed on a VRS wait-list.
- Contacting former Minnesota Youth Participants (MYP) participants to determine whether they could qualify for and benefit from additional services under WIOA.
- Referrals from local Adult Basic Education (ABE) instructors to find GED, Adult Diploma, and English as Second Language (ESL) students who qualify for services under WIOA and MYP.
- Meet regularly with Job Corp representative.
- Media releases to newspapers throughout WDA 6, which inform their readers of the PIC ability to provide scholarship opportunities, paid internships/work opportunities, and On-the- Job Training (OJT).
- Work with county social services and public health agencies, as well as other agencies serving at-risk youth and their families (e.g. local resource centers for homeless youth, local food shelves, mental health services providers, etc.) to identify out-of-school youth who could benefit from services under WIOA/WIOA and MYP, such as the Supplemental Nutrition Assistance Program (SNAP).
- Utilize PICs social media (Southwest Minnesota Careers Facebook page, and PICs You Tube, etc.) to inform the public of the services available, specifically the scholarship opportunities and career pathway opportunities for OSY.
- Attend local community events, including college and business expos, career fairs, hiring events, and other community outreach events delivering information of services available for WIOA and MYP.
- Identify students participating in Outreach to Schools (OTS) and the Higher Education Career Advisory Program (HECAP), for WIOA OSY and MYP services.
- Ongoing communication with public assistance employment counselors to determine if they have clients who would qualify for and benefit from services under WIOA and MYP, for example those receiving Minnesota Family Investment Program (MFIP).
- Connect with area secondary school teachers, special education case managers, principals, and counselors to inquire about recent graduates in their communities who are known to be struggling to find a career path.
- Encourage current and past participants to inform their friends and family about the services offered by PIC and CareerForce partners. Ask employers to refer their potential candidates for PIC Youth and Young Adult Program services.

Other avenues used are:

- Word of Mouth
- PIC Website (www.swmnpic.org) & CareerForceMN
- DEEDs Local Job Service and Workforce Strategy Consultants- Employer referrals/engagement
- Career Pathway Training- Youth/Adult Career Pathway Partnerships

- Southwest Minnesota Standing Youth Committee
- Rural Career Counseling Coordinator (RC3) Initiatives

- In-School Youth (“ISY”)

The ISY Program provided by PIC is designed to provide career awareness, career exploration, work experience opportunities, job seeking and keeping skills, career-exploration activities such as career assessments, skills assessments, interest assessments, labor market information, etc., to ensure a successful pathway from high-school to post-secondary/workforce. Personalized services may include driver's license obtainment, certificate obtainment (i.e. - Certified Nursing Assistant), or any other support service necessary for the young person to achieve their post high school plans.

The SW MN Workforce Development Board (WDB) has identified Career Pathways as a proven model for job growth and retention in the region, especially for the region’s high growth, in-demand industries. According to Department of Employment & Economic Development’s (DEED) Occupations in Demand (OID) Tool, Manufacturing, Healthcare, Transportation, and other related industries are just a few of the 200 occupations showing high demand in the region, with training and education requirements ranging from short-term on-the-job training to post-secondary education to advanced degrees. The PIC, through the Career Pathway Partnership has incorporated the career pathway model into the secondary schools allowing ISY to participate in increased credentialing opportunities. PIC youth and young adult staff will utilize the following several strategies for the outreach and recruitment of youth in the 14 county service area:

- Connect with local school districts serving students in WDA 6, including charter schools and alternative learning programs/centers to inform school staff about the services offered through of the WIOA youth and MYP programs. Expanded efforts will be made to connect with school counselors, school social workers, and special education case managers to ensure that program information is available to student most at-risk.
- Display WIOA and MYP information in CareerForce locations, local libraries, school career centers, and city and county offices, throughout WDA 6.
- Encourage current and past participants to inform their friends and families about the services offered by PIC and the CareerForce. Encourage partner employers to refer potential candidates for PIC Youth and Young Adult Program services.
- Connect with public assistance employment specialists, to encourage referrals form of clients who have family members who may qualify for and benefit from services under WIOA and MYP.
- Attend local community events, including college and business expos, career fairs, hiring events, and other community outreach events delivering information of services available for WIOA and MYP.

- Identify students participating in Outreach to Schools (OTS) and the Higher Education Career Advisory Program (HECAP), for WIOA ISY and MYP services.
 - Utilize PICs social media. (Southwest Minnesota Careers Facebook page, and PICs YouTube, etc.)
 - As part of the outreach efforts, the PIC youth and young adult programs provides ongoing opportunities for youth to visit our local CareerForce to learn more about the services provided by our local CareerForce and increase awareness and knowledge of resources available to them and their families.
 - PIC is a Limited Use Vendor of Vocational Rehabilitation Services Pre-Employment Transitional Services serving youth with disabilities that are ages 14-21 that are attending secondary school and are VR eligible. Youth are placed in work experiences in integrated environments in the community to gain confidence, develop job specific skills, and positive work habits while preparing for future career opportunities.
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.

An applicant’s eligibility is determined based on criteria established by the Workforce Innovation and Opportunity Act rules and regulations and the Minnesota Youth Program outlined in the Youth Administrative Manual provided by the Department of Employment and Economic Development.

Applications are reviewed for eligibility criteria by the Youth Program Staff. Intake interviews are performed and needs identified by means of the Initial Assessment and Individual Service Strategies Form. Youth staff provides all applicants with detailed information on materials required to process their application. Information to confirm eligibility must be documented as outlined in the Youth Administrative Manual provided by the Department of Employment and Economic Development.

The Five (5%) percent window in WDA 6 will be utilized only for special considerations on a case-by-case basis for an ISY and OSY who exhibits one or more of the following challenges and may not be income eligible if they meet one or more of the following at-risk criteria:

- (I) Basic skills deficient.
- (II) An English language learner.
- (III) An offender.

(IV) A homeless individual, runaway, in foster care (or has aged out of the foster care system), or in an out-of-home placement.

(V) Pregnant or parenting.

(VI) A youth who is an individual with a disability.

(VII) An individual who requires additional assistance to complete an educational program or to secure or hold employment.

Requests for use of the 5% window must be staffed with the Youth Program Manager, and approved by the Executive Director.

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.

While much of the youth and young adults served by PIC meet at least one other at-risk category, the PIC has defined the sixth criteria as "an ISY 14-21 or OSY 16-24 who does not have a realistic career plan, experiencing difficulty completing a career plan for personal, financial, or geographic access reasons, encountering academic or personal difficulties in school/training or has a poor or insufficient work history." These items will be measured by the Initial Assessment completed during intake.

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

Objective assessment is the beginning of the set of comprehensive services designed to help youth achieve their potential and become productive and self-sufficient contributors to their communities. Objective assessment is both comprehensive and ongoing. Assessments are provided through individual interviews, paid internships/work experience opportunities, leadership activities, computerized and paper assessments, written assignments, and more. Appropriate accommodations are made for youth with special needs.

The PIC Youth Programs Initial Assessment and Individual Service Strategy form is used to assess the needs of the youth and allows for discussion of the goals the youth is seeking to achieve. The Individual Service Strategy section prompts youth employment specialists to identify the steps necessary to achieve those goals and which of the 14 WIOA program elements are necessary for the young person to achieve their goals. This includes the creation of career pathways for youth and young adults involved in PIC programs as well as effective connections with employers, including small businesses, and in-demand industry sectors and occupations.

Other assessment tools used for various activities may include the World of Work Inventory (WOWI), the Career Scope, or Minnesota Career Information System (MCIS). Recently, our Employability Skills Work Group will be implementing the “Bring Your “A” Game” Essential Skills curriculum in groups and 1:1.

In addition to the assessments administered to participants directly, PIC youth employment specialists receive copies of school records for in-school youth, including their Individual Education Plans (IEP), 504 plans, transcripts, standardized test results, etc., as appropriate. Participants are encouraged to take the ACT and/or Accuplacer assessments and are asked to produce a copy of their results so that the employment specialist can determine their level of readiness for post-secondary instructions.

PIC continues to utilize technology as an additional means for meeting youth where they are at, but due to easing Covid restrictions, staff have increased touchpoints with youth in meeting in-person for intakes, counseling, orientations, and worksite visits. PIC is facilitating digital document completion and increasing accessibility to obtaining PIC’s youth and young adult services through virtual services.

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.

Utilizing information from the above listed assessments, PIC youth employment specialists will work with each youth to develop an Individual Service Strategy (ISS). The ISS outlines:

- Individual’s education and/or employment goals;
- Current education level and math/reading grade level equivalence;
- Objectives and timelines to meet stated goals;
- Barriers to achieving goals;
- Support services needed to overcome barriers to goal success;
- Progress updates, follow-up information, referrals, and plan updates
- Job search and placement plan after education/training is completed and youth is ready to become employed.
- Incorporates career pathways as part of both the objective assessment and development of the individual service strategy.
- Directly links to one or more of the performance indicators.
- Includes effective connections to employers, including small employers, in-demand industry sectors and occupations.

Using the above information, the PIC youth employment specialist work with participants to determine an Individual Service Strategy (ISS) that best addresses their short- and long-term goals. Incentive plans may be developed by the PIC youth employment specialist and the participant in conjunction with the ISS to acknowledge achievement of goals and objectives.

When youth have an Individualized Education Plan (IEP), a copy is requested, and staff review with the youth. Because the IEP is tailored to the individual's needs, it is helpful to the staff and others to understand the youth's disability and how they can help them learn and be most successful. The IEP is useful as goals and objectives are established to ensure they correspond to the needs of the youth and his/her abilities.

Support services may include transportation, uniforms, and other employment and training related items necessary to lessen the barriers and increase chances of success. Referrals for other basic needs items are made as appropriate.

The original copy of the ISS is maintained in the client file. The PIC youth employment specialist reviews the goals and action steps of the ISS with participants on a regular basis to encourage and support youth in achieving their goals. The ISS is updated at least annually.

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.

The PIC Youth Programs has adapted these activities even more so now with the ongoing pandemic. We realize the populations we are serving do not do well working through content virtually just as they did not learn traditional prior to COVID. The experiential learning, work-based learning activities, and work experience opportunities are a bit more difficult to create in our current economic landscape. However, they are not impossible. We have challenged ourselves to continue to create these "hands-on" experiences for students while keeping them safe from all hazardous or infectious diseases.

The PIC Youth Program defines experiential learning as an opportunity for youth to "learn by doing" and then reflect on that experience. This can be accomplished through experiences in a classroom setting (i.e., small group discussion, role play, exercises, and simulations) or hands-on learning through structured activities.

All young people are in need of developing career success skills before they are ready to succeed in unsubsidized employment. They may also lack the experience necessary to secure employment. PIC youth employment specialists address these barriers by continuing to provide experiential and work-based learning opportunities via paid internships/work experience opportunities. This experience provides participants the opportunity to gain the skills and experience necessary to find success in the workplace.

Youth are provided work-based learning (WBL) opportunities through placement in entry level paid work experiences which provide them with an opportunity to learn basic skills and competencies for success in employment.

Work based learning (WBL):

- Provides an opportunity for youth to learn about and meet employer expectations while gaining transferable skills.

- Allows youth to try out different jobs to help determine what they like and dislike.
- Helps build work-readiness skills to prepare them for a future career.
- Provide youth exposure to work/careers that will improve their employment prospects.

A variety of work experience opportunities are available to PIC youth program participants. Youth who excel in an entry level work experience are provided with opportunities to participate in an advanced placement with increased responsibility, with the potential of being hired by the employer upon completion of placement.

PIC youth programs are proactively working to establish an even greater number of work experience opportunities in the private sector, including those industries in our region which are high demand, high growth. To provide a variety of work experiences, a broad range of employment settings are utilized, not just those in high-demand occupations.

PIC has a strong network of businesses and organizations willing to host paid youth interns (work experience participants) at their sites. Supervisors and participants receive an orientation, from the PIC youth employment specialist. The orientation outlines the responsibilities and expectations of the youth intern, the worksite supervisor, and the employment specialist. Orientation also includes workplace safety, child labor restrictions (as appropriate), the Minnesota Right to Know Act, injury reporting, state and federal employment rules, confidentiality, and equal opportunity employment. A worksite evaluation measuring performance in the workplace is required to assess work readiness for the work readiness indicator. The most effective method of assessing work readiness is to have the worksite supervisor observe and evaluate performance on the worksite. The worksite supervisor is in the best position to assess the quality of a young person's work performance. The worksite supervisor evaluates/rates the youth on the following categories of:

- Attendance/Punctuality (Dependability)
- Positive Attitude/Behaviors
- Interpersonal Skills (Communication, Relations)
- Decision Making/Stability
- Communication Skills – Written & Verbal
- Appearance

The rating tool is on the students' timecards and is evaluated bi-weekly in accordance with the pay periods. The supervisors complete the evaluation using a Likert scale of one through four, 'one' signifying unacceptable to 'four' identifying exceeding requirements. The evaluation is included on the timecard to promote a conversation about positive developments and needed improvements. Short-term goals for skills improvement are set and monitored by the youth employment specialist when workplace deficiencies or areas for improvement are identified.

The employment specialist regularly visits the worksite to observe the participant, discuss progress and areas for skills enhancement, and provide encouragement and support. The youth employment specialists work with the worksite supervisors to address any issues that arise with the youth worker.

Additionally, PIC can provide youth experiential learning opportunities or WBL through a structured job shadowing approach. Youth gain insight through real and relevant learning as they identify career paths, connect with local employers, and learn about labor market information. This project has been a successful local initiative with proven outcomes, developed through a solid partnership between workforce development systems and industry partners in Southwest Minnesota.

Job shadowing is a great opportunity for our future workforce to gain valuable insight through real and relevant learning as they begin to determine the paths, they will take post high school. The goal is for students to come away with a better understanding of their field of interest and the skills needed to be successful.

Students are provided a range of career development opportunities through partnerships with employers, education, and workforce development agencies. Career Exploration, Career Exposure, and Career Experience support the development of both industry-specific technical skills and professional skills, such as communications, teamwork, and problem solving, valued by nearly all employers. The paradigms used in southwest Minnesota encompasses a wide array of learning experiences, such as job shadowing and workplace tours to internships and on-the-job training; provides meaningful job tasks in a work environment that develops a student for the knowledge and skills that support entry level or advancement in a particular career; expands professional networks; and supports further training, persistence and completion through comprehensive supports such as advising or coaching that prepare students with the information they need to make informed choices about their careers.

The Employer Partnerships we have in southwest Minnesota are very influential in providing solid work-based learning experiences. PIC facilitates these WBL opportunities alongside our employer partners working towards the end goal of providing comprehensive skill development to student learners including activities designed to promote awareness of careers, workplace norms and employer expectations. These activities incorporate the technical skills components which are industry specific.

In the workplace, Career Exploration includes Informational Interviews, Job Shadowing and Workplace Tours. Career Exposure and Experience activities give an in-depth discovery of a particular career and the development of the skills and understanding of the education needed in a particular industry or occupation and activities include work-based skills training, internships, paid work experience and apprenticeships. The student is held to the same expectations as all employees and is evaluated by the workplace supervisor. Traditional classroom-based education and job training programs do not always reflect workplace needs, and employers find that many job candidates lack valuable employability skills.

The PIC was awarded a Youth Skills Training grant in 2019 to evolve regional work based learning efforts and helping employers develop meaningful work-based learning experience for students and preparing students for “real-life” workplaces and gaining essential workplace skills. We were successful in having 5 worksites approved as Youth Skills Training sites in which student learners ages 16-17 can work in environments in which typically they would need to be 18. PIC continue to work on these efforts to support employers in providing Career Experiences

to 16-17 year old student learners in those industries that require a young person to be 18. PIC youth staff are instrumental in helping employers develop meaningful work-based learning experience for students and preparing students for “real-life” workplaces and gaining essential workplace skills. Employers can share their great jobs and promote their businesses to future workers as well as are involved in the curriculum development. Engaging employers on the design of an initiative has helped ensure CTE and Career Pathway related instruction aligns with business needs. As a school-to-career intermediary organization, the PIC serves as a single point of contact for employers to work with the region’s schools and colleges.

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.

The intent of the Career Pathways program is to create a pathway in high growth, in-demand occupations for the young adults in the identified target populations, to enhance basic academic abilities, complete the career pathway, participate in job training, and earn industry recognized credentials and post-secondary education credits.

The initial step is to create opportunities that might not otherwise be affordable or accessible to some of the region’s residents. A benefit to out of school youth is accessible training that will allow them to become more employable where they learn additional academic skills. The Bridge programming provides preparatory skills needed to enter the integrated training. The skills offered in the bridge portion include but are not limited to basic employment skills, job search skills, and an introduction to the industry in that the participant is pursuing.

The fundamental career and technical skills training concentrates on high demand/high pay industry in southwest Minnesota. According to DEEDs Occupations In Demand (OID) Tool, Manufacturing, Healthcare, Transportation, Information Technology, and Construction industries are identified as “well above average” demand and growth in southwest Minnesota. The expressed need throughout each industry is the increasing demand for skills with the ability to advance along the employer or industry career pathway for rewarding successful career opportunities.

To assure increased participant completion and skills mastery, career pathway training, work experience, post-secondary credit, and support services will be provided through the project partnership. Additional instruction will enhance participants’ Basic English and Math comprehension, computer/technology literacy, work readiness, soft skills, and employability skills.

The intended outcomes are higher skill attainment and successful completion of industry recognized credentials, college credits, job placement, job retention, enrollment in higher education career pathway/degree programs, enhanced awareness of resources and opportunities for career advancement. All the information is packaged into a portfolio for the participants’ future access and reference.

Ongoing support is a vital component for participants. Many young people are entering the workforce for the first time, some have had unsuccessful attempts at jobs, others may be reaching beyond what they have ever considered possible for themselves before. For this reason, PIC youth employment specialists are available on an ongoing basis to provide a connection, encouragement, and/or to serve as a general resource.

As participants progress along their career path, PIC youth employment specialists provide a post-secondary orientation session, to help youth identify post-training career options. Staff assist in navigating the postsecondary system and provide career counseling to enhance the participants' opportunity for successful transition into the post-secondary environment. College is defined as any post-high school training opportunity resulting in an earned credential, from a certificate to a bachelor's degree and beyond.

Ultimately, the goal of the program is to create career pathways for participants while creating systems change in strengthening partnerships to better support individuals to increase employability and provide employers with skilled workers.

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).

ITAs will **not be** used for ISY in WDA 6.

ITAs will be used for OSY in WDA 6. Please see **attached ITA Policy**.

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.

WDA 6s follow up strategies are the following:

During participation in PIC youth programs relationships are established between the participant and youth employment specialist. As the participant begins to demonstrate significant progress toward their achievement of self-sufficiency, as demonstrated by goal completion, credential attainment, employment, etc., discussions occur to prepare the participant for the transition into follow up services. The clients informed that the PIC youth employment specialists will provide services for a minimum of twelve months after the date of program "exit". They are also informed that it will be necessary to maintain interaction and communicate with their employment specialist, and vice versa, for the duration of the follow up period. This will allow for PIC youth employment specialists to offer additional assistance if the participant encounters a need for assistance during the follow-up period. This also gives the employment specialist the opportunity to provide continued coaching so that the participant can continue to maintain and advance their employment as well as their education and living skills.

Follow-up contact information from a family or friend who does not live with them but always knows where they will be is collected at the time of intake. The PIC youth employment specialists also obtain the most up to date contact information at time of exit. PIC youth

employment specialist makes every effort to ensure an 'exit interview' is completed prior to exit. This provides the opportunity to gather most up to date information and remind the participant of the 12-month follow-up services. Correspondence via letters, emails, and phone calls contacting the participants directly are used most often and have proven successful in obtaining necessary information to identify whether there is a need for additional services, or follow-up services.

WDA 6 has no policy relating to extending beyond the statutory requirement of offering follow-up for at least 12 months after exit.

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

The PIC Youth Programs has no incentive policy. Incentives are not currently being used.

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

See attached.

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.

The PIC will continue to utilize co-enrollments, with both public assistances, adult WIOA programs, and/or career pathway programs (Pathways to Prosperity, Adult Basic Education, MFIP/TANF and our SOARS and Employer Network programming) to ensure that participants are being fully served. As appropriate youth are co-enrolled with other funding sources to leverage and maximize resources. WIOA Youth participants may also be co-enrolled into the Minnesota Youth Program or other youth-focused employment and training programs (MFIP Teen Parents, Career Pathways, Career and Technical Education (Perkins), Ticket to Work revenues, Pre-ETS and the Youth Intervention Program) to ensure a smooth transition to WIOA and to provide youth with additional opportunities.

All support services received by the participant are recorded, in WF1. This provides staff the ability to view all financial support services received by the participant and avoid duplication. Staff from each participating program will staff spending plans, strategies for success, setbacks, and goals achieved, on a regular basis. The PIC is implementing internal resource teams (IRTs) to allow the customers to be involved in their case reviews regarding their future goals and action steps to provide more person-centered services.

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):

The PIC has well established partnerships and collaboratives to meet the needs of residents and the workforce. The partners are passionate about making a positive impact for all individuals in our region, which will also impact their families, and ultimately result in a stronger workforce for our employers. This group of organizations and a core group of leaders have worked together for over a decade providing innovative programming. It is a proven collaborative where each partner executes its expertise, avoids duplication of services, and works to ensure each partners success. The collaborative group has received state and national recognition on multiple occasions over the years.

Partners understand the specific needs of the target audience and the need to incorporate career pathways into the participants work and family lives for optimal success. The strength of the partnership is collaboration and understanding of each agency's missions & strengths and utilizing that to navigate for the success of the student.

- Dropouts and potential dropouts

For potential dropouts, the Youth Committee and PIC youth employment specialist are instrumental in connecting the youth with the appropriate supports and resources needed to obtain their high-school diploma. The partnerships in southwest Minnesota know where and how to access appropriate services and resources needed to assist a youth from not dropping out of school. This knowledge base and partnership make for a more efficient flow of services and resources to the youth in need.

For school dropouts who have obtained their GED, or those potential dropouts who obtain a high school diploma while participating in the PIC youth and young adult programs and are interested in advancing their education, and attending college, a career assessment is conducted as appropriate to determine whether the individual's aptitude and skill levels reflect for potential success. Labor market information is also provided to the individual to provide them detail regarding employment opportunities, education requirements and salary ranges. A financial review of the individual's case is conducted and if there is an unmet financial need identified then financial resources may be provided to support tuition and book costs.

Many OY need to develop career success skills before they are ready to succeed in unsubsidized employment. They may also lack the experience necessary to secure employment. As a part of WIOA Youth's 14 elements, WDA 6 has been addressing these barriers by providing experiential and work-based learning opportunities via paid internships/work experience opportunities for 35 years. Through a proven track record of success, we know work experience provides OY the opportunity to gain the skills and experience necessary to find success in the workplace.

PIC youth staff are licensed social workers or have human service related degrees, 35 years of combined experience assisting OY with career advisory services including individual assessments, understanding area labor market information, career exploration, work readiness skill development, job seeking skills, essential skills, work experience, job retention, occupational skills training, barrier identification, employment and education plan development, problem solving, resource and referral, and mobilizing community resources to overcome barriers to employment.

- Youth with language and/or cultural barriers to employment

It is a priority of the PIC to provide culturally competent services that result in excellent outcomes. To facilitate this commitment, the board has established a Diversity/Emerging Workforce Committee including representation from the local Karen Organization of MN and representatives from JBS in Worthington and Schwan Food Company in Marshall. The goal of the committee is to address employment disparities, seek feedback and engage communities of color, and to evaluate and improve the cultural competency of the organization.

PIC youth employment specialist collaborates closely with the Southwest MN ABE Consortium. When it is determined that language or cultural barriers to education or employment exist a referral to ESL classes is made. Interpreters are also available. The PIC has in-house staff available to provide interpreter services to Spanish speaking participants. When necessary, the language line may be used, or interpreters hired to assist. Southwest MN PIC strongly encourages and supports staff to attend cultural diversity trainings to learn how to incorporate programming approaches such as: acknowledging student's differences as well as their commonalities, validate student's cultural identity, educate students about diversity of the world around them, and promote equity and mutual respect. Youth staff works with the schools Minority Advocates, Community Connectors and Integration Collaboratives in the region to incorporate program approaches.

In 2021, in partnership with Southwest Minnesota State University (SMSU) Office of Cultural Diversity, Admissions, Southwest West Central Service Cooperative, Southwest Adult Basic Education, Minnesota West, and the PIC hosted a **Major Madness** event at SMSU in Marshall where English Language Learner students learned about professional and academic opportunities after high school. Students discovered what training options are available and how they can prepare for a range of career paths while hearing from a diverse group of area professionals that shared their experiences with these students that focused on how they developed in their careers. Additionally, students heard from their peers in college who talked to them about Admissions, Financial Aid, and their college/work experiences. Evaluations of the event demonstrated it was successful and meaningful for both students and the teachers. The partnership plans to make this an annual event and expand from one to two locations of the region: Marshall and Worthington.

PIC demonstrates cultural competence through: 1) a commitment from senior leadership and the board to provide culturally responsive services; 2) the mission, structure, policies, and procedures; 3) all program participants feeling valued, programming that builds on their strengths, 4) translation or interpretation services being available; 5) a diverse representation of the board and staff members; 6) engaged ethnic communities in the planning and implementation of services; 7) staff trained in the cultures and traditions of communities of color; and 8) personal performance measures that include skills related cultural competency. The PIC understands the benefit of seeing a diverse and new immigrant population as strength in the community and a solution to workforce shortages. The implementation of the actions outlined above is the work of the board's equity committee. Utilizing community members, past participants and organizational cultural competency assessments, the committee will

evaluate the organizations cultural competences and work to continually improve on an ongoing basis.

- Youth in foster care and aging out of foster care

PIC youth employment specialists coordinate with county social workers, school counselors, and private agencies dealing with foster care to provide employment services to youth being served through the foster care system. In addition to the WIOA and MYP resources, resources from the Youth Intervention Program grant are available to serve the foster care population. The representative for Lincoln, Lyon, Murray, Pipestone, and Rock counties Support for Emancipation and Living Functionally (SELF) Program through the MN Department of Human Resources is a member of the Youth Committee, and strong collaboration between the two organizations allow for work experience and career pathway services to be delivered in conjunction with the services provided through the SELF program. For further information regarding PICs best practices for outreach and services provided to foster care and aging out of foster care please visit the following link: <http://www.mn.gov/deed/programs-services/office-youth-development/resources/index.jsp>

- Homeless youth or runaways

Support services, training and employment opportunities are provided to youth who are identified as homeless. Referrals come through schools, community action agencies and Human service agencies. Youth staff coordinate closely with county human services staff to assure that appropriate services and resources are available to assist the homeless youth in their transition. Youth staff are members of boards and committee which focus on the homeless and hungry population in southwest Minnesota, specifically participates in our local Continuum of Care.

For further information regarding PICs best practices for outreach and services provided to homeless youth and runaways please visit the following link:

<http://www.mn.gov/deed/programs-services/office-youth-development/resources/index.jsp>

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

Referrals for offender and at-risk youth are made through the ALCs, group homes, community corrections, circle sentencing or other youth-serving agencies working with youth offenders or those at-risk of becoming involved with the juvenile justice system. Periodic meetings are held with those referral sources to keep them familiar with the programs/services so additional referrals can be made. PIC staff attend Coalition meetings comprised of DOC representatives. PIC is a recipient of the Department of Public Safety Juvenile Justice Youth Intervention Program funding (YIP) which PIC youth programs promote positive youth development, a component of work-based learning (WBL) which enables youth to thrive and flourish in their teen years, and prepares them for a healthy, happy, and safe adulthood. Positive youth development involves youth as active agents. Adults may set the structure, but youth are not just the recipient of services. Youth are valued and are encouraged to bring their assets to the table. Adults and youth work in partnership. Youth can attend, actively participate, contribute,

or lead (if they prefer) through positive youth development activities including career pathway training, essential skills training, and work experience.

PIC address the following outcomes with YIP:

- 1) Increase participants decision-making skills;
- 2) development and maintenance of relationships with positive, caring adults;
- 3) Increase in independent living skills; and
- 4) Increase in participant's school attendance through work experience, hands-on career exploration, life skills workshops, essential skills training, and career pathway training.

- Youth with disabilities

PIC youth employment specialists' involvement with youth with disabilities: 1. Staff work with special needs teachers in high schools and alternative schools to address the employment needs of students with disabilities; 2. Staff participate on the local CTIC's, providing avenues for direct involvement in discussions and services directly impacting the Youth clients; 3. The Project SEARCH program in SW MN is based on the successful international program, which was developed at Cincinnati Children's Hospital Medical Center in 1996 and hosts over 500 sites world-wide. The program serves as an opportunity for students to transition from high school to community employment by working during the school year. Students are provided an opportunity to participate in a variety of 8-10-week internship rotations at the hospital that best meet their interests, experiences, and abilities. A job coach, program instructor, and department staff work with the students (and IEP team) to help them develop the necessary interpersonal and job skills to gain meaningful employment. Avera Marshall is the host partner for the program in southwest Minnesota and has for the past four years. The Avera Marshall program was developed in 2011 through the cooperation of: Regional independent school districts, SW/WC Service Cooperative, SW MN Private Industry Council, Vocational Rehab Services, Avera Marshall Medical Center, Minnesota West Community and Technical College, and Advance Opportunities. Since the pandemic, additional employers have opened their doors to provide training sites and experiences. Avera Marshall is unable to host the interns currently. In 2020-21, worksites include local hotels, Goodwill, and the food services vendor at the local college; 4. Staff attend IEP meetings and consult with Vocational Rehabilitative Services (VRS) counselors to assist with future planning; 5. PIC is a Limited Use Vendor for VRS counselors to provide high-quality, cost-effective services to in-school youth with disabilities. Pre-ETS services include job exploration counseling; work experiences in an integrated environment in the community (including internships in public and private sector); workplace readiness training; and related support services. More intensive supports such as job coaching are arranged and paid for separately by VRS. PIC youth employment specialists and VRS counselors meet regularly to discuss their shared caseloads. Regular meetings contribute to more effective, coordinated, and cost-effective services for youth. Stronger working relationships between VRS counselors and WIOA youth staff provides the foundation for ongoing collaboration on behalf of youth; and 6. Coordination with PACER Center. PACER Center will be responsible for

developing and delivering project activities for the DEI project. PACER Center is nationally recognized for their expertise on family engagement, evidence-based transition practices, and assistive technology. PACER provides technical assistance, resources, workshops, and referrals to families and professionals on employment and postsecondary education for youth with disabilities. PACER's National Parent Center on Transition and Employment has a content-rich web site, www.pacer.org/transition, Facebook page www.facebook.com/npcte, and e-news, all featuring information, resources, and opportunities for transition-age youth with disabilities, their families, and professionals. PACER's Simon Technology Center www.pacer.org/stc/ provides assistive technology training and expertise to help both youth and adults with disabilities reach their educational, career and independent living goals. Other PACER programs focus on health, housing, and bullying prevention. PACER has experience working with BIPOC communities. PACER offers publications in Hmong, Somali and Spanish.

- Teen parents

SW MN Private Industry Council (PIC) is the Minnesota Family Investment Program (MFIP) Employment and Training service provider in WDA 6. Referrals of identified MFIP eligible youth are easily made between the PIC MFIP Job Counselors and the PIC Youth employment specialist. PIC youth employment specialists provide county human services and public health staff of available services and seek referrals. PIC staff provide applications and materials to county personnel, to assist with identifying and recruiting individuals for the program. Teen parents are a priority for service. Teen parents can be co-enrolled in WIOA and/or MFIP and/or DWP. Services include, but are not limited to: career awareness, career exploration, career assessments, job keeping/seeking skills, life-long learning skills, scholarship opportunities, and labor market information, work experience and support services.

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

WDA 6 works closely with regional youth serving organizations to ensure under-served and under-represented youth populations are receiving applicable resources. Partnerships with the Nobles County Integration Collaborative, Lower Sioux Indian Community, Upper Sioux Indian Community, Area Adult Basic Education ESL programs, Yellow Medicine Integration Collaborative, and others are key to expand outreach and increased services.

The PIC understands the benefit of seeing a diverse and new immigrant population as strength in the community and a solution to workforce shortages. The implementation of the actions outlined above is the work of the board's Diversity/Emerging Workforce committee. Utilizing community members, past participants and organizational cultural competency assessments, the committee will evaluate the organizations cultural competences and work to continually improve on an ongoing basis.

To address the disparities in education and employment, the Region 5 Rural Career Counseling Coordinator (RC3) played a key role in bringing additional resources to area from the Greater Twin Cities United Way to launch Career Academies/Career Pathway programming into the most diverse secondary schools. Students earn high school credit, college credit and gain

marketable skills in high demand occupations while in high school. Work-Based Learning is a significant component to our region's Career Academies/Career Pathway programming. The RC3 role increased capacity of the LWDA (6 & 8) to act as the intermediary organizations connecting business and education to expand and support work-based learning opportunities under the career pathway approach- internships, work experience, job shadow, employer guest speakers, industry tours, apprenticeship by providing Work and Learn Coordinators as staff to support students and employers who are engaged in the work-based learning opportunities. Real-world applications and work experiences in combination with key training provide paths to educational and career advancement building our local talent pipeline to help employers meet their needs for a skilled workforce.

Through the work of our region's Comprehensive Local Needs Assessment (CLNA) process required for our local Perkins Plan, it was identified the lack of students of color engaged in Career and Technical Education. In 2021, in partnership with Southwest Minnesota State University (SMSU) Office of Cultural Diversity, Admissions, Southwest West Central Service Cooperative, Southwest Adult Basic Education, Minnesota West, and the PIC hosted a **Major Madness** event at SMSU in Marshall where English Language Learner students learned about professional and academic opportunities after high school. Students discovered what training options are available and how they can prepare for a range of career paths while hearing from a diverse group of area professionals that shared their experiences with these students that focused on how they developed in their careers. Additionally, students heard from their peers in college who talked to them about Admissions, Financial Aid, and their college/work experiences. Evaluations of the event demonstrated it was successful and meaningful for both students and the teachers. The partnership plans to make this an annual event and expand from one to two locations of the region: Marshall and Worthington.

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.

- Approach to assuring work readiness skill attainment for youth participants

A worksite evaluation measuring performance in the workplace is required to assess work readiness. The Work Readiness Indicator is used for WIOA and MYP participants. The most effective method of assessing work readiness is to require the worksite supervisor to observe and evaluate workplace performance. The worksite supervisor observes performance at the worksite is in the best position to assess the quality of a young person's work performance. The process used to track work readiness is to have the worksite supervisor evaluate/rate the youth on the key categories of: Attendance/Punctuality (Dependability); Positive Attitude/Behaviors; Interpersonal Skills (Communication, Relations); Decision Making/Stability; Communication Skills – Written & Verbal; and Appearance.

The rating system is located on the students' timecards and is evaluated bi-weekly. The supervisors complete the evaluation using a likert scale of one through four (one signifying unacceptable to four identifying exceeding requirements). The evaluation is included on the timecard to promote a conversation about positive developments and needed improvements.

Youth meet the goal when they receive a minimum rating of three, 75% of the time throughout the duration of their work experience.

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

PIC youth employment specialist understands the importance of evaluating the work skills of youth participating in a paid work experience. It is critical any shortcomings be identified so youth staff can assist participants in implementing the change necessary to be successful. Youth program staff review the results of the bi-weekly evaluations and follow-up with youth worker and supervisor to discuss the reports and outline a plan of action for any of the areas needing improvement. Timecards and case notes are used as a basis of documentation and any necessary follow-up. The youth program staff created a guide for employers to use when evaluating participants to ensure consistency.

15. 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.

Region 5, through the RC3 role conducted an asset mapping gap analysis of the career advising and career pathway coursework. Throughout the region, in interviews with nearly half of the secondary schools, it was found that small rural schools have very limited, if any, staff time dedicated to career advising. For larger schools that could afford a full-time guidance counselor, only about 35% of their time was dedicated to career advising. Additionally, the vast majority of schools visited indicated they were not sharing current labor market information with students, stating they lacked the time to research and package the information for students.

The need to provide career services in the region's school districts is critical. Tight labor markets and a scarcity of workers are now recognized as SW MN's most significant barrier to future economic growth, it is essential that all students graduate and know their path to in-demand occupations.

Outreach to Schools (OTS) is a partnership between the Work Development Area 6 Board, (LWDA) – Southwest Minnesota Youth Committee and local educational agencies. Outreach to School addresses a strategy for delivering effective education planning, career counseling and labor market information to the region's youth and families.

The PIC staff will work with students in area schools to assist them with education and career planning, including, but not limited to:

- A. Provide information to individuals and groups regarding occupations and industries in demand and with the highest growth throughout the region. Current labor market information along with providing opportunities for students to directly experience occupations through job shadowing, mentoring and business tours will be used.

- B. Partnering with local school districts on parent/teacher conference evenings to present on topics such as: career planning, career exploration, labor market information, job seeking resources, and more.
- C. Staff will provide workshops on planning for post-secondary training, accessing financial aid and selecting an appropriate program, goal setting and navigating business culture. Providing opportunities to interact with local business and industry through business tours, business and industry speaker panels, job shadowing, and mentoring will be implemented.
- D. Provide individual counseling and career exploration including career assessments, resume preparation, job search assistance, and mock interviews.
- E. Tours of CareerForce locations and information about the resources available at CareerForce and how to access and utilize the resources.
- F. Local career fairs, career events, and tours of businesses in strategic industries will provide connections to community and private sector resources.
- G. Group and individual counseling including instruction and presentations on career planning, labor market information and high growth industries and demand occupations of local employers.
- H. Individualized counseling including career exploration and career assessments, resume preparation, mock interviews, and job search assistance.

Youth Employment Specialists & Work and Learn Coordinators are available to all of the region's secondary schools, post-secondary school campuses and our two local tribal nations to provide organized tours of local businesses for student to learn about local career and education opportunities that will lead to long-term careers in the region. By providing this access, students will be able to speak with PIC staff, discuss the development of an educational plan related to their intended career path, and receive assistance with testing preparation, college and job applications and financial aid forms. The Outreach to Schools program encourages youth to pursue education leading to high pay high demand, or sustainable careers focusing on career pathways, and will provide greater access to services than most schools alone can provide.

Through the Region 5 WIOA regional planning, identified issues identified include the shortage of a skilled workforce, employment disparities, and the need for more career counseling, including educating youth and parents on career opportunities in the region, and connecting education and business.

Administrators feel these services add value to their schools and courses as it ensures additional exposure for students by having PIC staff available as a single point of contacting, and by providing organized tours of local businesses for student to learn about local job and educational opportunities that will lead to long-term careers in the region. Students, teachers, and parents are grateful to have PIC representatives on site and available to assist students with education and career planning.

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

- **Attached** the Shared Vision for Youth Blueprint to identify local interagency partnerships which serve the neediest youth and address the “opportunity gap”, “achievement gap”, and disparities in the workforce. (See Attachment 4)
- Private sector internships, on-the-job training, mentoring, job shadowing, pre-apprenticeship or apprenticeship training.

Our regional collaborative is creating opportunities for youth to work and learn advanced skills leading to higher wages. The Southwest Minnesota Private Industry Council (PIC) was an early innovator/implementer of the Career Pathways/ Pathways to Prosperity programs in the state of Minnesota and the PIC youth programs were selected three years in a row as award winners of the Minnesota Association of Workforce Development Boards Promising Practices awards.

PIC continues to implement earn and learn practices by providing a continuum of career development activities and experiences. PIC is intentional about providing a series of WBL activities, career focused events and workplace experiences tailored and aligned with specific industries and occupations, providing participants with opportunities to apply what they are learning and build their skills and knowledge.

The PIC provides a continuum of services including career awareness, career exploration, career pathway preparation and credentialed skills training with work-based learning opportunities where students often earn both secondary and post-secondary credit. Additionally, the goal is to create career pathways for students while creating systems change and aligning and strengthening partnerships locally to better inform students and parents about local labor market needs, create in-demand Career & Tech courses in the high schools and college, and provide work-based learning opportunities for students.

Southwest Minnesota Private Industry Council continues its work to enrich, expand and be more intentional with the work-based learning experiences available to students in southwest Minnesota. The most critical resource to the success of the proposed work is the W&L Coordinators. The W&L Coordinators are responsible to carry out the work: provide career advisory services; facilitate career exploration activities, training opportunities & engaging employers for OJT and mentorship; expand/support employer partners; maintain program data; and overall, nurture partnerships that lead to excellent outcomes. For many students, they are engaging with employers for the first time, some have been unsuccessful, others are going beyond what they ever considered possible. Support, connections, and encouragement are critical and necessary. PIC recently achieved the ability to hire three W&L for each of our 3 offices through diversifying funds and building on the relationships built with our partners: The Marshall Public School, Minneota Public School, Tracy Public School, Lyon County Economic Development Authority, Marshall Area Chamber of Commerce, Southwest West Central Service Cooperative, US Bank, Archer Daniels Midland (ADM), Jackson County Central, Windom Area High School and Worthington High School, Greater Twin Cities United Way,

Southwest Initiative Foundation, Launch Your Future Today (LYFT), and Minnesota River Valley Career and Technical Education Collaborative (MRV CTEC).

The key partners and their roles and responsibilities in the Southwest Minnesota Career Pathway project are listed below. This group of organizations and a core group of leaders have worked together for over a decade providing innovative programming to youth and adults. It is a proven collaborative where each partner executes its expertise, avoids duplication of services, and works to ensure each partner's success. The collaborative group has received state and national recognition on multiple occasions over the years. The partners include:

- A. Southwest Minnesota Private Industry Council (PIC): The PIC provides the Navigator for initiating and coordinating employer engagement; facilitating and coordinating career awareness, career exploration, and career preparation and training activities including work readiness/essential skills instruction; daily coordinating between schools, students, and employers; and providing assessments, case management, and support services to students. The PIC serves as a single point of contact for employers to work with the region's schools and for schools to work with regional employers. The PIC also coordinates post-secondary training and work-based learning opportunities, including pre-apprenticeships.
- B. Local Area High Schools, Charter Schools and Alternative Schools: Schools partner with the PIC to determine and plan the types of career advising and exploration services that best meet the needs of their students. Schools also help chaperone students at events. Additionally, schools will register students for Career Pathway Training or CTE Courses; provide instruction, space, and equipment; and issue academic credit or credentials as applicable.
- C. Southwest West Central Service Cooperative: The SWSC is a convener of multiple school districts and facilitates collaborative CTE course offerings working out fiscal and logistical details, facilitates the Launch Your Future Today (LYFT) pathways initiative in providing funding, sharing best practices, accessing instructors, and overall helps to support CTE courses as needed.
- D. Employers: Employers provide input on curriculum and engage in work-based learning opportunities and supervises/mentors students. WBL opportunities include business tours, presentations, informational interviews, job shadows, on-the-job training/paid work experience, internships, and apprenticeships.
- E. Adult Basic Education: ABE provides basic skills assessment, instruction to boost reading and math skills in preparation for college level courses and tutoring to ensure post-secondary success.

- F. Minnesota West Community & Technical College and Southwest Minnesota State University: The college/university provides space, equipment, and course instruction leading to industry-recognized credentials and post-secondary credit.
- G. Community Based Organizations - Community Based Organizations provide referrals and partners when addressing individual barriers to success.

Another important and related initiative in the region that the PIC has been a partner in is the Launch Your Future Today (LYFT) Pathways initiative (www.lyftpathways.org). LYFT is a rural Community and Technical Education (CTE) pathway initiative with the purpose of rebuilding CTE in southwest and west central Minnesota. CTE courses in the secondary schools have steadily declined since the 1980s. Some rural schools were not even able to offer a CTE course, leaving many students who were not college bound without opportunities to learn and develop marketable skills. As a School to Career Intermediary, the PIC has been instrumental in providing more depth to these new CTE courses by coordinating WBL opportunities related to the course instruction. As new CTE courses are added across the region, this creates additional opportunities to provide these impactful services to greater numbers of students from all backgrounds.

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

The Southwest Minnesota Private Industry Council (PIC) is a Limited Use Vendor for Vocational Rehabilitation Services to provide Pre-ETS. Pre-ETS help students with disabilities participate and be successful in the stages of career development, including career awareness; career exploration, career preparation, and career placement; while playing a primary role in helping students and their families navigate the complex multi-agency career pathways system.

- 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.

Integrated Resource Teams are being utilized with many participants and have been effective because participants and their guardians enjoy the ease of navigating the various systems and collaborating to secure the services needed to put the individuals plan into action. The Southwest Youth Committee continues to frame its goals, objectives, and strategies around the Guideposts for Success, and through our delivery of Pre-ETS we have expanded collaboration with VRS.

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

Youth Services in WDA 6 are viewed as a coordinated and collaborative strategy. Partners provide updates at the Youth Committee meetings. This provides an opportunity for the service delivery design to be coordinated with other youth programs throughout the services in the region.

WDA 6 has an extensive network of youth-service agencies which provides support or funding for activities offered in conjunction with partner agencies. It also provides an opportunity to offer an employment component to enhance other provider programming. Examples include: 1) work closely with community corrections to provide the employment piece to adjudicated youth; 2) coordinating with Minnesota West Community and Technical Colleges to provide on-campus hands-on Career Exploration sessions to eligible students; 3) assisting with Career Exploration Days sponsored by an area school consortium; 4) referring eligible youth to Career Pathway programs; and 5) provide work experience programs along with other Workforce Center partners with high schools.

The PIC youth program have organized a network of agencies and community members with an interest in helping youth succeed in education and employment. Youth are referred through a variety of sources including schools, human service agencies, public health, post-secondary education institutions, adult basic education, community corrections departments, parents, and past or current participants.

Under the Workforce Innovation and Opportunity Act (WIOA) and Minnesota Youth Programs (MYP), services offered include work experiences, career exploration activities, post-secondary tuition assistance, and job seeking/retention assistance, transition services and support services to provide greater opportunities for everyone's future.

In addition to WIOA and MYP services, the PIC leverages resources, including Youth Intervention Program (YIP), and other local resources to create value added after and out of school programming.

PIC youth employment specialists have a long history of working closely with school work coordinators, special education managers, and other school personnel, to coordinate after-school work opportunities for qualifying youth. PIC will continue offering these opportunities to develop skills and, when coupled with the additional guidance and support of the youth staff, provide them with an increased likelihood of workplace success beyond their high school years. The PIC Youth Programs also facilitates after-school leadership groups, focused on career exploration and service learning. Participants in these groups, who earn monetary stipends for participation, are given the opportunity to improve their position within their communities by participating in local service projects. They are also given the opportunity to tour area colleges, training facilities, local businesses, and receive career exploration assistance from PIC youth employment specialist. These programs also provide a good opportunity for the incorporation of financial literacy, entrepreneurship education, decision making, and other tangible and non-tangible skills needed for workplace success or simply living independently.

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

PIC is the MFIP service provider in WDA 6; therefore, the referrals of identified MFIP eligible youth are made by the PIC MFIP Job Counselors directly to the PIC Youth employment specialist.

The PIC has a strong network between the counties and the CareerForce partners. This network system allows for direct recruitment of potential youth through direct contact with case workers and financial workers. PIC staff provide applications and materials to county personnel to assist with identifying and recruiting individuals for the youth services.

The PIC provides work experience and career pathway training to eligible MFIP youth participants. The MFIP Job Counselor and/or county worker (with a release of information signed by participant and if applicable parent/guardian) will provide youth staff with any assessment and detailed information regarding barriers that may directly impact the work experience placement. The PIC youth employment specialist meets with the eligible TANF summer youth to identify areas of interest, barriers, and abilities. When necessary TANF summer youth will take a formal career assessment to define more clear interest and aptitude areas.

When appropriate, the TANF Innovative Project participants are co-enrolled in WIOA Youth and/or MYP to leverage additional resources and maximize value to the individual.

17. 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: **SEE ATTCHED.**
 - a. Who provides the service. If another agency (or agencies) provide these services, describe the scope of service(s) provided and how the WDA ensures participants are receiving appropriate service levels.
 - b. If the service is provided by another agency (or agencies), describe how they were selected, what kind of MOU exists between the WDA and the provider.
 - c. Summarize whether or not WIOA youth funds are used, and/or other funding sources are braided or blended to offset some (or all) of the cost of delivering that particular service.
 - d. Summarize how the required program element is delivered to participants and any "best practices" associated with that element.
 - e. The required 14 WIOA Young Adult Program Elements [P.L 113-128, Sec 129(c)(2) and individually defined and discussed in the final rules at 20 CFR 681.460]:
 - i. Program Element 1: Tutoring, study skills training, instruction, and dropout prevention services
 - ii. Program Element 2: Alternative secondary school services or dropout recovery services

- iii. Program Element 3: Paid and unpaid work experience
- iv. Program Element 4: Occupational skill training
- v. Program Element 5: Education offered concurrently with workforce preparation and training for a specific occupation
- vi. Program Element 6: Leadership development opportunities
- vii. Program Element 7: Supportive services
- viii. Program Element 8: Adult mentoring
- ix. Program Element 9: Follow-up services
- x. Program Element 10: Comprehensive guidance and counseling
- xi. Program Element 11: Financial literacy education
- xii. Program Element 12: Entrepreneurial skills training
- xiii. Program Element 13: Services that provide labor market information
- xiv. Program Element 14: Postsecondary preparation and transition activities

18 e. Elements- defintions below.	18a. Who provides the service?	18b. Selection Process	18b. Agreement Type	18c. Workforce Innovation & Opportunity Act (WIOA) Youth	18c. Minnesota Youth Program (MYP)	18c. Youth Intervention Program (YIP)	18c. Southwest Initiative Foundation (SWIF)- Work & Learn Coordinator	18c. Youth at Work- Career Pathways	18c. Temporary Assistance for Needy Families (TANF) Youth Innovation Project	18c. Pre-Employment Transition Services (Pre-ETS)	18c. LYFT- Work and Learn Coordinator	18c. Rural Career Counseling Coordinator (RC3)	18d. Best Practices described in Youth Plan.
18e. Element 1: Tutoring, study skills training, instruction and dropout prevention services.	Southwest Minnesota Private Industry Council and local educational institutions.	Youth Committee, Workforce Development Board, Collaborator, Partner	MOU; Referral Form	X	X	X		X	X		X	X	Career Pathways (pgs 21-22), Career and Technical Education (pg 32-34), Work-Based Learning (pgs 18-20), Integrated Resource Teams pg 35).
18e. Element 2: Alternative secondary school services or drop out recovery services.	Southwest Minnesota Private Industry Council, Minnesota River Valley Education Alternative Learning Program, Southwest Adult Basic Education, Marshall Area Technical Education Center, Southwest West Central Service Cooperative.	Youth Committee, Workforce Development Board, Collaborator, Partner	MOU; Referral Form	X	X	X		X	X		X	X	Career Pathways (pgs 21-22), Career and Technical Education (pg 32-34), Work-Based Learning(pgs 18-20), Integrated Resource Teams pg 35).
18e. Element 3: Paid and unpaid work experience.	Southwest Minnesota Private Industry Council, local employers, Workforce Development Board, Youth Committee, Career Pathway Partnership Committee.	Youth Committee, Workforce Development Board, Collaborator, Partner	MOU; Work Experience Orientation	X	X	X	X	X	X	X	X	X	Career Pathways (pgs 21-22), Career and Technical Education (pg 32-34), Work-Based Learning(pgs 18-20), Integrated Resource Teams pg 35).

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18e. Element 4: Occupational Skills Training.	Southwest Minnesota Private Industry Council, local employers, secondary and post-secondary educational institutions.	Youth Committee, Workforce Development Board, Collaborator, Partner	MOU; Individual Training Account	x	x	x		x	x	x	x	x	Career Pathways (pgs 19-20), Career and Technical Education (pg 31), Work-Based Learning(pgs 16-18), Integrated Resource Teams pgs 34-35).
18e. Element 5: Education offered concurrently with workforce preparation and training for a specific occupation.	Southwest Minnesota Private Inustry Council, local employers, secondary and post-secondary educational institutions.	Youth Committee, Workforce Development Board, Collaborator, Partner	MOU; Individual Education Plans	x	x	x		x	x	x	x	x	Career Pathways (pgs 21-22), Career and Technical Education (pg 32-34), Work-Based Learning(pgs 18-20), Integrated Resource Teams pg 35).
18e. Element 6: Leadership development opportunities.	Southwest Minnesota Private Industry Council, Youth Committee, Workforce Development Board, collaborator, partner, local employers, secondary and post- secondary educational institutions.	Youth Committee, Workforce Development Board, Collaborator, Partner	MOU	x	x	x	x	x	x	x	x	x	Career Pathways (pgs 19-20), Career and Technical Education (pg 31), Work-Based Learning(pgs 16-18), Integrated Resource Teams pgs 34-35).

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18e. Element 7: Supportive Services.	Southwest Minnesota Private Industry Council	Workforce Development Board, Youth Committee	MOU; Individual Service Strategy; Vendor Accounts	x	x	x	x	x	x	x			Career Pathways (pgs 21-22), Career and Technical Education (pg 32-34), Work-Based Learning(pgs 18-20), Integrated Resource Teams pg 35).
18e. Element 8: Adult Mentoring.	Southwest Minnesota Private Industry Council, Youth Committee, Workforce Development Board, collaborator, partner, local employers, secondary and post- secondary educational institutions.	Youth Committee, Workforce Development Board, Collaborator, Partner	MOU; Work Experience Orientation; On the Job Training Contract	x	x	x	x	x	x	x	x	x	Career Pathways (pgs 21-22), Career and Technical Education (pg 32-34), Work-Based Learning(pgs 18-20), Integrated Resource Teams pg 35).
18e. Element 9: Follow- up Services.	Southwest Minnesota Private Industry Council	Workforce Development Board, Youth Committee	MOU; Individual Service Strategy; Vendor Accounts	x									Follow-up Services (pgs 23)
18e. Element 10: Comprehensive guidance and counseling.	Southwest Minnesota Private Industry Council and local educational institutions.	Youth Committee, Workforce Development Board, Collaborator, Partner	MOU	x	x	x	x	x	x	x	x	x	Pre-Employment Transition Services (pgs 34-35), OTS (pgs 30-31), Career Pathways (pgs 19-20), Career and Technical Education (pg 32-33), Work-Based Learning pgs 18-20), Integrated Resource Teams (pg 35).

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18e. Element 11: Financial Literacy Education.	Southwest Minnesota Private Industry Council, local employers, secondary and post-secondary educational institutions.	Youth Committee, Workforce Development Board, Collaborator, Partner	MOU; Developed Materials	x	x	x	x	x	x	x	x	x	Pre-Employment Transition Services (pgs 34-35), OTS (pgs 30-31), Career Pathways (pgs 19-20), Career and Technical Education (pg 32-33), Work-Based Learning pgs 18-20), Integrated Resource Teams (pg 35).
18e. Element 12: Entrepreneurial skills training	Southwest Minnesota Private Industry Council, local employers, secondary and post-secondary educational institutions.	Youth Committee, Workforce Development Board, Collaborator, Partner	MOU	x	x	x	x	x	x	x	x	x	Pre-Employment Transition Services (pgs 34-35), OTS (pgs 30-31), Career Pathways (pgs 19-20), Career and Technical Education (pg 32-33), Work-Based Learning pgs 18-20), Integrated Resource Teams (pg 35).

18 e. Elements- defintions below.	18a. Who provides the service?	18b. Selection Process	18b. Agreement Type	18c. Workforce Innovation & Opportunity Act (WIOA) Youth	18c. Minnesota Youth Program (MYP)	18c. Youth Intervention Program (YIP)	18c. Southwest Initiative Foundation (SWIF)- Work & Learn Coordinator	18c. Youth at Work- Career Pathways	18c. Temporary Assistance for Needy Families (TANF) Youth Innovation Project	18c. Pre-Employment Transition Services (Pre-ETS)	18c. LYFT- Work and Learn Coordinator	18c. Rural Career Counseling Coordinator (RC3)	18d. Best Practices described in Youth Plan.
18e. Element 13: Services that provide labor market information (LMI).	Southwest Minnesota Private Industry Council, Minnesota Department of Employment and Economic Development, Southwest Minnesota Workforce Board, and Youth Committee.	Youth Committee, Workforce Development Board, Collaborator, Partner	MOU	X	X	X	X	X	X	X	X	X	LMI (pgs 14, 20-21, 25, 28, 30-31), Pre-Employment Transition Services (pgs 34-35), OTS (pgs 30-31), Career Pathways (pgs 19-20), Career and Technical Education (pg 32-33), Work-Based Learning pgs 18-20), Integrated Resource Teams (pg 35).
18e. Element 14: Postsecondary preparation and transition activites.	Southwest Minnesota Private Industry Council and local educational institutions.	Youth Committee, Workforce Development Board, Collaborator, Partner	MOU	X	X	X	X	X	X	X	X	X	Pre-Employment Transition Services (pgs 34-35), OTS (pgs 30-31), Career Pathways (pgs 19-20), Career and Technical Education (pg 32-33), Work-Based Learning pgs 18-20), Integrated Resource Teams (pg 35).

WIOA REQUIRED 14 ELEMENTS DEFINED

Element 1: Tutoring, study skills training, instruction and dropout prevention services. Strategies are intended to lead towards a high school diploma . Secondary school dropout prevention strategies include services and activities that keep a young person in-school and engaged in a formal learning and/or training setting. Strategies include, but are not limited to work experience, career pathway training, and mentoring.

Element 2: Alternative secondary school services or drop out recovery services. Dropout recovery services are those that assist youth who have dropped out of school with the goal of helping youth to re-engage and persist in education that leads to the completion of a recognized high school equivalent.

Element 3: Paid and unpaid work experience. Work experience is defined as a planned, structured learning experience that takes place in a workplace for a limited period of time. Work experience may be paid or unpaid, as appropriate. A work experience may take place in the private for- profit sector, the non-profit sector, or the public sector. Labor standards apply in any work experience where an employee/employer relationship, as defined by the Fair Labor Standards Act or applicable State

18 e. Elements- defintions below.	18a. Who provides the service?	18b. Selection Process	18b. Agreement Type	18c. Workforce Innovation & Opportunity Act (WIOA) Youth	18c. Minnesota Youth Program (MYP)	18c. Youth Intervention Program (YIP)	18c. Southwest Initiative Foundation (SWIF)- Work & Learn Coordinator	18c. Youth at Work- Career Pathways	18c. Temporary Assistance for Needy Families (TANF) Youth Innovation Project	18c. Pre-Employment Transition Services (Pre-ETS)	18c. LYFT- Work and Learn Coordinator	18c. Rural Career Counseling Coordinator (RC3)	18d. Best Practices described in Youth Plan.
Element 4: Occupational Skills Training. An organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels leading to a recognized postsecondary credential(s) which align with in- demand industry sectors or occupations in the local area.													
Element 5: Education offered concurrently with workforce preparation and training for a specific occupation. Provide youth with information about education and training requirements for careers in high-growth, in-demand occupations; and offer comprehensive, integrated training, job readiness/placement services, and support services to target populations in southwest Minnesota.													
Element 6: Leadership development opportunities. Opportunities that encourage responsibility, confidence, employability, self-determination, and other positive social behaviors such as: (a) exposure to postsecondary educational possibilities; (b) community and service learning projects; (c) peer-centered activities, including peer mentoring and tutoring; (d) organizational and team work training, including team leadership training; (e) training in decision-making, including determining priorities and problem solving; (f) citizenship training, including life skills training such as parenting and work behavior training; (g) civic engagement activities which promote the quality of life in a community; and (h) other leadership activities that place youth in a leadership role such as serving on youth leadership committees, such as a Standing Youth Committee.													
Element 7: Supportive Services. These services include, but are not limited to, the following: (a) linkages to community services; (b) assistance with transportation; (c) assistance with child care and dependent care; (d) assistance with housing; (e) needs-related payments; (f) assistance with educational testing; (g) reasonable accommodations for youth with disabilities; (h) legal aid services; (i) referrals to health care; (j) assistance with uniforms or other appropriate work attire and work-related tools, including such items as eyeglasses and protective eye gear; (k) assistance with books, fees, school supplies, and other necessary items for students enrolled in postsecondary education classes; and (l) payments and fees for employment and training-related applications, tests, and certifications.													
Element 8: Adult Mentoring. A formal relationship between a youth participant and an adult mentor that includes structured activities where the mentor offers guidance, support, and encouragement to develop the competence and character of the mentee.													
Element 9: Follow-up Services. Follow-up services may include regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise for the youth participant.													
Element 10: Comprehensive guidance and counseling. Career Advisory Services (career and educational counseling) are provided in both individual and group settings, depending on need. PIC Youth and Young Adult program staff coordinate career advisory services to local school districts, embedding career counseling services as value added supports to local school districts' career and college readiness initiatives for their students. Empowering youth to make informed decisions about their career goals and providing a continuum of services to achieve employment outcomes is critical. This may include referral, connection and navigation to and through mental health and drug and alcohol abuse counseling.													
Element 11: Financial Literacy Education. Financial literacy services support the ability of participants to create budgets, initiate checking and savings accounts at banks, and make informed financial decisions; support participants in learning how to effectively manage spending, credit, and debt, including student loans, consumer credit, and credit cards; teach participants about the significance of credit reports and credit scores; what their rights are regarding their credit and financial information; how to determine the accuracy of a credit report and how to correct inaccuracies; and how to improve or maintain good credit; support a participant's ability to understand, evaluate, and compare financial products, services, and opportunities and to make informed financial decisions; educate participants about identity theft, ways to protect themselves from identify theft, and how to resolve cases of identity theft and in other ways understand their rights and protections related to personal identity and financial data; support activities that address the particular financial literacy needs of non-English speakers, including providing the support through the development and distribution of multilingual financial literacy and education materials; support activities that address the particular financial literacy needs of youth with disabilities, including connecting them to benefits planning and work incentives counseling; provide financial education that is age appropriate, timely, and provides opportunities to put lessons into practice, such as by access to safe and affordable financial products that enable money management and savings; other approaches to help participants gain the knowledge, skills, and confidence to make informed financial decisions that enable them to attain greater financial health and stability by using high quality, age-appropriate, and relevant strategies and channels, including, where possible, timely and customized information, guidance, tools, and instruction.													
Element 12: Entrepreneurial skills training. This program element provides the basics of starting and operating a small business. Such training must develop the skills associated with entrepreneurship. Such skills may include, but are not limited to, the ability to: take initiative; creatively seek out and identify business opportunities; develop budgets and forecast resource needs; understand various options for acquiring capital and the trade-offs associated with each option; and communicate effectively and market oneself and one's ideas.													
Element 13: Services that provide labor market information (LMI). LMI identifies in-demand industries and occupations and employment opportunities; and, provides knowledge of job market expectations including education and skills requirements and potential earnings. LMI tools also can aid in facilitating youth awareness of the career fields that are likely to provide long-term employment and earnings in local labor markets.													
Element 14: Postsecondary preparation and transition activities. The Outreach to Schools (OTS) project will help youth participate and be successful in the stages of career development, including career awareness, career exploration, career preparation, and career placement while playing a primary role in helping youth and their families navigate the complex multi-agency career pathways system. Outreach to Schools (OTS) helps them explore career options and develop plans for transition from high school to post-secondary training and/or competitive employment.													

[Attachment 4]

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

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

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

Outcomes				
Improve Transition Outcomes for Juvenile Offenders	Improve Transition Outcomes for Youth Aging Out of Foster Care	Improve Transition Outcomes for Youth with Disabilities	Prevent and End Homelessness	Reduce High School Dropout Rates
Strategies				
<p>Youth Intervention Program (YIPA) PIC provides career development, work readiness training and paid work experience opportunities for at risk youth with an emphasis on youth involved in the criminal justice system.</p>	<p>Department of Human Services-SELF Program The WSA Youth Program staff will work closely with county social workers to identify youth aging out of the foster care system and assist them with the application process to the program. Program staff will avail themselves to attend IEP meetings and work with the designated team of professional providing support to disabled foster youth. PIC youth staff partner with this program that provides specific</p>	<p>Community Transition Interagency Committees Representatives from a variety of community organizations serving youth come together to develop transition plans for youth with disabilities. PIC participates in these transition meetings and to partner to provide more streamlined services. Partners often include: WDI, K-12 schools, Human Services, Health Industries, Rehabilitation Services, Parents and Community Education.</p>	<p>United Community Action Partnership Mission is to prevent, respond to and help homelessness in Southwestern Minnesota by coordinating services and maximizing resources. Program staff and WCA staff maintain regular contact to streamline referrals. PIC staff belongs to Homeless and Hunger Board Advisory Committee.</p>	<p>Independent School Districts and Alternative Learning Centers Strengthen network with ALC’s in service area to increase blending of resources and additional assistance to ‘super seniors’ and those students at risk of dropping out.</p>

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				
	instruction and Independent Living Skills classes for youth in foster care and aging out of foster care. PIC counselors are invited to cofacilitate courses on career development and job search.	Counties that currently have CTICs in southwest Minnesota include: Rock, Pipestone, Nobles, Cottonwood, and Jackson counties.		
Workforce Innovation and Opportunity Act for Youth PIC provides career exploration activities, labor market information activities, career pathways, work readiness training and paid work experience opportunities for youth involved in the criminal justice system.	Area School District Case Managers and Work Experience Coordinators Form community partnership to connect older youth with resources beyond secondary school structure. The WSA's Outreach to School efforts will be the structured approach to establishing these connections.	Vocational Rehabilitation Services A WSA partner and located onsite. Provides vocational rehabilitation services in helping transition youth with disabilities to self-sufficiency. Youth Program staff and DRC maintain regular contact to streamline referrals.	Prairie 5 Community Action Agency Mission is to prevent, respond to and help homelessness in Southwestern Minnesota by coordinating services and maximizing resources. Program staff and P5 staff maintain regular contact to streamline referrals.	Yellow Medicine Integration Collaborative. A collaborative effort from six schools within the SW MN region come together and partner on projects surrounding career development, character, and increasing academics. PIC staff and the YMIC Coordinator maintain regular contact to streamline referrals and regional events in the area including career exploration, labor market information, and career pathway activities.
Minnesota Youth Programs PIC provides career exploration activities, labor market	Launch Your Future Today (LYFT) LYFT is a rural CTE pathway initiative with the purpose of	Workforce Innovation and Opportunity Act for Youth PIC provides career exploration	United Community Action Partnership Mission is to prevent, respond to	Workforce Innovation and Opportunity Act for Youth PIC provides career exploration

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				
information activities, career pathways, work readiness training and paid work experience opportunities for youth involved in the criminal justice system.	rebuilding Career and Technical Education in southwest and west central Minnesota. <i>The goal of LYFT Pathways is for every secondary student in the region to gain marketable skills through meaningful CTE courses and opportunities which lead to further education and careers that match our region's labor market needs.</i>	activities, labor market information activities, career pathways, work readiness training and paid work experience opportunities for youth with disabilities.	and help homelessness in Southwestern Minnesota by coordinating services and maximizing resources. Program staff and WCA staff maintain regular contact to streamline referrals. PIC staff belongs to Homeless and Hunger Board Advisory Committee.	activities, labor market information activities, career pathways, work readiness training and paid work experience opportunities for youth at risk for becoming a high school dropout.
Launch Your Future Today (LYFT) LYFT is a rural CTE pathway initiative with the purpose of rebuilding Career and Technical Education in southwest and west central Minnesota. <i>The goal of LYFT Pathways is for every secondary student in the region to gain marketable skills through meaningful CTE courses and opportunities which lead to further education and careers that match our region's labor market needs.</i>	MN West Carl Perkins Consortium The Minnesota West Carl Perkins Consortium is comprised of 38 high schools and 5 postsecondary campuses. Staff from SWWC, Minnesota River Valley Education District, and Minnesota West Community College work together, with help from our partners, to provide a variety of resources to consortium schools to improve the quality of technical education and provide career	Minnesota Youth Programs PIC provides career exploration activities, labor market information activities, career pathways, work readiness training and paid work experience opportunities for youth with disabilities.	Prairie 5 Community Action Agency Mission is to prevent, respond to and help homelessness in Southwestern Minnesota by coordinating services and maximizing resources. Program staff and P5 staff maintain regular contact to streamline referrals.	Minnesota Youth Programs PIC provides career exploration activities, labor market information activities, career pathways, work readiness training and paid work experience opportunities for youth at risk for becoming a high school dropout.

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				
	development opportunities for learners of all ages.			
<p>MN West Carl Perkins Consortium The Minnesota West Carl Perkins Consortium is comprised of 38 high schools and 5 postsecondary campuses. Staff from SWWC, Minnesota River Valley Education District, and Minnesota West Community College work together, with help from our partners, to provide a variety of resources to consortium schools to improve the quality of technical education and provide career development opportunities for learners of all ages.</p>		<p>Project Search The program serves as an opportunity for students to transition from high school to community employment by working Monday to Friday, generally from 8am to 3pm, during the school year. Students are provided an opportunity to participate in a variety of 8-10 week internship rotations at Avera Marshall Medical Center that best meet their interests, experiences and abilities. A job coach, program instructor, and department staff work with the students (and IEP team) to help them develop the necessary interpersonal and job skills to gain meaningful employment. Project SEARCH is a program with over 200 host sites worldwide designed to assist youth with disabilities reach their</p>	<p>Southwest Minnesota Opportunity Council By coordinating services and maximizing resources program staff and SMOC staff maintain regular contact to streamline referrals for their homelessness prevention/intervention programs such as: <i>Transitional Housing Programs, Family Homeless Prevention and Assistance Program, and FEMA Emergency Food and Shelter Program</i></p>	<p>Youth Intervention Program (YIPA) PIC provides career development, work readiness training and paid work experience opportunities for at risk youth with an emphasis on youth attending ALCs.</p>

Outcomes				
Improve Transition Outcomes for Juvenile Offenders	Improve Transition Outcomes for Youth Aging Out of Foster Care	Improve Transition Outcomes for Youth with Disabilities	Prevent and End Homelessness	Reduce High School Dropout Rates
Strategies				
		goals of community employment. Our program is based on this successful international program, which was developed at Cincinnati Children's Hospital Medical Center in 1996.		
		<p>Pre-Employment Transition Services (Pre-ETS Career Advisory Services)</p> <p>The OTS Career Advisor for Pre-Employment Transition Services (Pre-ETS) is responsible to provide career exploration and career counseling assistance to students with disabilities ages 9th grade through 21 years of age residing in Workforce Development Area 6 (Big Stone, Chippewa, Cottonwood, Jackson, Lac qui Parle, Lincoln, Lyon, Murray, Nobles, Pipestone, Redwood, Rock, Swift, and Yellow Medicine) through classroom presentations and one-on-one advising. Assist</p>		<p>Nobles County Integration Collaborative</p> <p>A collaborative effort within the SW MN region to come together and partner on projects surrounding career development, character, and increasing academics.</p> <p>PIC staff and the NCIC Coordinators maintain regular contact to streamline referrals and regional events in the area including career exploration, labor market information, and career pathway activities.</p>

Outcomes				
Improve Transition Outcomes for Juvenile Offenders	Improve Transition Outcomes for Youth Aging Out of Foster Care	Improve Transition Outcomes for Youth with Disabilities	Prevent and End Homelessness	Reduce High School Dropout Rates
Strategies				
		<p>with administering career assessments and inventories. provide career and labor market information; help students develop career plans/portfolios; and explore post-high school plans, post-secondary schools, admission requirements and financial aid. Set up tours/orientations of WorkForce Center services and job seeking skills assistance. Set up business tours, employment panels, and/or coordinate career related events hosted by the PIC. The Outreach to Schools/Career Advisor (OTS/CA) will provide the link necessary to match youth with disabilities to gainful employment through individualized needs assessment and comprehensive services such as career planning, postsecondary career education, systems linkages and service coordination, and other promising</p>		

Outcomes				
Improve Transition Outcomes for Juvenile Offenders	Improve Transition Outcomes for Youth Aging Out of Foster Care	Improve Transition Outcomes for Youth with Disabilities	Prevent and End Homelessness	Reduce High School Dropout Rates
Strategies				
		practices such as work experiences, career exploration, and work-readiness skills training. With state, federal and private sector funding, the PIC offers youth the ability to earn wages, receive academic credit, and gain leadership skills that transcend into adulthood.		
		Launch Your Future Today (LYFT) LYFT is a rural CTE pathway initiative with the purpose of rebuilding Career and Technical Education in southwest and west central Minnesota. <i>The goal of LYFT Pathways is for every secondary student in the region to gain marketable skills through meaningful CTE courses and opportunities which lead to further education and careers that match our region's labor market needs.</i>		

MINUTES
SOUTHWEST MINNESOTA WORKFORCE DEVELOPMENT BOARD
JUNE 4, 2020
VIA ZOOM MEETING
4:00 P.M.

Members Present: Andy Easley, Carla Goedtke, Melissa McGinty-Thompson, Tim Paulson, John Roiger, Diana Anderson, Eric Austin, Terry Gaalswyk, Tim Jones, See Moua-Leske, Dawn Regnier, Mimi Schafer, Dawn Schnell, Chuck Swanson, Beth Wilms

Members Excused: Len Bakken, Robyn Leese, Brad Vaughn, Jeffrey Varcoe

Members Absent: Anne Johnson, Rahn Larson, Curtis Rethwisch, Dave Rogers, Rhonda Brandt, Kirby Kruse, Reggie Worlds

Staff Present: Carrie Bendix, Eriann Faris, Luke Greiner, Wanda Hebrank, Jessica Miller

Guests Present: Nathalie Nkasharma and Miguel Rivas

John Roiger, Chair called the meeting to order at 4:05 p.m.

Welcome & Introductions

John Roiger welcomed all guests, members and staff. He explained the process used for conducting the ZOOM meeting and the process for taking role call for the motions.

Miguel Rivas, of Worthington was introduced. Miguel has submitted his nomination to fill the Minority Owned Business position on the Southwest Minnesota Workforce Development Board. Miguel is the Owner of the Metro by T-Mobile Franchise and AT&T Dealer in Worthington.

Carrie Bendix reported that Len Bakken, Nobles County Private Sector Representative on the Southwest Minnesota Workforce Development Board has recently accepted a new position in Cottonwood County. She also reported that Rahn Larson, Cottonwood County Private Sector Representative has decided not to seek re-appointment to the Board. Based on this, Len Bakken is seeking appointment to fill the Cottonwood County Private Sector Representative.

Carrie introduced Nathalie Nkashama, of Worthington who has submitted her nomination to fill the Nobles County Private Sector Representative position on the Southwest Minnesota Workforce Development Board. Nathalie reported that she is the owner of World Mart, the first African Grocery Store in Worthington, which has converted into a store on wheels during COVID-19 to meet the needs of the community. She is also employed by Nobles County Community Services as a Child Protection Social Worker.

Agenda Additions

John Roiger asked if there were any additions to the agenda. Carrie Bendix reported that she would like to add a Computer Policy Approval to the agenda. She noted that she e-mailed the draft policy out to members earlier in the day.

Member Updates – Open forum for members to share best practices within the business and/or activities occurring within their communities. John Roiger asked members to share any information from their communities or any information on how their business/organization/agency is handling COVID-19.

Terry Gaalswyk reported on the recent very powerful and peaceful protest in Worthington. Terry Gaalswyk also reported on the event that was scheduled by the Students of Color Coalition at SMSU, in Marshall. Due to evidence that some outside influences were coming into the community the students took it upon themselves to cancel the event.

Diana Anderson reported that the Southwest Initiative Foundation has been working with the Worthington, Marshall and Willmar Chambers to create videos in several languages to help business owners who want to reopen their restaurants by providing information on complying with the guidelines. She noted that the videos are available on their website and the Chamber websites. In addition, there is also printed materials available to provide information for small businesses wanting to reopen. She requested that members share this information with others.

The State of Southwest Minnesota – Luke Greiner, Labor Market Analyst

Luke Greiner, Labor Market Analyst provided an update on the state of Southwest Minnesota and what the economic data for our area shows. The information included unemployment trends in Minnesota noting that currently there are about 4,000 unemployment claims in our region with approximately 90% being temporary layoffs. Luke also provided information on the cumulative UI applicants as a share of the labor force noting that over 20% of the labor force has filed for UI since March 16. Claims in our region in April are up about 2,000% from the previous April. Luke shared information on who is filing for UI claims reporting that 21% of the claims were filed by food prep and serving workers and 17.4% of the claims filed by sales and office workers.

Minnesota West Community & Technical College Update – Dr. Terry Gaalswyk, President

Terry Gaalswyk, President of Minnesota West Community & Technical College provided an update on the school's three priorities which include; 1) ensuring the safety & well-being of our students, faculty, staff, and communities; 2) assuring our students advance their educational plans; and 3) committing to the economic continuity of our communities and college.

This is being done by offering online classes enhanced with simulations and engagement strategies, flexible programs that blend online and essential face-to-face education (hybrid/flex), and small-group on-campus courses delivered with personal safety protocols & social distancing expectations. He noted that the school also provides student support functions which are fully accessible to all students and have been expanded to include food pantries, social & mental health services, and emergency grants.

President Gaalswyk noted that through a Grant from the Southwest Initiative Foundation for \$600,000 the school was able to offer emergency grants to students ranging from \$275 to \$600, which was independent from their financial aid.

Partner Updates

Reggie Worlds – Job Service

Reggie Worlds was not available to give a report.

Mimi Schafer – Rehabilitation Services

Mimi Schafer reported staff continue to work from home and provide remote services. She indicated that their Department has been instructed to work remotely whenever possible through the end of the year – maybe longer. No specific date has been set beyond that.

Committee Reports

Executive Committee – John Roiger

John Roiger, Chair reported that items on the Executive Committee agenda would be discussed later in the meeting.

Youth Committee – Eriann Faris

Eriann Faris reported that the Committee has not met since May.

Career Pathways Committee – Dawn Regnier

Dawn Regnier reported that Minnesota West had to suspend holding face-to-face instructions, thus the CNA classes had been put on hold, but plan to start holding classes in June and July. She also noted that the Community Interpreter Program is set to begin on August 10, with 24 participants. Dawn also reported that a Pilot Program for Diesel Powertrain & Hydraulics Certificate Program had four students complete the first segment of the class this spring and they will be returning in the fall to complete an additional certification. She also reported on the OSHA 10 Industrial Class in which five seniors completed the on-line training.

Marketing Committee – Eriann Faris

Eriann shared the “About Us” the Southwest Minnesota Workforce Development Board video, which will be linked to our website and the Southwest Minnesota Careers website as part of the Board’s marketing campaign. Pages from the video will be posted daily as part of the marketing campaign. Currently the Southwest Minnesota Facebook Page has 847 followers with 796 likes, with hopes that these would increase to 1,000. Another component of the campaign is having a day where board members are introduced. An example was included in the agenda packet. Eriann indicate that she will be sending out a link for members to complete a short survey to use in the development of these pages for Board Members.

Business Items/Action Items

WIOA Memorandum of Agreement between CareerForce Partners

Carrie Bendix reported that the purpose of this Memorandum of Understanding (MOU) is to define the roles and responsibilities as mutually agreed by the parties for the operation of the One-Stop Service Delivery System in Local Workforce Development Area #6 as required under the Workforce Innovation and Opportunity Act of 2014 (WIOA).

Southwest Minnesota Private Industry Council, Inc. Service Contract Review

Carrie Bendix highlighted proposed changes to the current Service Contract with the Southwest Minnesota Private Industry Council, Inc. to include wording regarding the services provided to adults, low-income adults, dislocated workers and youth in our 14 county area, which the Southwest Minnesota Private Industry Council has been providing these services for 35 years. One other key change is to propose changing the contract from a one-year to a two-year contract to align with our other contracts for the period of July 1, 2020 to June 30, 2022.

Appointment of Nominating Committee

John Roiger reported that Dawn Regnier and Dawn Schnell have agreed to serve on the Nominating Committee in addition to one other potential member.

Computer Policy

Carrie Bendix reported on the proposed Computer Policy, which was developed to establish a policy for providing financial assistance for the purchase of computer hardware, software, and/or other necessary technology tools.

Business Items – Approval

A motion was made by Andy Easley to approve the following:

- Consent Agenda
- WIOA Memorandum of Agreement between CareerForce Partners
- Southwest Minnesota Private Industry Council, Inc. Service Contract
- Appointments to the Nominating Committee
- Computer Policy

Diana Anderson seconded the motion.

The motion passed, including confirmation from, Andy Easley, Carla Goedtke, Melissa McGinty-Thompson, Tim Paulson, Diana Anderson, Eric Austin, Terry Gaalswyk, Tim Jones, See Moua-Leske, Dawn Regnier, Mimi Schafer, Dawn Schnell, Chuck Swanson, and Beth Wilms all joining via ZOOM. John Roiger abstained from voting.

Informational Items

Carrie Bendix reported that the following members are seeking reappointment to the Board:

- Andy Easley – Private Sector – Lyon County
- Carla Goedtke – Private Sector – Murray County
- Rahn Larson – Private Sector – Cottonwood County
- Dave Rogers – Private Sector – Big Stone County
- Dawn Schnell – Private Sector – Jackson County
- Brad Vaughn – Private Sector – Rock County
- Jeff Varcoe – Private Sector – Yellow Medicine County
- Terry Gaalswyk – Education
- See Moua-Leske – Education
- Tim Jones – Community Based Organization
- Chuck Swanson– Sovereign Nation/Community Based Organization

Carrie noted that the following members would not be seeking reappointment to the Board:

- Rahn Larson – Private Sector – Cottonwood County
- Rhonda Brandt – Secondary Education – Eriann is working on securing an application

Current Board Vacancies include:

- Minority Owned Small Business Representative – Miguel Rivas
- Nobles County Private Sector – Nathalie Nkashama

Director Updates

Carrie Bendix updated the Board on the following items:

Reopening CareerForce Locations – Carrie highlighted the e-mail from Commission Grove directing CareerForce locations not to open until safety plans and phase in steps have been developed by the State.

Requested Waivers – Carrie noted that several waiver requests have been submitted to the Department of Labor to provide flexibility in virtual online training. Currently the Department of Labor is reviewing these requested waivers.

Department of Labor National Emergency Grant – Carrie reported that the State has asked the Department of Labor for an additional \$3,000,000 to provide dislocated worker services. Tim Jones will be attending a meeting next week to learn more about the National Emergency Grant (NEG). Carrie also noted that the additional \$600 per week in Unemployment Insurance, as part of the CARES Act would end at the end of July.

Adjourn

The next meeting is scheduled for June 4, 2020 from 4:00 – 6:00 p.m. Hearing no other business, the meeting adjourned at 5:04 p.m.

Approved by:

Approved by:

Robyn Leese, Secretary

Wanda Hebrank, Recording Secretary

Attachment A

**Southwest Minnesota Workforce Development Board
SOUTHWEST MINNESOTA WORKFORCE DEVELOPMENT BOARD MEETING
607 West Main Street, Marshall, MN
June 4, 2020**

Conference Call Attendees: Andy Easley, Carla Goedtke, Melissa McGinty-Thompson, Tim Paulson, John Roiger, Diana Anderson, Eric Austin, Terry Gaalswyk, Tim Jones, See Moua-Leske, Dawn Regnier, Mimi Schafer, Dawn Schnell, Chuck Swanson, Beth Wilms

Member Excused: Len Bakken, Robyn Leese, Brad Vaughn, Jeffrey Varcoe

Staff present: Carrie Bendix, Eriann Faris, Wanda Hebrank, Luke Greiner, Jessica Miller

MINUTES

Call to Order – John Roiger, Chair

John Roiger, Chair called the meeting to order at 4:05 p.m.

Southwest Minnesota Private Industry Council, Inc. Service Contract Review

Carrie Bendix noted that the Workforce Development Board may award grants or contracts on a sole-source basis as the Workforce Development Board determines there is an insufficient number of eligible providers of workforce investment activities in the local area involved for grants and contracts to be awarded on a competitive basis.

Carrie Bendix also highlighted proposed changes to the current Service Contract with the Southwest Minnesota Private Industry Council, Inc. to include wording regarding the services provided to adults, low-income adults, dislocated workers and youth in our 14-county area, which the Southwest Minnesota Private Industry Council has been providing these services for 35 years. One other key change is to propose changing the contract from a one-year to a two-year contract to align with our other contracts for the period of July 1, 2020 to June 30, 2022.

A motion was made by Andy Easley to approve the Southwest Minnesota Private Industry Council, Inc. Service Contract. Diana Anderson seconded the motion. The motion passed.

Adjourn – John Roiger, Chair

Chair, John Roiger adjourned the meeting at 5:04 p.m.

Respectfully submitted,

**Robyn Leese
Secretary, SW MN Workforce Development Board**

SW MN Private Industry Council
Youth Employment Program's
Individual Training Account (ITA) Policy

All Out-of-School WIOA Youth and Young Adult Program participants served with WIOA funds must meet the following requirements prior to an Individual Training Account (ITA) to be developed for post-secondary education expenses including, but not limited to: Tuition, books and related training expenses (including fees).

- The participant must be in compliance with WIOA youth eligibility policies.
- The ITA can only be used with WIOA certified training programs. ITAs can be used with training programs WIOA certified by other states.
- A school must be willing to accept ITAs in order to be a certified training program provider.
- An ITA may include funds for supportive services.
- An ITA must be part of an Individual Service Strategy (ISS) that is agreed to and signed by both the participant and counselor/case manager. All files must contain appropriate forms and documentation and have an Individual Employment Plan incorporated into the participants ISS. The Employment Plan must be written clearly as to the reasons for the need of training to be self sufficiently employed.
- Students will complete a Career Assessment Tool (i.e. – WOWI) to assure that they have the appropriate skills and interests to be successful in the selected training.
- The participant will maintain a minimum of a “C” average (2.0 GPA) or make satisfactory progress if the school does not give grades.
- The participant will not miss more than three (3) days of classes per semester. If more than three (3) absences occur in a semester, the participant will contact their counselor and explain the absences.
- All applicable funding sources (in addition to WIOA) must be considered in the development of the ITA.
- An ITA must be used in conjunction with other applicable funding sources. Tuition, books and related training expenses (including fees) may be paid up to a **maximum** amount established by administration based on the unmet need determined by the Individual Training Account, which is completed by the Financial Aid Office of the Education Institution.
- If an ITA and other applicable funding sources do not completely cover the cost of the training, there must be evidence that the participant understands his/her financial responsibility and there is an agreeable methodology for meeting these other costs, which is signed off by all parties.

WSA 6 intends to use ITAs to serve out of school youth. The SW MN PIC is focused on investing in youth education to improve their future employment goals and achievements.

- Out of school youth who are attending post-secondary education would be considered appropriate candidates for ITAs.

- The out of school youth, post-secondary institution, and the youth counselor would be required to sign the ITA.
- Provider will provide a voucher to the post-secondary institution confirming amount of approved payment. Payments will be made to the post-secondary institution based on invoice.
- The ITA will cover one school year and would be reviewed on a semester/quarter basis.
- The ITA may include tuition, books, fees, and related training expenses.
- ITA's may be awarded to individuals seeking training for occupations with established career pathways which lead to self sufficient wage levels and the training is tied to in-demand occupations.
- The maximum amount allowed for a combination of fall and spring semesters is \$6,000. Funding for summer semester is considered separate. The student will sign off on a Classroom Training Contract which states "I understand that if I fail to meet any of the above responsibilities, my funding may be subject to immediate termination or modification".
- All students will be required to apply for financial aid. Financial aid (pell and State loans, etc) can be used for a student's travel, living expenses, family care, etc.
- Invoices for payment from school must contain the individual's name and dollar amount with the individual tuition billing form as backup for payment.
- The SW MN PIC/WSA 6 will track the funds internally by grant, student, and semester. Tuition is classified as "other service", and therefore is not entered in support service in WF1.

Important Reminder: Male clients 18 years of age or older must be registered with the Selective Service and verification must in the file.

Federal Law Prohibits funding for males 18 years of age or older which are not registered with Selective Service.

Training Institute must be WIOA Certified in order for Federal Funding.

Verify WIOA Certification at:

<http://www.careeronestop.org/WIOAprovidersearch.asp>

Approved: August 1, 2013

Revised: February 2016

SOUTHWEST MINNESOTA PRIVATE INDUSTRY COUNCIL TIME SHEET AND PROGRESS REPORT

Name (Please Print) _____

Work Site _____

Pay Period Ending _____

		Sat.	Sun.	Mon.	Tue.	Wed.	Thur.	Fri.	TOTAL
FIRST WEEK	DATE								
	HOURS								
		Sat.	Sun.	Mon.	Tue.	Wed.	Thur.	Fri.	TOTAL
SECOND WEEK	DATE								
	HOURS								

*According to PIC policy, employees may not exceed 40 hours per WEEK.

TOTAL HOURS TO BE PAID _____

Employee Signature

Supervisor Signature

----- PLEASE FOLD HERE -----

PAY PERIODS

Feb 2 - Feb 15	Feb 16 - Mar 1
Mar 2 - Mar 15	Mar 16 - Mar 29
Mar 30 - Apr 12	Apr 13 - Apr 26
Apr 27 - May 10	May 11 - May 24

_____ DEPENDABILITY (attendance, punctuality, etc.)

_____ RELATIONS (with supervisor, co-workers, public, etc)

_____ WORK QUALITY (neatness, attention to detail, etc.)

_____ COMMUNICATION (following instructions, questions, etc.)

_____ STABILITY (maturity, stress management, decision making, etc.)

_____ APPEARANCE (grooming, hygiene, etc.)

_____ ATTITUDE (interest, initiative, etc.)

RATING SCALE

1 = Unacceptable

2 = Needs Improvement

3 = Meets Requirements

4 = Exceeds Requirements

Work Readiness Guide for Employers

- Please be sure to fill out the evaluation for your PIC worker at the end of every pay period.
- If you do not evaluate your PIC worker, PIC staff will assume the PIC worker is working on average a score of “3”.
- Please make sure your PIC worker is aware of their scores every pay period.
- Use the evaluation as a conversation piece so your PIC worker knows what you expect as an employer.
- Allow the PIC worker to use their evaluation scores as a measure of improvement or concern.
- As the PIC worker’s mentor, answer their questions and concerns best you can or refer them to SW MN PIC PIC worker.
- Each evaluation should be based on the PIC Worker’s ability to complete required tasks.

(1) Unacceptable

(2) Needs Improvement

(3) Meets Requirement

(4) Exceeds Requirements

	(1)	(2)	(3)	(4)
Dependability	PIC Worker <u>Never</u> : Is on time and never calls, needs constant supervision to complete tasks in timely manner and never gives more than 24 hr. notice of absence.	PIC Worker <u>Seldom</u> : Is on time and rarely calls when late, frequently needs to be kept on task and seldom gives more than 24 hr. notice of absence.	PIC Worker is <u>Majority of time</u> : On time or always calls when going to be late, needs some guidance completing tasks and overall gives enough notice for absences.	PIC Worker is <u>Always</u> : On time, efficient at completing tasks at hand and gives ample notice when going to be absent.
Relations	PIC Worker is <u>Never</u> : Respectful and honest towards co-workers, supervisors & customers. Needs constant redirection for behaviors and shows little appreciation towards work.	PIC Worker is <u>Seldom</u> : Respectful and honest towards co-workers, supervisors & customers. Needs constant redirection for improper behavior and conversations.	PIC Worker is <u>Majority of time</u> : Respectful and honest towards co-workers, supervisors & customers. Seldom needs to be redirected for behaviors and conversations.	PIC Worker is <u>Always</u> : respectful and honest towards co-workers, supervisors & customers. Professionally communicates relevant concern, questions & appreciation.
Work Quality	PIC Worker <u>Never</u> : Completes tasks in allotted time, constant redirection to stay on task and always	PIC Worker <u>Seldom</u> : Completes tasks in a timely manner, constant supervision, and	PIC Worker <u>Majority of time</u> : Completes tasks without assistance and frequently done right the first time.	PIC Worker is <u>Always</u> : Completing tasks in a professional and efficient manner and are

	needs to re-do tasks.	usually requires 2+ attempts.		always done right the first time.
Communication	PIC Worker <u>Never</u> : Asks questions or addresses a concern instead learns through continuous trial and error.	PIC Worker <u>Seldom</u> : Addresses questions or concerns, causing miscommunication and frequently having to re-do required task.	PIC Worker <u>Majority of time</u> : Addresses questions and concerns in a professional manner and seldom faces miscommunication between mentor & PIC.	PIC Worker <u>Always</u> : Addresses questions and concerns in a professional manner and communicates requests and goals efficiently.
Stability	PIC Worker <u>Never</u> : Follows direction from supervisor, behaves unprofessional and voices a lack of care towards work and work experience.	PIC Worker <u>Seldom</u> : Follows direction from supervisor and behaves unprofessional at work and seldom shows interest in responsibilities.	PIC Worker <u>Majority of time</u> : Has a clear understanding of work goals and seldom needs to be reminded of requirements.	PIC Worker <u>Always</u> : Appears to have a clear understanding and mature outlook on work and responsibilities.
Appearance	PIC Worker <u>Never</u> : Arrives to work with clean clothes, hair and/or has had to be sent home for not having proper clothing/safety equipment with.	PIC Worker <u>Seldom</u> : Arrives at work with clean clothes, hair, and uniform or safety equipment as required for work environment.	PIC Worker <u>Majority of time</u> : Does not need to be reminded of appropriate clothing, hygiene for work environment.	PIC Worker <u>Always</u> : Arrives at work with proper hygiene for work environment, clean clothes, hair, and appropriate uniform/safety equipment.
Attitude	PIC Worker <u>Never</u> : Wants to be at work and vocalizes the dislike of his responsibilities and disregards most of employer & SW MN PIC program rules.	PIC Worker <u>Seldom</u> : Appears eager to work and needs to be kept on task. Little motivation to work or follow employer & SW MN PIC program rules.	PIC Worker <u>Majority of time</u> : Comes to work with a positive attitude and follows all employer & SW MN PIC program rules without reminders.	PIC Worker <u>Always</u> : Comes to work with a positive attitude and is able to be professional, leaving personal issues "at the door," following all employer & SW MN PIC rules without reminders.

If you have any further questions on scoring evaluations please do not hesitate to call your local PIC Program Staff.