

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
Workforce Development, Inc. 2070 College View Road East, Rochester, MN 55904	Angela Birrittella 110 East Grove St. PO Box 410 Caledonia, MN 55921
Director Name: Jinny Rietmann Telephone Number: 507-292-5165 Fax: 507.292.5173 E-Mail: jrietmann@wdimnm.org	Contact Name: Angela Birrittella Telephone Number: 507-601-7371 Fax: 507.724.5331 E-Mail: abirrittella@wdimn.org

Basic Organization Information

Federal Employer ID Number:	Minnesota Tax Identification Number:
41-1484613	4986064
DUNS Number:	SWIFT Vendor ID Number (if known):
615475536	VN0000216816_1

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:	
Date:	

Attachment 2

PY 2022 Budget Information Summary:

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

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

(See following pages for definitions of cost categories)

WDA Number, Contact, E-Mail:	WDA: 8 Workforce Development, Inc. Angela Birrittella abirrittella@wdimn.org
Date Submitted (or Modified):	05/27/2022

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%)	\$7,837	\$37,785	\$45,622	\$17,283	\$26,729	\$36,175	\$45,622
841 In-School Youth Work Experience Wages/Fringe	\$546	\$24,000	\$24,546	\$6,546	\$12,546	\$18,546	\$24,546
825 Out-of-School Youth Work Experience Wages/Fringe	\$17,090	\$16,000	\$33,090	\$21,090	\$25,090	\$29,090	\$33,090
872 In-School Youth Work Experience Staff Costs	\$420	\$16,800	\$17,220	\$4,620	\$8,820	\$13,020	\$17,220
855 Out-of-School Youth Work Experience Staff Costs	\$0	\$11,215	\$11,215	\$2,804	\$5,608	\$8,412	\$11,215
874 In-School Youth Direct Services (Non-Work Exp.)	\$11,755	\$80,000	\$91,755	\$31,755	\$51,755	\$71,755	\$91,755
877 Out-of-School Youth Direct Services (Non-Work Exp.)	\$26,104	\$144,556	\$170,660	\$62,243	\$98,382	\$134,521	\$170,660
848 In-School Youth Support Services	\$2,842	\$4,000	\$6,842	\$3,842	\$4,842	\$5,842	\$6,842
862 Out-of-School Youth Support Services	\$517	\$6,000	\$6,517	\$2,017	\$3,517	\$5,017	\$6,517
860 In-School Youth Other Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
878 Out-of-School Youth Other Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
837 In-School Youth Training	\$4,150	\$10,000	\$14,150	\$6,650	\$9,150	\$11,650	\$14,150
838 Out-of-School Youth Training	\$5,626	\$27,500	\$33,126	\$12,501	\$19,376	\$26,251	\$33,126
Total:	\$76,887	\$377,856	\$454,743	\$171,351	\$265,815	\$360,279	\$454,743
Estimated Percentage of NEW WIOA Funds Expended on Out-of-School Youth (Must be at least 60 percent*):							60%
Estimated Percentage of NEW WIOA Funds Expended on Work Experience (Must be at least 20 percent):							20%
Estimated Total Number of Youth to be Served With WIOA Youth Funding:							200

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

Attachment 2
 SFY 2023 Budget Information Summary:
 Minnesota Youth Program

WDA Number and Contact:		WDA #8; Angela Birrittella			
E-Mail Address/Phone No:		ABIRRITELLA@wdimn.org 507.765.2728			
Date Submitted (or Modified):		04.25.2022			
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%)	28,235	7,058	14,117	21,175	28,235
881 Youth Participant Wages and Fringe Benefits	48,890	12,222	24,445	36,687	48,890
885 Direct Services to Youth	183,233	45,800	91,900	137,400	183,233
860 Outreach to Schools (Direct Services; This cannot exceed 20%.)	12,000	3,000	6,000	9,000	12,000
891 Support Services	10,000	2,500	5,000	7,500	10,000
Total:	282,358	70,580	141,462	211,762	282,358

Estimated Number of MYP Youth Served/Cost Per Participant

Estimated No. of MYP Youth Served:	200
Outreach to Schools (OTS) Youth + Families Served (Note that OTS is an optional activity):	200
Estimated Total Number of MYP Youth and Families Served:	400
Estimated Cost Per MYP Participant:	\$1,351.79
Estimated Cost Per OTS Participant-Family:	\$60.00

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

- 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.
- Connections to community and private sector resources through a local career fair, career event, or tours of businesses in strategic industries.
- Group and individual counseling including instruction and presentations on 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.

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:	Angela Birrittella
E-Mail Address/Phone Number:	abirrittella@wdimn.org
Date Submitted (or Modified):	7/15/2022

WIOA Youth Performance Measure	PY 2021 WDA PLANNED	PY 2022 STATE NEGOTIATED LEVEL	PY 2023 STATE NEGOTIATED LEVEL	PY 2022 WDA PLANNED	PY 2023 WDA PLANNED
Employment/Education/ Training 2nd Quarter After Exit:	76%	68.0%	69.0%	68%	69%
Employment/Education/ Training 4th Quarter After Exit:	74%	69.0%	69.0%	69%	69%
Credential Attainment:	62%	62.0%	62.0%	55%	55%
Median Earnings:	\$3,400	\$4,000	\$4,000	\$4,000	\$4,000
Measurable Skills Gain:	46%	41.0%	42.0%	46%	46%

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

Mission Statement:

To develop and advance the workforce of Southeast Minnesota through empowering young adults and offering opportunities to gain life and work skills, preparing them for the career of their choice. We believe that every youth has the potential for success.

EMERGING WORKFORCE (YOUTH) TASKFORCE

2022-2023 GOALS

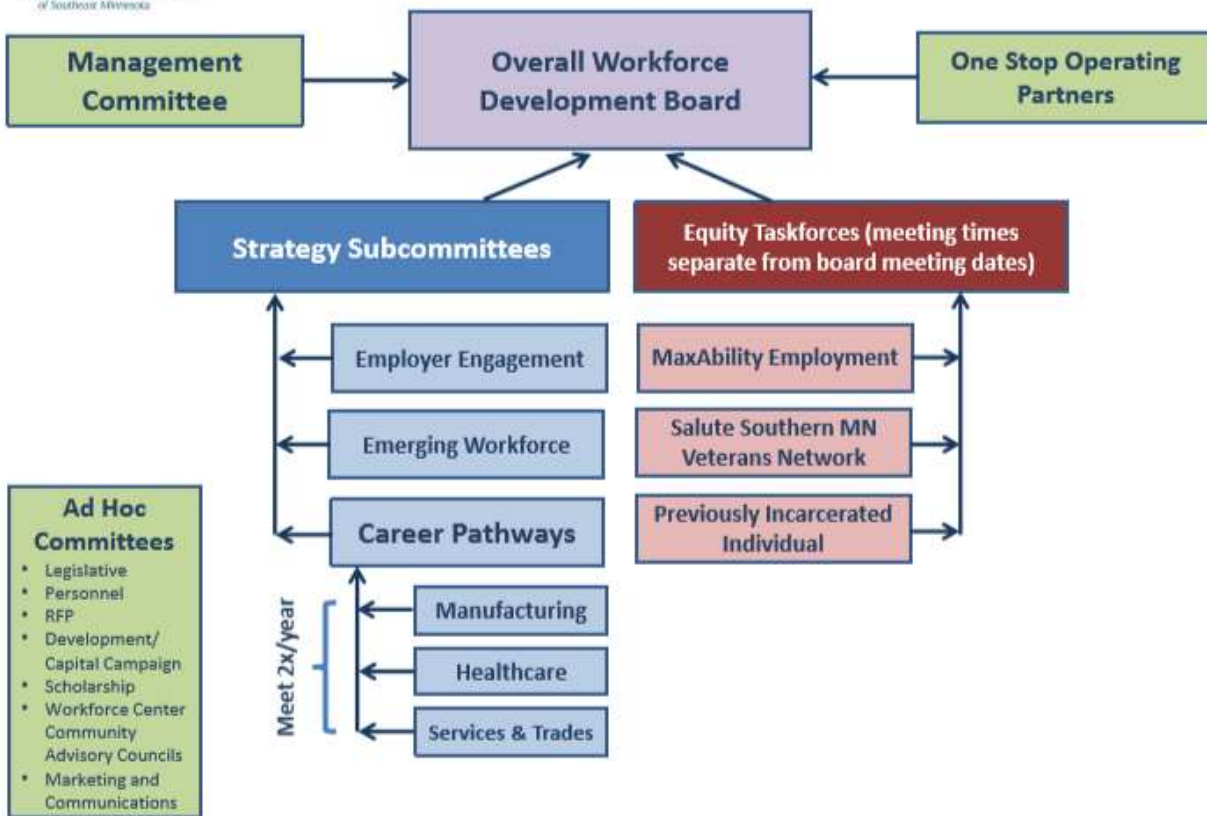
Southeast Minnesota Workforce Development Board

Goal	Tactical Steps	Measurable Outcomes
Serve as a connecting agent for businesses to engage in youth workforce development programming	<ul style="list-style-type: none"> Distribute programming event notifications for committee members Connect individual businesses with appropriate school and community organization contacts Continue to explore online tools to connect businesses with youth engagement opportunities Develop list of employers who hire youth and expand engagement opportunities to this list 	<ul style="list-style-type: none"> 80% of committee members will participate in one or more youth-focused workforce development activity Serve 200 youth with labor market information including connection to specific employers in their region
Increase work-based learning opportunities for participants, schools, and employers across Southeast Minnesota	<ul style="list-style-type: none"> Provide information to expand internship, apprenticeship, mentorships, and job shadowing experiences throughout the region Expand hands-on opportunities for youth, such as Youthbuild programming Expand Career Pathways programming including developing sector-based training programs targeting youth and young adults 	<ul style="list-style-type: none"> Serve 150 youth in Career Pathways programming in Southeast Minnesota Provide 100 youth with work-based learning opportunities in Southeast Minnesota Spend 20% of funding under WIOA on work experience
Expand outreach and engagement efforts with out of school youth, ensuring a minimum	<ul style="list-style-type: none"> Develop best practice models for serving OSY 	<ul style="list-style-type: none"> Identify at least one youth and one parent as committee member

<p>expenditure of 75% on OSY under WIOA</p>	<ul style="list-style-type: none"> • Engage more committee members representing youth and young adults • Explore solutions for youth in rural areas with transportation issues • Identify and address barriers to OSY engagement 	<ul style="list-style-type: none"> • Invite schools and other community organizations serving youth to committee meetings
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SE MN Workforce Development Board Committee Structure



YOUTH COMMITTEE MEMBER NAME	ORGANIZATION/REPRESENTING (examples: business, education, community-based organizations, youth, parent, etc.)	Full LWDB Member?
Chair: Rotating Chair Phone Number: E-Mail:		
Member Name: Jeff Custer Phone Number: 952-829-4540 E-Mail: Jeffrey.O.Custer@xcelenergy.com	Xcel Energy	Yes
Member Name: Brian Cashman Phone Number: 651-388-4441 E-Mail: bcashman@gced.k12.mn.us	Southeast Minnesota Perkins Coordinator, Southeast Minnesota Perkins Consortium	Yes
Member Name: Rick Gnemi Phone Number: 507-444-7427 E-Mail: rick.gnemi@co.steele.mn.us	Steele County Commissioner, Joint Powers Board Representative	Yes
Member Name: Angela Birrittella Phone Number: 507-601-7371 E-Mail: abirrittella@wdimn.org	Youth Programs Coordinator, WDI Staff	No
Member Name: Rachel Davis Phone Number: 507-292-5176 E-Mail: rdavis@wdimn.org	Youth Staff Member- Workforce Development Inc.	No
Member Name: Desirae Dyke Phone Number: 507-634-7380 E-Mail: ddyke@wdimn.org	Youth Staff Member- Workforce Development Inc.	No
Member Name: Tom Martelle Phone Number: 507-292-5174 E-Mail: tmartelle@wdimn.org	Youthbuild Instructor	No
Member Name: Rotating Youth Rep Phone Number: E-Mail:	Participant Representative-Youth	No
Member Name: Rotating Youth Rep Phone Number: E-Mail:	Participant Representative-Youth	No

Youth Service Provider Information For PY 2022/SFY 2023

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

Youth Service Provider/Contact	WIOA		MYP																						
Name of Service Provider: <i>Workforce Development Inc.</i> Address: <i>2200 Riverland Drive</i> City, State, ZIP <i>Albert Lea, MN 56007</i> Contact Person: <i>Whitney Roche</i> Contact Person Phone: <i>507-369-3468</i> Contact Person E-Mail: <i>wroche@wdimn.org</i> Service Provider Website: <i>www.workforcedevelopmentinc.org</i>	<table border="1" data-bbox="805 600 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="1065 600 1500 949"> <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	
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Name of Service Provider: <i>Workforce Development Inc.</i> Address: <i>1600 8th Avenue NW</i> City, State, ZIP <i>Austin, MN 56912</i> Contact Person: <i>Kass Jansen</i> Contact Person Phone: <i>507-433-0601</i> Contact Person E-Mail: kjansen@wdimn.org Service Provider Website: <i>www.workforcedevelopmentinc.org</i>	<table border="1" data-bbox="812 1293 1052 1503"> <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="1071 1293 1507 1642"> <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	
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<p>Name of Service Provider: Workforce Development Inc.</p> <p>Address: 110 East Grove St., PO Box 410</p> <p>City, State, ZIP Caledonia, MN 56921</p> <p>Contact Person: Mariah Yos</p> <p>Contact Person Phone: 507-795-5231</p> <p>Contact Person E-Mail: myos@wdimn.org</p> <p>Service Provider Website: www.workforcedevelopmentinc.org</p>	<table border="1"> <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"> <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	
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<p>Name of Service Provider: Workforce Development Inc.</p> <p>Address: 201 Lyndale Avenue South, Suite 1</p> <p>City, State, ZIP Faribault, MN 55021</p> <p>Contact Person: Cassandra Wessing</p> <p>Contact Person Phone: 507-333-2088</p> <p>Contact Person E-Mail: cwessing@wdimn.org</p> <p>Service Provider Website: www.workforcedevelopmentinc.org</p>	<table border="1"> <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"> <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	
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<p>Name of Service Provider: Workforce Development Inc.</p> <p>Address: 504 South Mantorville Avenue, Suite 4</p> <p>City, State, ZIP Kasson, MN 55994</p> <p>Contact Person: Desirae Dyke</p> <p>Contact Person Phone: 507-634-7380</p> <p>Contact Person E-Mail: ddyke@wdimn.org</p> <p>Service Provider Website: www.workforcedevelopmentinc.org</p>	<table border="1"> <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"> <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	
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<p>Name of Service Provider: Workforce Development Inc.</p> <p>Address: 965 Alexandria Drive SW</p> <p>City, State, ZIP Owatonna, MN 55060</p> <p>Contact Person: Megan Horton</p> <p>Contact Person Phone: 507-431-2275</p> <p>Contact Person E-Mail: mhorton@wdimn.org</p> <p>Service Provider Website: www.workforcedevelopmentinc.org</p>	<table border="1"> <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"> <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	
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Outreach to Schools:	X																						

Name of Service Provider: <i>Workforce Development Inc.</i> Address: <i>1606 West Third Street</i> City, State, ZIP <i>Red Wing, MN 55066</i> Contact Person: <i>Jaqueline Sill</i> Contact Person Phone: <i>507-421-0049</i> Contact Person E-Mail: <i>jsill@wdimn.org</i> Service Provider Website: <i>www.workforcedevelopmentinc.org</i>						
		Yes	No		Yes	No
	ISY:	X		Summer ONLY:		X
	OSY:	X		Year-Round (incl. summer):	X	
			Outreach to Schools:	X		

Name of Service Provider: <i>Workforce Development Inc.</i> Address: <i>2070 College View Road East</i> City, State, ZIP <i>Rochester, MN 55904</i> Contact Person: <i>Adam Bahr</i> Contact Person Phone: <i>507-292-5152</i> Contact Person E-Mail: abahr@wdimn.org Service Provider Website: www.workforcedevelopmentinc.org Contact Person: <i>Rachel Davis</i> Contact Person Phone: <i>507-292-5152</i> Contact Person E-Mail: rdavis@wdimn.org Service Provider Website: www.workforcedevelopmentinc.org						
		Yes	No		Yes	No
	ISY:	X		Summer ONLY:		X
	OSY:	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.

Workforce Development, Inc. provided all youth services for 2020-2021 program years.

2. Recruitment:

- a. Workforce Development, Inc recruits Out-of-School Youth in the following ways:
 - i. **Dropout Recovery Services:** We connect with administrations at each high school to become the first point of contact for youth and young adults dropped from their school roster after 15 consecutive days of nonattendance. Counselors submit a brief referral form that documents their dropout status to the Youth Career Planner. The Youth Career Planner uses this information to reach each youth, enroll, and develop a plan for re-entry into school or other high school equivalency programs.
 - ii. **Minnesota Family Investment Program Co-Enrollment:** WDI is the MFIP Employment Services Provider in nine counties we serve, giving us direct access to young parents experiencing poverty. We recruit these clients into the youth program and offer streamlined services and coordinated employment plans between the two programs.
 - iii. **Community Office Hours:** Youth Career Planners hold office hours at various locations in Southeast Minnesota. We concentrate on areas where Out-of-School youth congregate. Examples include low-income housing developments and youth and family homeless shelters.
 - iv. **Transition Services for youth in Foster Care:** We collaborate with child welfare programs in each county to provide Independent Living Skill sessions and Work-Readiness training to youth in foster care. Through Co-Enrollments into other programs, we can offer foster youth transitioning to independent living financial assistance in securing and

setting up their first apartment. This incentive attracts many young adults in foster care to enroll in a WIOA program.

- v. **Re-Entry Program:** WDI operates the Pathways Home Grant through the Department of Labor. This grant allows us to serve individuals that are currently incarcerated and will be leaving incarceration to return home to Southeast Minnesota. Career Navigators have access to these participants within the final six months of their incarceration. Upon returning to Southeast Minnesota, these participants can co-enroll in the WIOA Out-Of-School youth program for further programming and access to paid work experiences. We have seen successful co-enrollments between these two programs.
- vi. **An incentive for GED Completion:** We collaborate with local Adult Basic Education centers to reach out-of-school young adults studying for their GED. We offer an incentive to earn a GED that can attract clients to enroll in the WIOA programs to receive assistance in reaching their employment goals and further access to training.

b. Workforce Development, Inc recruits In-School Youth in the following ways:

- i. **Outreach to Schools:** Youth Career Planners have relationships with most of the 44 school districts in our 10-county area. Our relationships with the school districts result in frequent referrals for In-School-Youth beyond the capacity of our current staff. Covering 44 districts with our small youth team makes it impossible to offer robust programming for in-school youth. We manage this challenge by providing group workplace readiness training on a limited basis. Requests for these services far exceed our capacity.

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.

After receiving a referral, the Career Planner contacts the youth to set up an initial meeting. The first meeting gives the opportunity to discuss the youth program and the services that WDI can provide and complete a written or narrative assessment to determine the level of interest, eligibility, and desired services. Career Planners use the eligibility determination period to build strong relationships with prospective enrollees. *Best practices* in youth programming encourage building a connection with a caring adult, finding common interests, and establishing rapport. Relationship building is central to our youth programming culture.

Youth and Young Adults can choose to meet in the location that works best for them, in school, a WDI office, or a local business.

Upon receiving all the necessary information, the staff reviews the paperwork and refers to an eligibility checklist to ensure they have all the required documentation for determining eligibility for the program enrollment. The Youth Career Planner submits this to an intake staff who reviews the application, checks the forms for signatures and dates, and assures that the items on the Intake Checklist were submitted. If no changes are needed, an Intake Coordinator will approve the enrollment, noting why the youth is eligible. Then an intake staff person enrolls the client into Workforce One and uploads their documentation into the Electronic Document Storage System. Finally, the Youth Career Planner enters an eligibility case note into our data system (Workforce One) and can begin working with the youth on the items and goals identified in the Individualized Service Strategy (ISS).

The steps and processes listed above do not always happen in sequence. Youth do not always enroll the first time they come in, as it may take them extra time to decide to make a positive change in their life and be able to gather the necessary paperwork for enrollment. The process varies greatly depending on each youth and their circumstances. The bulk of a Career Planner's work happens during this pre-enrollment period as they guide the participant through developing their long-term career plan.

Currently, our Youth Programs Coordinator approves all requests to use the 5% window. The process is for an individual who has significant barriers to employment but may not fall under normal WIOA or MYP eligibility criteria. Previously, we had been using this when a client could not provide eligibility documentation. Now we can use Self-Certification to document many pieces of the eligibility criteria.

Below are the criteria for a non-income eligible youth to qualify under the 5% window:

In-School Youth:

- Basic skills deficient
- An English language learner
- An offender
- A homeless individual or a runaway
- An individual in foster care or who has attained 16 years of age and left foster care for kinship guardianship or adoption, a child eligible for assistance, or in an out-of-home placement
- Pregnant or parenting
- An individual with a disability; or
- An individual who requires additional assistance to enter or complete an educational program or secure or hold employment.

Out-of-School Youth:

- A recipient of a secondary school diploma or its recognized equivalent who is either basic skills deficient or an English Language Learner

- An individual who requires additional assistance to enter or complete an educational program or secure or hold employment.

We use this category when a participant has difficulty obtaining the necessary documentation for WIOA. For example, if we know they would be income-eligible, they cannot get income information from their parents. We did not enroll any clients using the 5% window during the 2021/2022 year.

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.

Workforce Development, Inc. uses program coordinator approval and letters from schools or other community organizations that verify a youth needs additional assistance to complete an education program or secure and hold employment.

Youth staff submits one of the following for approval through the Youth Programs Coordinator and will need to be signed by the youth as a self-certification:

1. A letter from the school stating the youth requires additional assistance to complete an education plan or to secure and hold employment with information supporting this.
2. A letter from a referring agency or non-profit organization states that the youth requires additional assistance to complete an education plan or secure and hold employment with information supporting this.
3. A description in a case note entered by the local Youth Career Planner outlining the individual's need for additional assistance to complete an education plan or secure and hold employment.

This certification is approved on a case-by-case basis by the Youth Programs Coordinator. Examples of youth served under this category may include those from families on public assistance, those from underserved and minority populations in our region, those who have shown to be at risk of dropping out of high school, those who are habitually and significantly truant, and those with undocumented/self-disclosed disabilities. We did not enroll any clients under the "needs additional assistance" category during the 2021/2022 program year.

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.

Attached: WDI Assessment, Occupational Research Packet

WDI Youth Career Planners use a variety of assessments and methods to gain information to assist youth in developing a plan that will best suit their needs and achieve success. The first step in this assessment process is referral and gaining basic information from the referral

source (if applicable), including the youth's current education and employment status. Often this information is imperative for knowing the best ways to engage a client and what some of their challenges have been to date.

The second step is an informal and informational interview/intake appointment with the individual. Counselors often wait until a second or third appointment before expecting youth to complete official paper or computer assessments; however, the informal assessment process is started right away by getting to know a client by listening to their story and building rapport.

Once a relationship is established, WDI counselors administer at a minimum a basic skills assessment, a barrier assessment (discussed below and attached), and a career interest assessment.

The basic skills assessment tools used by WDI staff include the Wonderlic General Assessment of Instructional Needs (GAIN) assessment, the Tests of Adult Basic Education (TABE), and a remote option, the Wonderlic Basic Skills Test (WBST). We use the GAIN and the WBST at enrollment to inform the career planning process. In addition, we use the TABE to establish eligibility under Basic Skills Deficient in the rare case we need to prove an increase in Educational Functioning Level for a Measurable Skills Gain.

Once results are received, youth staff meets with individuals to go through the results, including an analysis of what each score means and how they can increase their scores if needed. For example, if youth are considered basic skills deficient, plans are made within their Individual Service Strategy to address these needs, creating goals to increase their skill level.

The WDI general assessment discusses an individual's strengths and barriers to employment. This assessment allows a career planner to dive deeper into each unique situation and discover strengths and weaknesses.

Career Interest Assessments determine a youth's interests, work personality, and preferences. Youth Career Planners have a variety of assessments on hand to use depending on the need, a youth's age, basic skills level, previous work-readiness education, employment plan, and accessibility. The interest assessments we use are all based on Holland's Theory of Vocational Choice, which identifies clients' interest areas and directs them to careers that align with their interests.

We use many different assessments as each client has different needs and abilities; however, the most common interest assessment is The Strong Interest Inventory. This assessment is one of the most widely respected and frequently used career planning tools and uses Hollands' psychology-based codes to provide a theoretical structure.

Regardless of the assessment, the youth staff meets with the individual afterward to discuss results and develop ideas and goals that align with each person's skills, interests, and work style. The information gained from all assessments and comparative data from labor market information moves us on to the next step of developing an individual career development plan.

When youth and young adults are interested in post-secondary training, use the Occupational Research Packet (attached). This packet takes the student through a series of activities researching their prospective field of study, job opportunities, training requirements, wages, training costs, benefits, and length of training. The packet also requires the student to complete an informational interview with two individuals in the chosen field.

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.

Attached: WDI Individual Service Strategy, Support Service Policy Letter

WDI supports a comprehensive, person-centered, strengths-based approach to assessing and developing an individual employment plan, or the Individual Service Strategy (ISS). Career Planners use the assessment results listed earlier and the individual's input to develop a plan with each youth. A strong indicator of the plan's success is the degree to which youth feel they are an integral part of the planning process and success therein. Whenever young adult invests in the plan, they are significantly more engaged in the process and the outcomes.

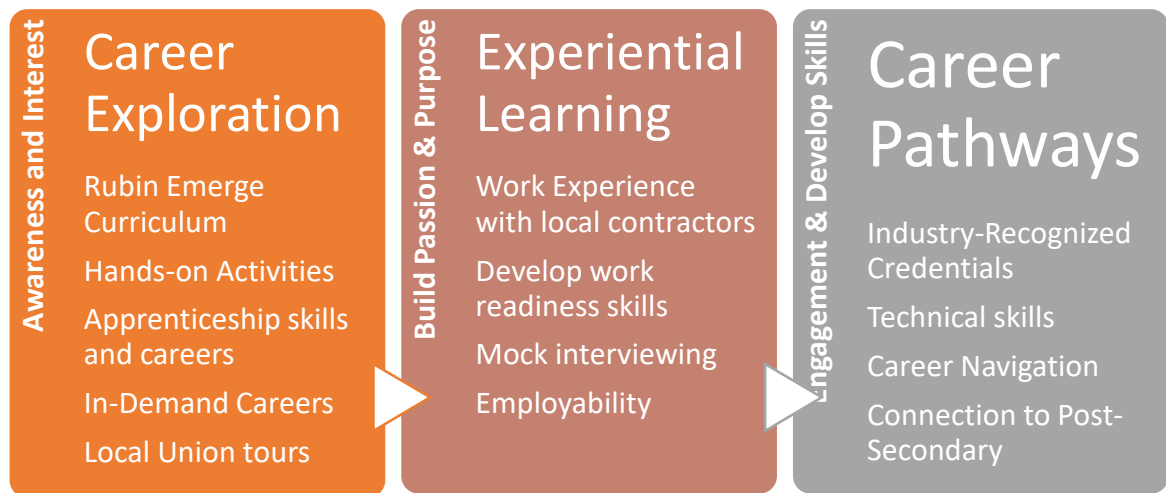
When applicable, counselors also incorporate the goals of the individual's past or current school IEP and any other assessments available in the development of the ISS. Where we have strong connections to their school or social workers, we also include them in the process as needed. For example, county agencies require their youth in foster care to develop an independent living plan. We work with the social worker to ensure our Individualized Service Strategy aligns with the clients' Independent Living Plan goals. In addition, youth Career Planners attend yearly IEP case meetings to ensure goals align between the ISS and IEP. We work collaboratively to mirror these plans as often as possible, work towards collective goals, and minimize duplication of efforts and overwhelming paperwork and procedures for youth.

Our ISS includes sections that outline assessment results, background information, work experiences, education/training, barriers, and strengths, recommended services to reach goals, support services needed, a timetable for the planned goals, referrals needed, classroom training assistance needed, participant responsibilities, and sufficient space to write a detailed career development, education, and work readiness plan. Through these significant headings, counselors work to outline the best method for each of the program elements required. WDI counselors offer the 14 required program activities and outline these on the ISS. Find more information on this in question #17.

Career Planners and youth work together to complete the ISS and then sign the form as an agreement to the goals established. The document is fluid; goals evolve as the client works through their career development stages. Staff meets with the youth regularly to review the plan and determine any changes needed. At a minimum, the ISS is updated yearly.

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.

Questions #7 (experiential learning) and #8 (Career Pathways) often coincide in our youth programming. A model that showcases this is below and can be reference in both sections:



The traditional work experience model remains the cornerstone of our experiential learning program. Career Planners work with individuals to determine their interests, as discussed above. This process determines if a participant would significantly benefit from a work experience in a for-profit or non-profit organization. Staff members within the agency establish relationships with area employers to explain our work experience program, the benefits to youth, the benefits to the community, and businesses willing to participate as a work experience site.

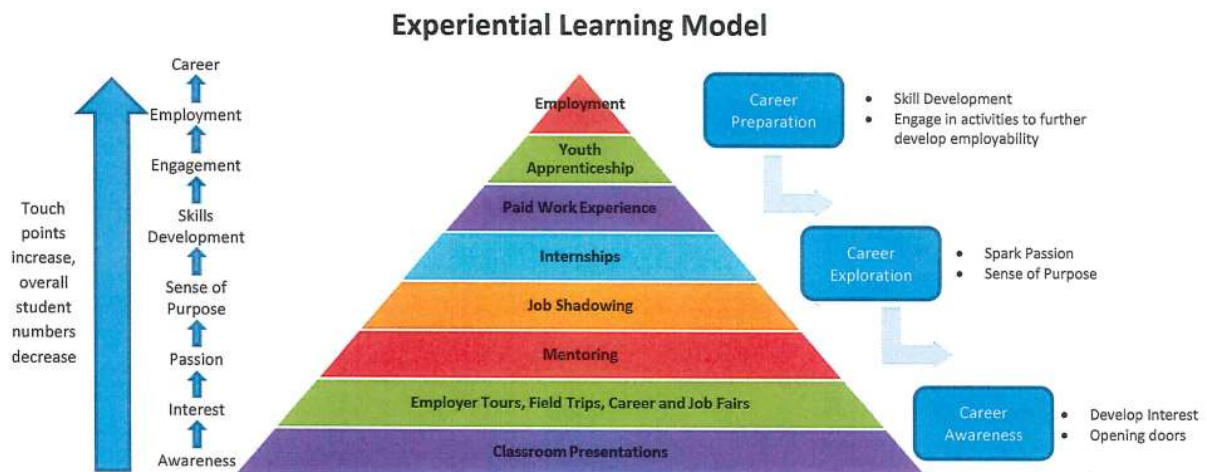
Working with a participant one-on-one to develop the experiential work activity that works best for them is a best practice; however, it is also time-consuming. To expand our work experience programming and reach more participants, we must invest in group programming. This summer, we are offering a Workforce Academy program in three of our ten counties. This program combines group work experience placements with work-readiness training inside the classroom. It will vary county by county but will include at least 4 hours of work readiness instruction per week and 15 hours of work-based learning at a job site in the community. Participants will earn an hourly wage of at least 12.00 per hour and the Life Skills 101 badge from the Rubin Emerge Curriculum.

Some of the work experience sites used throughout the past year in our ten-county region include nursing care facilities, automotive shops, daycares, summer youth camps, restaurants, public libraries, the Alternative Learning Centers (garden workers and daycare workers), public school districts, insurance companies, local city and county offices, hotels, Habitat for Humanity and Habitat Re-Store, community/technical colleges, production companies and non-profit organizations such as the YMCA, and Boys and Girls Club.

This activity is also heavily influenced by the private sector employer representation on the Workforce Development Board and Youth Advisory Council and their contribution to the design of the WDI Youth Program. In addition, each of the ten counties represents local private sector employers who are willing to speak at youth employment activities at the CareerForce locations or schools, and many of those are willing to allow tours or visits to their site. We also host employers at numerous job and career fairs where youth can connect with them to gain ideas for future employment.

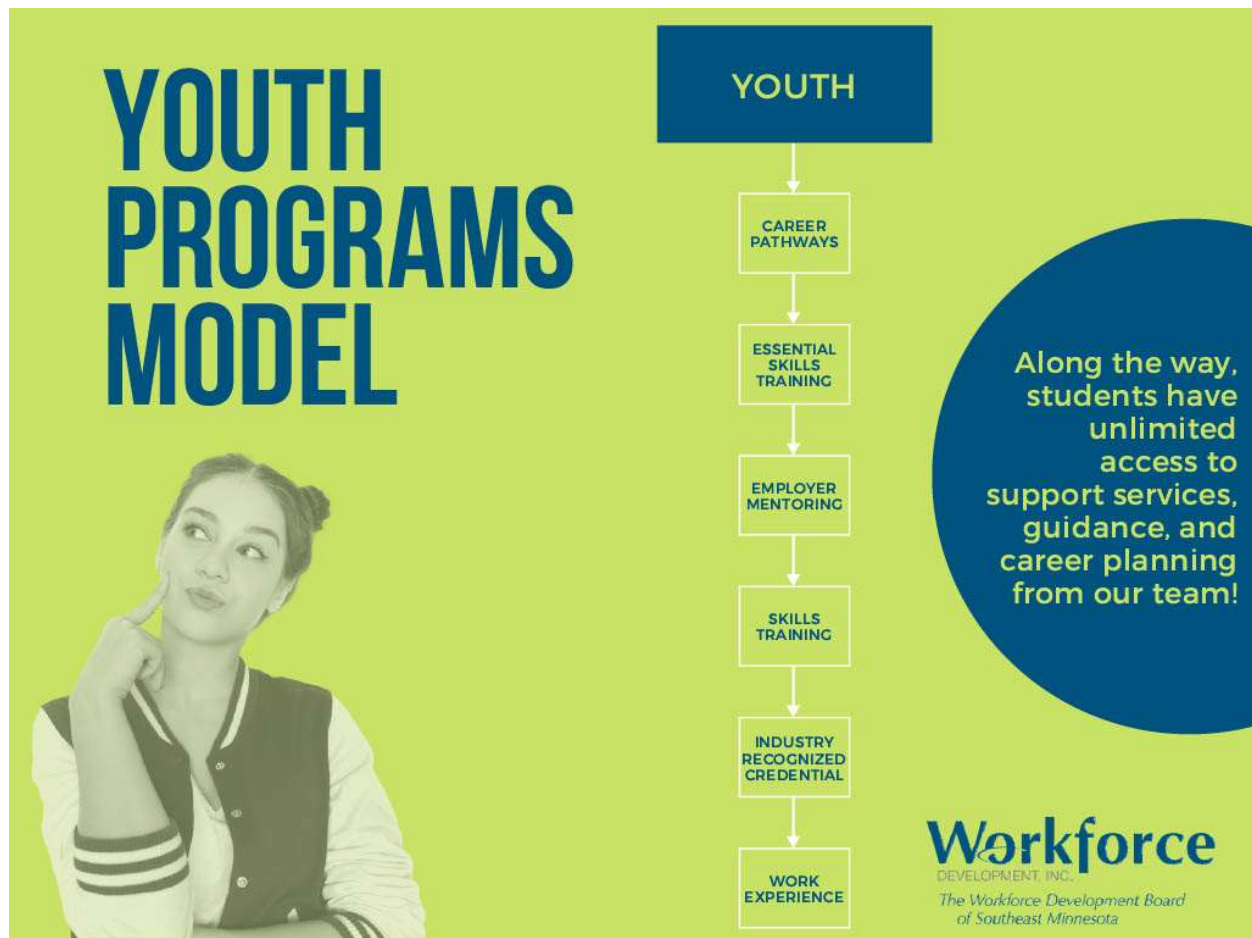
The COVID-19 pandemic forced many work-based learning activities to adapt to virtual learning. We have kept the virtual aspects of our programs and employ them when they make the most sense for each client. We have returned to all our in-person work experience activities but have also begun to offer remote work experiences when employer partners allow. We know that maintaining the strategies we employed during the COVID-19 pandemic makes our programs more accessible to all clients.

Below is the model we use with schools and employers to build experiential learning programming (Experiential Learning Common Language). We have found a niche in our region to assist these entities in pulling together the partners necessary to make this type of transition successful through convening activities and educational events. Various stakeholders worked for several months to create this model and to agree on a common language used in experiential learning for our region.



- 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.

Over the past year, we began moving toward the youth program model outlined in the graphic below. With the help of labor market information and area business needs, we are packaging youth programming into a career pathway that follows the youth from start to finish. Workplace readiness training, occupational skills, earning recognized credentials, and paid work experiences. In addition, the skills we have gained in the pandemic in providing virtual services will allow us to offer this program in a cohort model, connecting youth from across Southeast Minnesota. Previously, disparate youth interests and needs made it challenging to provide participants with group activities in one in-person location.



Workforce Development, Inc. provides a variety of Career Pathways programming throughout our 10-county area. Each program looks different in each community based on the needs of the youth and young adults, the secondary and post-secondary institutions' goals and funding, and the sectors in demand in those areas. Career Pathways program development has been the primary focus of our agency's programming throughout the past year and the central focus for our Rural Career Counseling Coordination dollars.

Our region has had great success with Career Pathways programming. We feel we are often ahead of many other areas in creativeness, aligning resources, and organizing services to meet customers' needs in our region. We worked in advance to develop programming around the

WIOA requirements to develop Career Pathways models specific to youth. In this process, we have used the Career Pathways Toolkit – A Guide for System Development, created by the Department of Labor, to guide this process.

The Career Pathways Toolkit outlines seven necessary qualities of a Career Pathways program. We work to identify the skill needs of industries in the economy through the work with our Workforce Development Board, Targeted Job List, and labor market information. Through our work readiness training, work experience, and connections with business, we also prepare youth to succeed in a full range of secondary or post-secondary options, including apprenticeships.

A few of the many examples of Career Pathways Programming in our service area include the following:

- The **Bridges to Healthcare** Model is a nationally recognized program. The partners in the Bridges to Healthcare grant project, Workforce Development, Inc. (WDI), RCTC, United Way, and Hawthorne Education Center, have been working together for the past 10+ years in the development and delivery of the project. The employment and credentialing outcomes of Bridges to Healthcare are impressive. As a partner in this project, Mayo Clinic has made a financial and personnel investment. In addition to Mayo, other important employers of Bridges to Healthcare students include Samaritan Bethany, Inc., Golden Living Centers, Hiawatha Homes, and Madonna Towers. 55% of the Bridges to Healthcare program students are non-white and represent 22 languages. The Pathways to College and Career/Bridges to Healthcare Project were honored by Harvard University's Ash Center for Democratic Governance and Innovation at the John F. Kennedy School of Government as one of its 2015 Bright Ideas. The Bridges to Healthcare model expands to Rice, Steele, and Goodhue Counties this year. Bridges participants eligible for the WIOA youth program are co-enrolled for access to support services and wrap-around support while they participate in the program.
- Our construction and **trades sector ran short-term training** with local unions such as the Operating Engineers (49ers), Cement Masons, Carpenters, and Laborers. These pieces of training provide four to seven-week courses that prepare individuals for in-demand careers with local trades contractors. Using the 360 Career Success Skills Learning Modules, hands-on activities teach real-life demonstrations of the skills needed for these careers. Our local union contractors vetted this curriculum and indicated these traits are necessary for success as an apprentice. One focus is on Essential Skills (soft skills) that include topics such as flexibility, reliability, a positive attitude, work ethic, getting along with co-workers, and taking direction from your supervisor. Another focus is on job-seeking skills such as creating resumes and cover letters and practicing interviewing skills. Through this training, individuals also receive tools, boots, other safety clothing and equipment, OSHA certification, Flagger's Card, and a First Aid/CPR/AED certification. Once hired by a union contractor, clients sign with the union and enroll in the apprenticeship program. We plan to expand on this programming on the front end by offering career exploration opportunities for youth to help build a pipeline into this program.

- We provide **Youthbuild and Career Exploration** programs at partnering ALCs. Hands-on activities and information on in-demand careers feed into our trades career pathways programs. Youth also connect with our local union partners and participate in tours and on-site training activities. This year the Youthbuild program expanded into Rice County with two different sites at the Northfield and Faribault Area Learning Centers, funded by the Governor's Reserve funds.

To provide the most current Labor Market Information to participants, Youth Career Planners have access to the WDI Targeted Jobs List. We create this list using recent data and input from local employers who actively participate on the Workforce Development Board or are members of our industry sector workgroups. It provides information on what jobs and careers are currently in demand or will be in the future in Southeast Minnesota, using the collaboration of career exploration experts and industry professionals to gauge career availability accurately.

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).

WDI does not use Individual Training Accounts and does not intend to pursue a waiver allowing ITAs to be established for in-school youth.

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

All youth closed from the WIOA youth program go into four quarters of follow-up services. Youth staff uses this opportunity to continue to offer counseling and guidance and support services to assist youth in maintaining their education and employment.

It is often a great time to add to their self-sufficiency plan and offer additional assistance past employment; the goal is that they maintain employment and education. In addition, follow-up contacts and information updates (contact information, credentials, employment changes, etc.) are entered into Workforce One. A portion of the budget is set aside for follow-up support services, so when a youth needs additional assistance past exit, we can help with transportation or clothing for work.

Often, these tiny gestures are beneficial in helping the youth get through a difficult time and remain on their successful track and keep connected with the participant. We also utilize support service funding for incentive payments to assist youth in achieving their goals.

We do not currently have a policy to continue providing services beyond 12 months. However, if a client continues to need assistance and is eligible, we may re-enroll in intensive services as needed.

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.

Attachment – WDI Policy Letter for Incentive Payments to Eligible Enrolled Youth

The WDI Policy Letter for Incentive Payments includes guidelines of types of incentives allowable under WIOA. Our board recognizes that incentives are motivators for various activities such as recruitment, submitting eligibility documentation, and participation in the program. Incentives paid for with WIOA funds must be connected to the achievement of milestones in the program. These achievements are tied to their Individual Service Strategy and overall career goals.

Included in the policy letter is also an outline of example incentive amounts and a form to submit to the Youth Programs Coordinator for approval.

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)

Attached: Support Service Policy

Our support services policy was updated in 2020 and received approval from our Workforce Development Board. The new policy increases access to support services and clarifies the process for dispersal. We offer support services to individuals to help their participation in our career and training services. Support Services are provided during active participation and their follow-up period of 12 months post-exit. In addition, support services are attached to and support any of the activities outlined in the participant's Individualized Service Strategy.

Examples of standard support services provided to youth include Transportation (gas cards, insurance, and car repair), clothing for work or job search, family care, emergency financial assistance, housing, internet, and phone access. The policy outlines the amount available for each type of service.

Each Career Planner is given access to a support services budget depending on the size of their caseload and the needs of the community they serve. They maintain their budget for the length of the program year and adhere to the support services policy. In addition, youth career planners reach out to the Youth Program Coordinator for permission to provide additional services when a client's support needs go above and beyond our support services policy. We decide these on a case-by-case basis.

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.

Our assessment, intake, plan development, and enrollment process is the same regardless of which program a client enrolls in within our agency. We strive to make our programs and funding sources seamless for youth in that they only need to fill out one set of paperwork to become enrolled, regardless of the program. We plan to co-enroll most of our WIOA youth into the Minnesota Youth program and other grant sources to diversify services, funding streams, and staff time.

Often, enrollment into other (non-youth specific) programs is also available, necessary, and beneficial for the client. For example, youth who are served under TANF programs are often co-enrolled into WIOA or MYP. Many of these individuals are eligible for both programs. The youth programming may offer them additional resources and more intensive individualized services, work experience opportunities, and training funds.

Below are a few other examples of braided funding within our organization and outside of our organization with other community agencies:

- With robust career pathways options, youth are often co-enrolled into Adult Career Pathways funding streams to develop their end career goal further. Career Pathways into construction and trades, manufacturing, healthcare, and public sector/service are available.
- Co-funded Career Counselor in Owatonna, serving Steele County schools, supported through the Chamber of Commerce and United Way.
- Youth who have been in foster care or are currently in care can access Healthy Transitions funding through the Department of Human Services; many of these youth are co-enrolled into other WDI funding streams, including MYP.
- Youth Intervention Program dollars support youth with a criminal background in a county diversion program. If these youth follow through with their diversion plan, they are often co-enrolled into MYP or WIOA for more intensive services.
- WDI youth funds support Outreach to School's efforts; however, we rely on partners to provide necessary support and resources, including meeting space, technology, supplies, and access to outcomes data and statistics. Programs that support these efforts include school systems, county and community organizations, Perkins consortia, and employer contributions. One example is hosting Career Pathways Summits and Career Fairs around our region; often, these take place with the assistance of multiple funding streams and partners.
- Pre-ETS funding has allowed us to expand our services within the schools, focusing on youth with disabilities through a fee-for-service model implemented in the Fall of 2019.
- Co-funded youth staff can provide career information, work readiness training, and experiential learning programming, where we had little funding to do so previously. This project has also further developed our partnership with VRS. It has allowed us the opportunity to assist under-served schools such as the Minnesota State Academy for the Deaf in Faribault.
- Youthbuild participants are co-enrolled into WIOA and MYP when they meet eligibility requirements for access to more wrap-around support from their career planner and support services funding.

- Northfield's Youthprise Program staff person is funded in partnership with WDI. In addition, Youthprise participants are enrolled in MYP and WIOA youth programs as appropriate for more access to support services, training, and work experience funding.
- Bridges to Healthcare serves as a bridge to college and in-demand careers. Young Adult clients who are underprepared for college complete adult basic education before entering Rochester Community Technical College to develop a pathway to a healthcare career. Current paths in this program lead to careers as Nursing Assistants, Administrative Clinic Assistants, and Health Unit Coordinators. This is a partnership between Hawthorne Education Center, RCTC, United Way of Olmstead County, and Workforce Development Inc. In some cases, clients who participate in this program are co-enrolled in WIOA Youth and MYP programs.

Co-enrollment across our multiple funding sources provides youth with the flexibility to be successful.

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

Dropouts and potential dropouts

Because of our long history with the local school districts, schools are quick to refer youth who show signs of disengaging from their services. WDI Career Planners can help them meet the needs that they are facing without leaving school and provide education within the school regarding the process for obtaining an adult diploma or GED and the barriers to employment they will face should they decide to disengage. Additionally, if the client leaves school, they are already connected with a WDI counselor.

Partnerships in school districts have helped the youth meet graduation requirements and earn their diploma. In addition, local Adult Basic Education providers refer clients who are currently working towards their adult diploma or GED.

Youth with language and/or cultural barriers to employment

In several of our offices, we have staff members who speak second languages and provide language services to youth and their families when they arrive. In addition, several of our partnering organizations have language services to assist in programming. We must have this available for youth to access and for them to feel welcomed to build a relationship with our staff and see their futures impacted by our services.

In each county, staff members maintain a working partnership with our local Adult Basic Education and other agencies providing skills growth for youth with language and cultural barriers to employment. We refer clients to these services to assist with the skill level necessary for employment. In addition, we work with employers and community organizations to tackle disparity issues.

As part of our work experience programming, we often provide employer training and youth training that includes topics specific to working with youth and young adults with language and cultural barriers to employment and youth with disabilities.

Youth in foster care and aging out of foster care

WDI operates Minnesota's Department of Human Service's Healthy Transition to Adulthood program. This program supports foster care youth and youth who left foster care at age 18. These youth can be at greater risk of homelessness than other youth. This program facilitates foster youth's transition from foster care to adulthood. Youth in this program are offered the same services and the Emerging Leaders roadmap with additional wrap-around support to prevent homelessness. When appropriate, youth are co-enrolled in MYP and WIOA Youth programs. This program is available through WDI in Freeborn, Houston, Mower, Rice, and Steele Counties.

The remaining counties in Southeast Minnesota maintain connections with the County Social Workers to receive referrals of youth in foster care who are offered enrollment into MYP and WIOA youth programs.

Homeless youth or runaways

Many organizations serving youth in foster care and aging out of foster care also help homeless youth and runaways. Many of our youth are often transitioning between being homeless, couch-hopping, and having stable housing; our goal is to identify them anywhere along the continuum and develop a relationship that can continue with their Career Planner throughout their transition. We also offer a variety of supportive services if needed to prevent homelessness. In most of our areas, homeless transition teams meet and discuss individual youth and strategies for engaging homeless youth.

WDI staff were closely involved with developing a project for homeless families in Southeast Minnesota called the "Empowerment Center." This building project offers a 55-unit apartment complex for homeless families and youth ages 16-21. There is also a community center with satellite offices of many non-profit organizations serving these populations, including mental health and chemical dependency services, early childhood education, and WDI.

The Continuum of Care in Southeast Minnesota continues to meet to develop best practices for serving homeless youth. Opportunities to partner with these organizations are essential in providing holistic and wrap-around services for all homeless youth.

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

WDI works closely with reentry and community corrections programs to identify youth who could benefit from our services. We currently go into some local facilities, including the juvenile detention center, to provide classes, individual services, and presentations on job search topics

and our programs. In many of our smaller communities, our youth programs are often the only resource available to assist youth in this population, so we are often the first call for corrections staff. Education and mentoring on positive choices and cognitive skills are essential areas of focus for our youth staff, and we have several staff trained in providing Cognitive Skills Training.

One of our most developed partnerships is with Olmsted County Corrections (Diversion Unit). Instead of requiring youth to pay a fine for minor offenses, they can refer to WDI for career development and work readiness skill-building. We use a cohort model where youth can access all the Emerging Leaders Roadmap services.

This year WDI was awarded The Pathway's Home Grant through the Department of Labor. This grant seeks to provide people leaving incarceration and returning home to southeast Minnesota with a safe place to land with appropriate support systems and employment. While this grant focuses on Adults, youth ages 18-24 who have been incarcerated can be co-enrolled for additional support and wrap-around services. Some of our WIOA and MYP youth are already co-enrolled, and the Career Navigators executing the Pathways Home Grant will provide other OSY referrals from their caseload.

Youth with disabilities

62 % of WDI's WIOA and MYP clients are youth with documented disabilities this year. In addition, we continue our partnership with VRS as a Pre-Employment and Transition Services contractor to expand our services to youth with disabilities across our service area. WDI has extensive experience and partnerships in serving youth with disabilities and has assisted in coordinating these services throughout our region.

Partnerships and collaboration continue to grow and be significant to the success of our youth programs, particularly as it relates to serving youth with disabilities. For example, we have collaborated with many partners in our ten-county WDA to alleviate confusion about the various services provided by each agency, including VRS, county services, SEMCIL, and others. Creating awareness among our partners and other agencies has helped the school districts, community, and other service providers feel confident knowing who to contact. As a result, our staff understands what each service provider can provide and connects youth with what they need.

The MaxAbility taskforce grows competitive employment opportunities for people with disabilities. It facilitates collaboration among local employers, job placement professionals, non-profit professionals, and educators to increase the chances for people with disabilities. Collaborators meet regularly to learn and grow in partnership. In addition, an annual job and resource fair connects applicants directly to area employers.

WDI has been working closely throughout the past year to collaborate with VRS and other agencies serving youth with disabilities. Our goal has been to fulfill the requirements of WIOA effectively and successfully and discuss creative approaches to youth programming.

Teen parents

WDI is the service provider for the welfare-to-work programs in 9 of the ten counties we serve. The MFIP case managers appreciate having the resources of the youth program to do this population of youth, and we often co-enroll. We also have unique relationships with county personnel and school staff to refer teen parents to our programs and offer unique work experiences for TANF recipients through our co-enrollment into the TANF Innovations Grant.

Several teen parent support groups have developed in our region. An example is in Goodhue County, where we co-fund a group of young moms working towards employment to support one another and assist with childcare.

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

Workforce Development, Inc. (WDI) has a long history of working with and serving the diverse communities that makeup Southeast Minnesota. We have worked diligently to align services throughout our ten counties, develop programs, and tackle disparities as a regional effort. WDI currently employs five individuals who provide targeted outreach and programming to underrepresented individuals in their specific communities. In addition, this staff offers native-language outreach within their community, teaches job search skills and application assistance, and helps form connections with community leaders, parents, and young adults.

Specific to the individuals we serve, Southeast Minnesota racial demographics represent an overall minority percentage of around 16% for the region. In MYP and WIOA this past year, 24% of youth served are Hispanic or Latino, and 25% identify as BIPOC.

We are working on several new initiatives to support equity in employment for youth and young adults of color through career pathways programming in several high-paying in-demand sectors. Additionally, we are establishing an Inclusive Workforce Employer recognition program to recognize businesses with best practices in maintaining equity in their workforce.

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

Attachments: Worksite Monitoring Evaluation, Work Readiness Evaluation

Approach to assuring work readiness skill attainment for youth participants

WDI uses work readiness evaluations for youth and worksites to monitor progress with essential skills and job competencies. We use these as a guideline in determining success in

becoming “work ready” and a base for discussion on any barriers or areas needing improvement.

Before a work experience, youth will participate in work-readiness training with their counselor. The complete curriculum incorporates different components: interest assessments, career exploration, skill identification, time management, and goal setting. In addition, we have invested in the Rubin Emerge Curriculum. This curriculum is employed in an online-self-paced environment and a classroom setting. The most commonly assigned portion of the curriculum is an eight-hour badge called Life Skills 101, a general overview of work-readiness activities and job search skills.

Additionally, youth participants receive instruction in effective worksite communication and behavior. Youth participate in individual appointments to create their unique job search strategy. We give one-on-one instruction in job search skills such as applications, resumes, cover letters, interview skills, appropriate interview attire, and job retention.

It is also necessary to review employment documentation requirements and laws about employment. The content addresses completing forms such as the W-4 and I-9 and helps with reading and interpreting a paycheck, opening a bank account, and budgeting money. The last part of the training addresses ways to keep the job.

After the youth has completed these training points, they work with their counselor to find an appropriate work experience. Next, each youth interviews with the job site for their work experience by applying the skills they learned through the work-readiness training. When they receive an offer, the youth, site supervisor, and the youth counselor review the employee manual and review and sign off on workplace safety and any other laws that apply to the participant. The site supervisor also reviews their policy on attendance at the job site. Once the participant contract and worksite contract has been signed, the client completes payroll paperwork and begins the 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.

The Work Readiness Evaluation assesses competencies including work habits, professionalism, teamwork and collaboration, communication skills, and problem-solving/critical thinking.

Before enrollment, all youth work with their career planners to identify the documents and paperwork they will need for employment in a Work Experience. Identifying Documents is necessary for enrollment and will be crucial in any future job search.

Each youth who participates in a work experience is assessed by their worksite supervisor with the attached Work Readiness Evaluation. This evaluation occurs at the beginning and the end of a work experience. The Career Planner and youth discuss the assessment outcomes and make

necessary adjustments to their Individualized Service Strategy to work on identified areas of improvement.

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

WDI offers an Outreach To Schools component for as many schools as we can service in our 10-county area. The OTS project and our Pre-ETS services have been well utilized throughout our region. In addition, local Youth Career Planners provide the following menu of services to schools:

- Group and classroom presentations on topics related to job search and career development
 - Interviewing basics
 - Career interest, values, and personality assessments
 - Social Networking and Job Search
 - Job Searching
 - Resume Assistance
 - Postsecondary planning and financing
 - Labor Market information and education on career exploration tools such as Minnesota Careers, I-Seek, and other online resources
 - Workforce Center tours and information on programs and resources
 - Independent Living Skills and budgeting
- Individual services
 - Career Assessments
 - Work Experience opportunities
 - Job Shadowing and Business Tours
 - Postsecondary planning and financing
 - Job Searching
 - Resume Assistance
 - Career interest, values, and personality assessments
- Employer services
 - Opportunities listed above in the multi-tier work-based learning initiative
 - Employer speakers and labor market information
 - In partnership with Southeast Service Cooperative, we are providing funds for FutureForward. This online platform connects businesses to their local school districts to help inform and create work-based learning activities.

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

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

WDI’s private sector relationships and best practices in work-based learning opportunities are outlined in question #7. Our farthest-reaching best practice is the Experiential Learning Common Language – attached. WDI has proven the ability to coordinate these efforts and has shown success in developing our future workforce.

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

Before the institution of the fee-for-service model, we had great success with this program, primarily through opening doors with our school districts and further expanding our partnership with VRS. Unfortunately, the current fee-for-service model does not adequately compensate WDI for our time. In addition, the paperwork and accounting policies make it difficult to co-enroll in MYP and WIOA programs and can distract from our core programming. Nevertheless, as an agency, we successfully serve people with disabilities and have maintained connections with school district special education staff through these changes and will continue to do this vital work regardless of what the program looks like through Vocational Rehabilitation.

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

One of our strategies for coordinating with after-school youth and out-of-school programming is our connections with local Alternative Learning Centers. Several of these centers have evening classes, and counselors are available to work at the centers during the late afternoon. Each Youth Career Planner sets up a schedule that works for them and the school and meets with “evening” students near the end of WDI business hours. If needed, Planners will meet with youth at a neutral, public location after regular business hours to provide services. This type of schedule is determined on a case-by-case basis.

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

Our Youth Career Planners work closely with other planners within our agency who serve MFIP and SNAP participants. In the rural counties, this person is the same person for both youth and MFIP programs, so the co-enrollment and transition is seamless. In addition, WDI currently holds the contract for MFIP and DWP employment services in nine of our ten counties, and counselors work closely with county staff and WDI staff to co-enroll eligible youth. We also utilize TANF innovation dollars for work experience and career pathways programming.

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

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

WDI is the central service connecting agent for each of the 14 required youth program elements. However, we partner with many other organizations to assist us in offering all the benefits, expertise, and resources necessary for youth to achieve their goals successfully. In addition, each of the activities and services that a youth participant receives stems from the individual’s objective assessments, individual service strategy, and individual goals.

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

Tutoring, study skills training, and instruction that leads to a high school diploma include:

- Providing academic support.
- Helping youth identify areas of academic concern.

- Assisting with overcoming learning obstacles.
- Providing tools and resources to develop learning strategies.

These are all areas of service under this activity. These can be provided one-on-one, in a group setting, or through developed resources and workshops.

Dropout prevention strategies intended to lead to a high school diploma include activities that keep a young person in school and engaged in a formal learning and training setting. Techniques include but are not limited to tutoring, literacy development, active learning experiences, after-school opportunities, and individualized instruction.

WDI partners with various education and training providers throughout our region, including public K-12 school systems, alternative learning centers, adult basic education centers, charter schools, population-specific academies, online schools, and post-secondary institutions. We serve as the connecting agent between the youth and the service provider. If the client is currently in school, we provide support and resources for them to continue successfully, often including transportation, tuition assistance, or fees. If they are out-of-school youth, we work to re-engage them in their education path through referrals and connections with the various entities listed above. Our goal is two-fold – education and employment; we provide services that support these goals concurrently. For example, dropout prevention services are provided by building strong relationships with school districts and youth at risk of dropping out. In addition, we provide work readiness skill training and mentoring, along with education on alternative school options, to prevent individuals from making decisions that may impact their future without the necessary knowledge.

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

Partnerships with the entities listed above are the same for offering services connecting individuals to alternative learning centers. WDI relies on Alternative Learning Centers and Adult Basic Education Centers to provide basic education skills training, individualized academic instruction, English as a Second Language training, credit recovery and summer school, and counseling and educational plan development. We have onsite GED training in partnership with the local ABE in a few of our offices. Onsite training addresses the needs of individuals by making GED training available in rural areas.

Because WDI partners with 50+ education providers, we do not have an MOU with them to provide this service, as they are providing these services through state education funds. These services are at no cost to the local youth program; however, direct youth service costs are utilized for youth staff salaries and fringe and administrative costs.

Program Element 3: Paid and unpaid work experience

Work experience is a planned, structured learning experience in a workplace and provides youth with opportunities for career exploration and skill development. A work experience may occur in the private for-profit section, the non-profit sector, or the public sector.

WIOA identifies four types of work experience for youth: summer employment and other employment opportunities available throughout the school year, pre-apprenticeship programs, internships, job shadowing, and on-the-job training.

Experiential Learning programming, including paid and unpaid work experience programming, is described in #7. WDI is currently the service provider for this activity and our partnering employers. Employers complete a worksite agreement which serves as a mutual agency agreement and an employment agreement with our youth individuals. WIOA youth funds are used for direct programming services, support services, and youth wages and fringe.

A best practice includes our combined Career Pathways and Work Experience model, which provides each programming tier to move from a job into a career.

Program Element 4: Occupational skill training

Occupational skills training is an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by specific occupational fields at entry, intermediate, or advanced levels.

We offer occupational skills training in a variety of ways. First, we partner with existing post-secondary institutions to provide credit and non-credit-based training. We focus on training programs that lead to a recognized credential and those listed on the Eligible Provider List (EPL). We also focus on high-wage, in-demand careers based on labor market information, Real-Time Analytics, and our private sector board member feedback. We use our Targeted Jobs List to identify training opportunities that we will support and decide upon on a case-by-case basis.

Second, we utilize Career Pathways training activities, many of which are outlined above in #8. These offerings are collaborative efforts with local education institutions, including K-12, post-secondary, and adult basic education, and pair workforce development programming with basic education, support services, and career-focused training leading to an industry-recognized credential.

Third, we utilize our union partnerships and apprenticeship programs to offer direct employment and training opportunities provided concurrently. Finally, we offer pre-apprenticeship training through career pathways to feed into the existing apprenticeship and union training models.

MOUs for Career Pathways training programs are developed, along with contracts if there is a service fee. In addition, we utilize direct service funding for straight tuition dollars for youth in both MYP and WIOA, totaling around \$50,000 per year.

One best practice under this activity is utilizing a scholarship program to disperse our training funds for youth programs. Youth and young adults apply for the scholarship, including writing their statements and obtaining personal and professional letters of recommendation. A subcommittee of our local Workforce Development Board then reviews the applications and makes selections based on recommendation letters needed and the overall thoroughness of

their career plan. We then invite scholarship recipients to share their stories at a board meeting. WIOA funds are used to offset the training costs for individuals. Still, we also encourage them and assist them in utilizing federal financial aid resources and other local financial aid resources.

WIOA direct youth service funding provides this service to cover youth staff salaries, fringe, and administrative costs.

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

This element reflects an integrated education and training model and describes how workforce preparation activities, basic academic skills, and hands-on occupational skills training are taught within the same time frame and connected to training in a specific occupation, occupational cluster, or career pathway.

This programming is outlined in question #8 above, where more details on specific career pathways programming are provided. MOUs and agency agreements are utilized whenever there is a service fee. For example, if any youth participate in the various adult career pathways programs, we co-enroll them and divide the costs between all participants.

Best practices include the pathways listed above and a model that we are utilizing at a local ALC to provide a continuation of services from high school to career. We offer on-site Youthbuild programming at the Rochester, Faribault, and Northfield ALCs, which combines basic education skills, credit recovery, after-school programming, and mentoring with our work readiness skills training and work experience. Because this ALC is a Community School, they also assist in providing the necessary support services on-site such as child care, housing resources, transportation resources, clothing, health care, and food. Youth participants learn basic construction skills, participate in career awareness activities, and gain real-world skills through hands-on work experience and work readiness training. Before graduation from the ALC, we work to connect them to our adult career pathways training in the various trades. We currently have pathways training for the Laborers, Cement Masons, Carpenters, and Heavy Equipment Operators. These pre-apprenticeship programs offer youth and young adults the next level of skill-building after receiving basic skills training and career exploration. After 4-6 weeks in the pre-apprenticeship training, individuals are ready to move into an apprenticeship career.

Where education partners are offering training, there is an MOU and contract for the services rendered. WIOA funding in the youth program primarily goes towards direct service costs to support staff salaries and fringe, youth work experience wages and fringe, direct training costs, support services, and administrative costs.

Program Element 6: Leadership development opportunities

Leadership development opportunities encourage responsibility, confidence, employability, self-determination, and other positive social behaviors.

Leadership development includes:

- Exposure to postsecondary educational possibilities
- Community and service-learning projects
- Peer-centered activities, including peer mentoring and tutoring
- Organizational and teamwork training, including team leadership training
- Training in decision-making, including determining priorities and problem-solving
- Citizenship training, including life skills such as parenting and work behavior
- Civic engagement activities that promote the quality of life in a community
- Other leadership activities that place youth in a leadership role, such as serving on youth leadership committees

There are a few examples of leadership development ingrained in our services at WDI. One example that we deliver locally is life skills training, including parenting and work behavior training, for youth and young adults and parents, employers, and community members. We expose youth to postsecondary through tours and career fairs housed at various locations. Our offices exist on college campuses in our region, so there is an easy transition for participants who want to learn about higher education. Finally, we participate in service-learning projects, particularly with the ALCs that we serve.

One of these activities is a community garden housed at one of our ALC locations, where youth complete some of their work readiness hours. We give the food to our local food bank, and participants work at the food bank to share the goods they've produced.

WIOA funding is utilized through direct service costs to support staff salaries and fringe, youth work experience wages and fringe, direct training costs, support services, and administrative costs.

Program Element 7: Supportive services

WDI offers support services to enable youth and young adults to participate in WIOA activities. Support services can include but are not limited to transportation, housing, clothing, and childcare. Our support service policy letter, approved by the Workforce Development Board, is attached to this document, and referenced in #12 above.

Because our region is very rural, our clients need the most help with transportation. Individuals often need assistance getting to and from work or school or with car repairs. We also assist with several emergency housing requests each year for youth without stable housing or who run into emergencies and need short-term assistance. WIOA funds are used for this service, and a separate line item is written into our annual WIOA plan.

Program Element 8: Adult mentoring

Under WIOA, mentoring is a formal relationship between a youth participant and an adult that includes structured activities where the mentor offers guidance, support, and encouragement to develop the competence and character of the mentee. WDI offers this activity and utilizes WIOA funds for direct service. We provide this activity in conjunction with our work experience program, where we work to develop a mentoring relationship between a youth and a caring adult. These adults can offer them encouragement and support while offering them real-life guidance, career-focused information, and networking opportunities. Sometimes this individual is outside the field the youth is interested in, but the most important piece is finding the right person to fit with the participant and build trust and rapport.

Program Element 9: Follow-up services

The goal of follow-up services is to help ensure that youth are successful in employment and postsecondary education and training. Follow-up services may include regular contact with a youth participant's employer, including assistance in addressing work-related issues.

Career Planners are well-positioned to stay connected to their clients during the 12 months of follow-up by prioritizing relationship-building. We find that the stronger relationship they build, the more likely a young person will achieve success and stay in contact during this time. We also serve several youths who return for additional services if they encounter challenges or roadblocks after exit. We keep our doors open and want to help clients at any stage in their development and journey. We also offer follow-up services during these 12 months, often when youth face challenges and need a little extra assistance to achieve the next goal.

We use WIOA funds for this service through direct services and administrative costs.

Program Element 10: Comprehensive guidance and counseling

This program element includes substance and alcohol abuse counseling, mental health counseling, and referral to partner programs. Our role in providing this activity often involves assisting youth in finding the courage to accept help and connecting them with the resources in our community who are experts in this area. Where we are able, we utilize WIOA funds to assist with paying for these services. Often there are free services to opportunity youth and covered through their insurance; however, accessing the benefits is the main challenge. In our region, this programming is scarce. It comes with long waiting lists, offerings at specific times of the day often not conducive to our customers, and private organizations that are very expensive. We work with the organizations that provide excellent and timely service and continue to work toward finding more solutions as a region.

Several organizations offer support groups for youth in our region, and we take advantage of these opportunities by regularly partnering to provide work readiness programs in conjunction with their programming.

Program Element 11: Financial literacy education

Financial literacy education refers to activities that provide youth with the knowledge and skills to achieve long-term financial stability. This encompasses information and activities on various topics, such as creating budgets, setting up checking and saving accounts, managing spending, credit, and debt, understanding credit reports and credit scores, and protecting against identity theft. Education in these areas, hands-on activities, and connections to resources in the community are all part of our core services offered through career counseling and career planning. Programming is provided through WIOA direct service funding.

Program Element 12: Entrepreneurial skills training

We continue to increase our efforts in developing entrepreneurial training, including partnering with our local Small Business Development Centers (SBDC), many of which are located on the same campuses as our Workforce Centers.

They offer group training and individual assistance. We also partner with the Southeast Minnesota Chapter of SCORE for many of their free resources and activities. In addition, our Youth Career Planners are involved with the Rochester Youth Startup Weekend.

Considered the world's starting point for entrepreneurship, Startup Weekends are hands-on experiences where aspiring entrepreneurs can find out if startup ideas are viable. The first event in Rochester occurred two summers ago, welcoming primarily high school students and interested middle school students.

Experiential programming is offered through job shadowing and mentoring with entrepreneurs in our region, who make up many of our mentoring sites. We connect clients to individualized training as group models are not accessible in our rural areas. However, we strive to integrate with community education and post-secondary offerings. Additionally, WIOA youth funding is utilized through direct services.

Program Element 13: Services that provide labor market information

Labor market information refers to services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area and includes career awareness, career counseling, and career exploration services.

Labor market information also identifies employment opportunities and provides knowledge of job market expectations, including education, skill requirements, and potential earnings. Numerous user-friendly tools and applications are available and provide labor market and career information to youth. These tools can help participants make appropriate decisions about education and careers. WDI primarily uses the DEED Labor Market Information and tools website, Real-Time Talent, and industry-specific and economic development sites. In addition, we partner with our local DEED Labor Market Analyst to provide us with updated information. This person is also helpful in offering presentation material, guest or keynote presentations, and information for specific populations. Mark Schultz has provided this information for us and has been an excellent resource for our region.

WIOA youth funds are used for direct service costs. Therefore, DEED labor market information is accessible to our staff and customers.

Program Element 14: Postsecondary preparation and transition activities

Postsecondary preparation and transition activities involve helping youth prepare for and transition to postsecondary education and training. These services include assisting youth in exploring postsecondary education options, including technical training schools, community colleges, 4-year colleges and universities, and registered apprenticeship programs.

Examples of other postsecondary preparation and transition activities include:

- Assisting youth to prepare for SAT/ACT testing
- Assisting with college admission applications
- Searching and applying for scholarships and grants
- Filling out the proper Financial Aid applications (including FAFSA) and adhering to changing guidelines
- Connecting youth to postsecondary education programs

WDI provides these services directly through WIOA funds and our career planning services. In addition, we partner with our local colleges and universities to tap into various events or assistance. Being on campus in several locations lends itself to an easier transition for youth interested in postsecondary. We walk with them down the hallway to meet with advisors, financial aid, or admissions, and we can guide them throughout their pathway, working hand-in-hand with the school. We are connected to apprenticeship programs, and this work is outlined in the Career Pathways section of the plan.

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

(Applies to WIOA Youth funded programs ONLY)

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

Questions to be completed:

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

WDI operates Minnesota's Department of Human Service's Healthy Transition to Adulthood program in five of our ten counties. This program supports foster care youth and youth who have left foster care. These clients are at a greater risk of homelessness. This program facilitates foster youth transition from foster care to adulthood. Youth in this program are offered the same services in the Emerging Leaders roadmap with additional wrap-around support to prevent homelessness. Participants in this program receive support in finding and outfitting an apartment, including payments of security deposits and first, and last's month's rent. With the help of this waiver, we will be able to co-enroll more of these youth into the WIOA youth program to access our work-experience programming. This program is available through WDI in Freeborn, Houston, Mower, Rice and Steele counties.

WDI has strong connections with county social workers who work with homeless youth and youth in foster care. These relationships provide consistent referrals of homeless and foster care youth.

2. Identify school district(s) you would anticipate working with to recruit homeless, in-school youth and in-school foster care youth.

WDI will market our ISY Homeless and Foster care programming at each of our 44 partnering school districts, paying particular attention to Area/Alternative Learning Centers. We will provide more intensive services to counties with higher homeless

youth and populations in foster care. Freeborn and Rice Counties have higher rates of foster care youth than the Minnesota average, so we will focus on ISY foster care recruitment by collaborating with Guidance counselors at Faribault High School and Albert Lea High School.

3. What services would you anticipate may need to be provided above and beyond what you are already offering?

WDI's work with the Healthy Transitions to Adulthood program has gotten us acquainted with the varied services available to this population. One of the most popular services provided through the HTA grant is funding housing and covering the costs associated with renting an apartment for the first time. The career planner who works with the HTA grant is well versed in this process, but we will continue to train our other Career Planners in best practices in housing homeless youth.

[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><u>Youth Intervention Program (YIPA)</u></p> <p>WDI provides targeted services to youth involved with the criminal justice system, mostly youth who are in a diversion program, by providing career development and job search curriculum (Blueprint for Success curriculum), and Independent Living Skills classes.</p> <p>Partners Include: Local county Human Services, Red Wing Youth</p>	<p><u>Youth Intervention Program (YIPA)</u></p> <p>WDI provides targeted services to youth in foster care and aging out of foster care through our Independent Living Skills partnership.</p> <p>Partners Include: Local county Human Services, Red Wing Youth Outreach Program, K-12 schools and Alternative Learning Centers.</p>	<p><u>Pre-ETS services</u></p> <p>Our co-enrollment and partnerships have increased our opportunities and education for serving youth with disabilities. Working closely with community disability employment services and our on-site partners has brought improved services and amore solidified and organized approach to offering services</p> <p>Partners include: Vocational</p>	<p>WDI has historically served on these teams of professionals who meet on a regular basis and discuss homeless youth and services for homeless youth in each area. Solutions vary across county but in some areas, housing developments and grant proposals have resulted from these teams.</p> <p>Several county Homeless Response Teams work together to hold a</p>	<p><u>Cradle to Career</u></p> <p>Two locations in our WDA are working with Cradle to Career to build lasting solutions to reducing high school dropout rates. WDI participates in these workgroups and has provided data on employment and disengagement with teens populations.</p> <p>Partners include: Rochester Public Schools, Red Wing Public Schools, various community</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>Outreach Program, Corrections/Probation/Court Services, Juvenile Detention Centers, K-12 schools and Alternative Learning Centers.</p>	<p><u>Inspiring Tomorrow's Leaders</u></p> <p>Providing Independent Living Skills for youth aging out of foster care, through the Healthy Transition to Adulthood funding.</p> <p>Partners include: Rice, Steele, Freeborn, Mower, and Houston Counties, area schools.</p>	<p>Rehabilitation Services, Disability Resource Center, school district staff, employers, YIPA, DEED, Minnesota Family Investment Program/DHS, Adult Basic Education, Community Transition Interagency committees (CTIC's), PACER, Minnesota Academy for the Deaf, Opportunity Services, and Southeast Minnesota Center for Independent Living (SEMCIL).</p>	<p>yearly Project Community Connect events for families, individuals, and youth to gain resources, free services, and career opportunities.</p> <p>Partners include: Human Services, K-12 schools and Alternative Learning Centers, Adult Basic Education, Housing and Re-Development Authority, School Homeless Liaisons, County Social Services, Women's Shelter, Corrections.</p>	<p>organizations at the table and multiple employers</p>
<p><u>ReEntry Employment Specialist Training</u></p> <p>WDI hosted the first of its kind in Rochester two years ago, and we have now offered two sessions. 75 participants completed and are now certified Reentry Employment Specialists to serve the youth in our region.</p> <p>Partners include: WDI, Federal Medical Center,</p>	<p><u>Healthy Transitions to Adulthood (HTA)</u></p> <p>Providing independent living skills training and homeless prevention services to youth and young adults, ages 14-21, who are currently in an out of home placement or who have experienced out of home placement for 30 days or longer</p>	<p><u>MaxAbility Taskforce</u></p> <p>The MaxAbility Employment Taskforce is charged with maximizing career success for people with employment barriers and to develop opportunities for businesses to meet their hiring needs. MaxAbility does this through its Southern Minnesota Disability Employment Network. The network connects businesses,</p>	<p><u>Empowerment Center/Gage East</u></p> <p>Multiple agencies with shared goals and values have co-located to provide programming and also housing for youth and young adults. Services are more accessible to a neighborhood in need. Services include access to respite/childcare, growth plan for each person, job training, youth development and enrichment,</p>	<p><u>We Want You Back Initiative</u></p> <p>This initiative brings professionals from across the region out and visits high school dropouts at their homes on a particular Saturday to entice them into returning to school. Area professionals go out in teams and discuss programs and services available.</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				
Dodge/Fillmore/Olmsted (DFO) Corrections, Juvenile Detention Center, Olmsted County Jail, National Institute of Corrections.	Partners include: Rice, Steele, Freeborn, Mower, and Houston Counties, area schools	<p>service organizations, and individuals with disabilities to improve employment conditions and reduce barriers to employment for those with disabilities.</p> <p>Partners include: Mayo Clinic, Disability Employment Network, WDI, and Rochester Chamber of Commerce Foundation.</p>	<p>mental, chemical, and physical health support, referrals to community resources, and parent support to improve bonding and parenting skills.</p> <p>The center is also part of a campus that includes a 55-unit apartment complex for homeless families and youth ages 16-21.</p> <p>Partners include Family Service Rochester, Lutheran Social Services – LINK, Olmsted County, WDI, Rochester Public Schools, Project Legacy, Tot’s Program – Center City Housing</p>	Partners include: K-12 schools, United Way, Human Services, other youth serving organizations.
			<p><u>Healthy Transitions to Adulthood (HTA)</u></p> <p>Providing independent living skills training and homeless prevention services to youth and young adults, ages 14-21, who are currently in an out of home</p>	<p><u>Tackling Obstacles and Raising Hopes (TORCH) Program</u></p> <p>The Northfield TORCH program is a collaboration to address the issues of the achievement gap. Programs are available to all traditionally under-served students including</p>

Outcomes				
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Strategies				
			<p>placement or who have experienced out of home placement for 30 days or longer</p> <p>Partners include: Rice, Steele, Freeborn, Mower, and Houston Counties, area schools</p>	<p>first-generation college students and low-income students. The program offers tutoring and academic advising, as well as ACT preparation, leadership opportunities, career exploration, and PSEO credit programs.</p> <p>Partners include: Healthy Community Initiative, Northfield Public Schools, Northfield Promise, MN Office of Higher Education, WDI, various community organizations</p>

Outcomes				
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Strategies				
<p><u>Minnesota Correctional Facility – Red Wing</u> WDI has been working in partnership with MCF-Red Wing developing programming with MCF-RW to work with their individuals transitioning out of the facility. We now have a part-time staff person (Bridge Mentor) housed on-site. We have developed soft skills courses, transition services, and college credit programs at the facility.</p> <p>Partners include: WDI, MCF-Red Wing, several metro-area providers taking referrals upon release, Department of Corrections, Minnesota State College Southeast</p>	<p><u>Healthy Transition and Homeless Prevention funding</u> WDI was chosen as a provider for this in 5 of our counties in SEMN, where we offer independent living skill building, career development, and work readiness skills to youth in foster care and youth who have aged out of foster care.</p> <p>Partners include: WDI, Social Services agencies in five counties, youth-serving organizations in five counties, homeless programs for youth including Empowerment Center.</p>	<p><u>Bridges Rental Assistance</u> This program provides housing assistance for individuals with a mental illness. The Bridges program helps individuals and families that include at least one adult with a serious mental illness pay for privately owned rental housing. This help continues until you become eligible for another housing program, such as the Section 8 housing choice voucher program, or until you move into another type of housing.</p> <p>Partners include: Rice County, WDI, Section 8 housing,</p>	<p><u>Continuum of Care/Regional Homeless Advisory Committee</u> Active planning and implementation of regional initiatives including Youth Resource Day and Career Day events, targeting homeless youth in the region. Events locally include “Youth Connect,” Triton Career Day, and “ZED Career and Resource Fair,” where youth and young adults can learn about community resources, receive actual free services, and learn about career opportunities.</p>	<p><u>Dropout Recovery Services</u> Institutionalized connections to high school administrators who get us in contact with students who have been dropped from their school roster after 15 consecutive days of non-attendance.</p>

Outcomes				
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Strategies				
<p><u>Previously Incarcerated Taskforce (sub-committee of Workforce Development Board of SEMN)</u></p> <p>Goal: Increase employment of previously incarcerated individuals Objective 1: Educate more employers each year of risk reduction and advantages when hiring formerly incarceration individuals Objective 2: Establish a sustainable and systematic process within the community to help support successful employment of previously incarcerated individuals</p> <p>Partners include: WDI, local WDB, 10-county wide partners of corrections, social services, and employers</p>	<p><u>Workforce Academy</u></p> <p>Workforce Academy pairs work-readiness and independent living skills training with paid work experiences. We offer a special cohort of this program specifically for youth who are transitioning out of foster care.</p>	<p><u>Work Skills Challenge Day</u></p> <p>This event was created through the combined efforts of Transition and Work Based Learning Coordinators in SEMN. The focus is for students to gain real life experiences and skills for their future job search and life after school. This was put on hold due to the pandemic with plans to re-visit when safe to do so.</p> <p>Partners include: School districts of Southland, Lyle, Grand Meadow, Leroy, Alden, and Glenville, along with over 10 sponsoring organizations</p>	<p><u>Ruth’s House</u></p> <p>Provides temporary housing for women and children dealing with domestic abuse, often young mothers ages 16-24.</p> <p>Partners include: Rice County Social Services, Hope Center, United Way</p>	<p><u>Austin Assurance Scholarship</u></p> <p>This program reduces dropout rates by providing a free scholarship through the Hormel Foundation for any high school student in Austin, MN. Students have to complete volunteer hours to qualify. Schools are hoping this sparks interest in staying in school.</p> <p>Partners include: Hormel Foundation, Austin Public and Private schools, Riverland Community College, Austin Aspires, United Way.</p>
<p><u>Americorps VISTA site:</u></p> <p>WDI was chosen as an Americorps VISTA site and we have employed</p>		<p><u>Workforce Academy</u></p> <p>Workforce Academy pairs work-readiness and independent living</p>	<p><u>Updated Support Services Policy</u></p> <p>Previously our support service policy prohibited spending on</p>	

Outcomes				
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Strategies				
<p>a Re-Entry Coordinator in past years. This person’s work is to build collaborations, referral processes, analyze assets and gaps in programming. Through this, we have offered multiple training events and collaboration events throughout the past year.</p> <p>Partners include: WDI, Previously Incarcerated Taskforce, local jails, MN State Correctional Facilities, social services, probation and parole services.</p>		<p>skills training with paid work experiences. We offer a special cohort of this program specifically for youth referred to work with us through VRS and Pre-Ets programing.</p>	<p>apartment security deposits. To better serve people experiencing homelessness we revised our policy to allow for security deposit payments for homeless individuals and those leaving foster care.</p>	
<p><u>RAP (ReEntry Assistance Program)</u></p> <p>WDI participates in a community group dedicated to working with offenders coming out of jail. Meetings are held with the group and the offender prior to release to establish plans and supports for post release.</p>				

Outcomes				
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Strategies				
<p>Partners include: WDI, Mower County Jail staff, Human Services, Welcome Center Staff</p> <p>Jail Coursework: Freeborn County WDI Career Counselors offer career counseling services on a monthly basis at the Freeborn County Jail to prepare offenders for employment post release.</p>				
<p><u>River Region Manufacturing Pathway to Prosperity</u></p> <p>WDI is offering Manufacturing 101 courses at five detention centers along the river region in SEMN, including Goodhue County, MCF-Red Wing, Wabasha, Winona, and Caledonia. This course includes essential skills training, connection to business and industry, and a full-time Career Navigator.</p> <p>Partners include: Adult Basic Education, Winona CareerForce,</p>				

Outcomes				
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Strategies				
Minnesota State Colleges, detention center, probation, and parole staff, and multiple area employers.				
<p><u>Pathways Home Grant</u></p> <p>WDI received the Pathways Home Grant through the Department of Labor. This grant gives us the opportunity to serve individuals that are currently incarcerated and will be leaving incarceration to return home to South East Minnesota. This work will continue through December of 2023. Young adults can be served on this grant and we have current youth co-enrolled in this program.</p>				

SE MN Workforce Development Board

June 3, 2021, 2:30-4:00 p.m.

via Zoom

Workforce Development, Inc.

Rochester, Minnesota

Minutes

Members present: Rick Gnemi, Sheldon Steele, Jinny Rietmann, Marleen Lundberg, Michael Bambrick, Geoff Smith, Phil Sayles, Mike Postma, Joy Watson, Diane Simon, Dan Nelson, Angela Birrittella, Jess Anderson, Brian Cashman, Nadine Holthaus, Dee Sabol, Jeff Custer, Crystal Anderson, Jakki Trihey, Lauren Brownell, Vicki McKay, Amanda Mickelson, Aaron Benike, Jena Thomson, Shannon Sprouse, Erin Main, Shelly Caldwell, Michelle Pyfferoen, Sonji Davis, Heidi Kraemer, Todd Luedke

Diane Simon called the meeting to order. A quorum was present, and introductions were made.

Diane Simon motioned for approval of the June agenda and May meeting minutes; Rick Gnemi moved, Sheldon Steele seconded, and the motion passed.

WDI as provider of services for employment and training

Ms. Rietmann provided an overview and facilitated a discussion regarding Workforce Development, Inc. as a provider of services for employment and training.

Diane Simon made a motion to approve WDI as provider of services for employment and training; Geoff Smith moved, Rick Gnemi seconded, and the motion passed.

Personnel committee proposal

Ms. Simon provided an overview and facilitated a discussion regarding the personnel committee proposal as presented in the Executive Committee meeting. The proposal presented was a 3% increase in wages, a \$20,000 merit award, and an increase in benefits and wellness programming. This total will come to \$126,882.

Diane Simon made a motion to approve the personnel committee approval; Rick Gnemi moved, Laurie Brownell seconded, and the motion passed.

Nominations for Vice President, 2nd Vice President

Ms. Rietmann provided an overview and facilitated a discussion regarding 2021-2022 Executive Committee Slate. Stepping into the role for President is Jim Kingsley from Wenger Corporation. There is a Vice President nomination for Jess Anderson from Mayo Clinic, and a 2nd Vice President nomination for Phil Sayles from Viracon. Our Secretary and Treasurer will remain as Dee Sabol and Jeff Custer, respectively. Additional nominations are open.

Executive Committee Slate for 2021-2022

Ms. Rietmann provided an overview and facilitated a discussion regarding 2021-2022 Executive Committee Slate.

Diane Simon made a motion to approve the Executive Committee Slate for 2021-2022; Rick Gnemi moved, Dee Sabol seconded, and the motion passed.

Approval to drawn down 21 days of funding in advance, in case of a state government shutdown

Ms. Rietmann provided an overview and facilitated a discussion regarding the potential for a state government shutdown and impacts on funding.

Diane Simon made a motion to approve the Executive Committee Slate for 2021-2022; Dee Sabol moved, Rick Gnemi seconded, and the motion passed.

Program Reports

Executive (Management) Committee

- Rick Gnemi and Diane Simon shared the *Management* report. The majority of today's discussion focused on the personnel committee proposal, which was previously discussed as an action item above. One thing to note is the final total of this

proposal which amounts to \$126,882. Mr. Gnemi and Ms. Simon concluded the report.

One Stop Operating Partners

- Wanda Jensen shared the *One Stop Operating Partners* report. We had a group of partners to discuss the infrastructure funding agreements. We're looking at reworking these agreements and are considering proposals to present to other partners. Marleen Lundberg reported on the Good Jobs Now initiative. The job center staff has made approximately 30,000 calls, made 20,000 contacts, and is focused on hospitality and retail, moving into administrative positions next. There is a revamp of MinnesotaWorks to better align with the CareerForce site. The remainder of the meeting was centered around staffing and personnel. Ms. Jensen concluded her report.

Subcommittee Reports

- Angela Birrittella shared the *Emerging Workforce, Career Pathways, and Employer Engagement* report. Today, we combined all three committees to discuss our work-based learning programming – we reviewed sample contracts from our work experience and on-the-job training programs. We discussed challenges and strengths and brainstormed on how we can use these programming and training funds to upskill the available workforce and solve workforce issues in the region. We reviewed the IBM SkillsBuild platform and discussed the efficacy of these training programs and how to strategize the use of this going forward. Ms. Birrittella concluded her report.
- Mary Eichten shared the *Previously Incarcerated Individual* report. We have been re-building our taskforce membership recently post-pandemic. We added representation from our local Rochester area placement employers. We gathered feedback from the group on barriers to re-entry. The top two factors include transportation and a form of identification. Ms. Eichten concluded her report.
- Jess Anderson shared the *MaxAbility Taskforce* report. This group is collaborating with the Rochester Chamber of Commerce, Mayo Clinic, Arc of Minnesota, Regional 10 Quality Council, and WDI for a community conversation around the film *Hearts of Glass*. This film addresses cultivating employment, community inclusion, and more. This is happening June 15th from 4-5 p.m. More information can be found on social media and on the WDI website. At the August networking meeting, they will be piloting more bite sized learning modules. This one will be on reasonable accommodations and will highlight disability hiring success stories, spotlighting employers, and the full resource for utilization internally will be rolling out in October for National Disability Employer Awareness Month. Ms. Anderson concluded her report.
- There was no *Salute* report today.
- Jinny Rietmann shared the *Employment and Equity Taskforce* report. Our group is meeting weekly as we're working to roll out the new Inclusive Workplace Employer (I-WE) Designation Program. We plan to roll this out in June and are fine tuning the details and have selected a pilot group of organizations for launch. Ms. Rietmann concluded her report.

Program Spotlight: Heidi Kraemer & Todd Luedke (IBM / WDI SkillsBuild)

Discussion breakouts – next year's priorities

Jinny Rietmann facilitated a conversation regarding next year's priorities. Per our survey, 70% agreed that a hybrid model for this coming year's meetings (virtual and in-person) is preferred. 92% of respondents agreed that the current time of the full board meeting works well. 82% of respondents agreed that the subcommittee meeting times work well. Board member recommendations are welcomed – both private and at-large.

Takeaways from sessions:

- With regard to employers and businesses, trying to entice individuals to come back after the remote work experience is challenging. Best practices shared in subcommittee meetings are a great benefit to businesses that are not necessarily on the board well as businesses struggle to find employees. There is a need for qualified applicants, and if there is a way WDI and the board can help with training individuals, this would be helpful. The IBM SkillsBuild program is impressive and should be rolled out to employers.
- A focus of the board for the coming year should be to serve as a conduit to address equity and inclusion and informing employers on the issues while helping to identify and translate what those needs are – whether adults or youth. We have high unemployment and high job vacancies – it should be a role of this board to match those up to reduce that gap.
- We should consider a regional strategy that all employers can utilize to encourage businesses that are not addressing these issues to being addressing them. How can we get those not in the workforce, back in the workforce?
- How can we address the worker shortage and increase wages? How can we help women back into the workforce who have had to leave during the pandemic? How can WDI help to connect, train, and upskill employers and workers? We should do more advertising as well.

Director's Report: Jinny Rietmann

Ms. Rietmann shared the Director's report. Thank you to Diane Simon for her service to the Workforce Development Board in light of her departure. She has been an amazing board member and advocate for workforce development across our region and will be missed. Information for the National Association of Workforce Boards (NAWB) conference has been sent – if you are interested, please let us know. Last month, you approved our office changes due to partners vacating. We are remaining in our location in Austin and Albert Lea. We are likely to remain in the same location in Faribault as well. We will be moving our Red Wing location to Minnesota State College – Southeast and are looking forward to this change.

Other Area Activity/Upcoming Meetings

- Next meeting: August 5th – 2:30 p.m.

Diane Simon adjourned the meeting.

Respectfully submitted,
Emily Wessing
Workforce Development, Inc.

WDI Policy letter for:



**Workforce Innovation and Opportunity Act
Youth WIOA/MYP Training Programs
Incentive Payments to Eligible Enrolled Youth**

Issue Date: March 1, 2012
Revision Date: May 22, 2017
Effective Date: May 22, 2017

Background:

The Workforce Innovation and Opportunity Act (20 CFR § 681.640) states that "incentive payments to youth participants are permitted for recognition and achievement directly tied to training activities and work experiences. The local program must have written policies and procedures in place governing the award of incentives and must ensure that such incentive payments are tied to the goals of the specific program; outlined in writing before the commencement of the program that may provide incentive payments; align with the local program's organizational policies; and are in accordance with the requirements contained in 2 CFR part 200."

DOL included the reference to the Uniform Guidance at 2 CFR part 200 to emphasize that while incentive payments are allowable under WIOA, the incentives must be in compliance with the Cost Principles in 2 CFR part 200. For example, Federal funds must not be spent on entertainment, such as movie or sporting event tickets or gift cards to movie theaters or other venues whose sole purpose is entertainment. Additionally, there are requirements related to internal controls to safeguard case, which also apply to safeguarding of gift cards, which are essentially cash.

While DOL recognizes that incentives could be used as motivators for various activities such as recruitment, submitting eligibility documentation, and participation in the program, incentives paid for with WIOA funds must be connected to recognition of achievement of milestones in the program tied to work experience, education, or training. Such incentives for achievement could include improvements marked by acquisition of a credential or other successful outcomes. Local areas may leverage private funds for incentives that WIOA cannot fund. Incentive payments may be provided to both ISY and OSY as long as they comply with the requirements of 20 CFR § 681.640.

Required Action:

The WDI Incentive Policy requires that all incentive payments result from completion of activities that are tied to specific goals in the Individual Service Strategy (ISS) and sets reasonable limits on the amount of an incentive. (An example of this determination would be that hours of the activity are tracked and a reasonable amount of incentive would not exceed minimum wage times the number of hours required to complete the activity). In addition, WDI assures that our process of awarding incentives insures equitability and avoids arbitrary or discriminatory practices. Documentation will include a description of the type of incentive to be paid and an explanation of how the payment was tracked. The maximum amount of each incentive payment will be determined by the Youth Council of the SE MN Workforce Development Board. Incentives may be made in the form of plaques, certificates of achievement, reimbursement vouchers or cash awards, and are considered support on the VPAC system.

Attachment A – Incentive Payments to Eligible Enrolled Youth

Reference Section

Cites/References:
Workforce Innovation and Opportunity Act

Contact:

Jinny Rietmann
507-292-518

Attachment A
Youth WIOA/MYP Training Programs
Incentive Payments to Eligible Enrolled Youth

Incentive	Amount
Attaining post-secondary credential	\$100
Maintaining a 3.0 GPA in post-secondary	\$25 per semester
Attaining GED/diploma	\$100
Obtaining employment	\$30
Keeping a job for 6 months, provide documentation	\$50
Keeping a job for 12 months, provide documentation	\$50
Completing Work Readiness curriculum	\$50

Other: _____

Amount: _____

Please fill out the following information for approval from the Youth Programs Coordinator:

Counselor name: _____

Youth Participant name: _____

Amount of incentive payment: _____

Reason for incentive payment: _____

Please list the documentation you have in the file for this achievement: _____

Approval:

Youth Coordinator Signature

Date

WDI Policy letter for:

**Workforce Innovation and Opportunity Act (Adult, Dislocated Worker and Youth);
State Dislocated Worker; All other Youth Programs**

11. Provision of Supportive Services

Issue Date: March 12, 2002

Revision Date: September 16, 2020

Effective Date: November 5, 2020

Required Action

Action: WDI policy on the use of supportive services.

Who: All WDI Staff and Workforce Innovation and Opportunity Act (WIOA) Title IB adult service providers.

Policy and Procedures

WIOA Adult, WIOA Dislocated Worker and WIOA Youth, State Dislocated Worker, and all Youth Programs (MYP) allow program providers to provide supportive services when individuals are actively engaged in Title IB activities. Youth programs allow for supportive services while individuals participate in post-exit follow-up services. WIOA Adult and WIOA and State Dislocated Worker programs do not allow supportive services while individuals participate in post-exit follow-up services.

The WIOA Regulations state (20 CFR 663.805):

“(a) Supportive services may only be provided to individuals who are:

- (1) Participating in career services, or training services; and,
- (2) Unable to obtain supportive services through other programs providing such services”

“(b) Supportive services may only be provided when they are necessary to enable individuals to participate in WIOA Title I and State Dislocated Worker activities.”

Supportive services must be in accordance with a participant's Individual Service Strategy (ISS).

WDI Policy

In accordance with WIOA Regulations (20 CFR 663.800 - 663.810), local WDI will provide supportive services to WIOA Program and State Dislocated Worker and Youth Program individuals during active program participation. Supportive services may be provided during the post-placement follow-up period for youth only.

1. These services will include but are not limited to transportation, childcare, dependent care, and housing. See Addendum for specific examples and funding requirements and restrictions.

2. Individuals enrolled in WIOA Programs, State Dislocated Worker Programs and Youth programs are eligible for these support services.
3. An Employment Plan will be developed using WDI-recognized assessment tools including, but not limited to, Personal Budget, Family Income, Cost of Training Plan, College Financial Aid, and individual Emergency Situations.
4. Assurance that the need for supportive services will be documented in the individual participant's file.
5. Supportive Services options will be revisited on a regular basis.

Reference Section

Cites/References:

WIOA Law and Regulations

Contact: WIOA Adult - Wanda Jensen

Dislocated Worker – Sonji Davis

Youth – David LeGarde

ADDENDUM

for WIOA Adult; WIOA and State Dislocated Worker; WIOA Youth and other Youth Programs

Supportive Services are provided to an individual **only after enrollment and** after an Employment plan is developed using WDI-recognized assessment tools including, but not limited to, Personal Budget, Family Income, Cost of Training Plan, and Individual Emergency Situations. We cannot pay for services which occurred prior to enrollment. The individual situation is analyzed on a monthly basis to take into consideration any changes in the family situation. Career Planners should work with the individual to ensure that other available resources have been explored.

Support Services not allowed:

- ❖ Individual memberships
- ❖ Union dues
- ❖ Fines or reinstatement fees
- ❖ Self-employment/farming expenses
- ❖ Security Deposits are prohibited unless the client is homeless or aging out of the foster care system.
- ❖ Food Support
- ❖ Meals

Supportive Services include, but are not limited to:

GENERAL TRANSPORTATION

- ❖ General transportation assistance is provided in the form of a voucher
- ❖ Must retain proper documentation of reimbursement or purchase
- ❖ Participant must specify their means of transportation and document costs
- ❖ Participant to provide the following documentation to meet state or federal laws:
 - Copy of valid driver's license
 - Copy of current car insurance for vehicle being used
- ❖ Use of most direct routes-use Google Maps to check mileage (www.google.com/maps)
- ❖ If a participant does not have access to their own transportation, a voucher can be provided to the participant, or reimbursement can be provided to the non-participant. The driver's license and insurance information of the non-participant must be in the file.

Transportation for Training, Job Search or Local Area Job Interview

- ❖ Use Google Maps to determine mileage/funding needed
- ❖ Utilize the WDI Gas Calculator to determine the amount of gas voucher allowable per week based on the travel distance and cost of gas (<http://bit.ly/wdifuel>)
- ❖ Fuel Cards are distributed in \$20-\$50 increments. Use the gas calculator to determine how long card should last as used for training and employment and distribute the cards accordingly.

Transportation for Out-of-Area Job Search/Interview/Training – 50+ miles one way

Pre-approval by Program Coordinator is required.

Intra-State Travel:	\$500 maximum per fiscal year (recommended)
Inter-State Travel:	\$500 maximum per fiscal year (recommended)

- ❖ Bus and air fare allowable within established limits

- ❖ Multiple interviews during one trip considered one job search
- ❖ Utilize the WDI Gas Calculator to determine the amount of gas voucher allowable per week based on the travel distance and cost of gas (<http://bit.ly/wdifuel>)
- ❖ The time of the interviews may be used to determine lodging allowance, but it cannot exceed set limit

Lodging for Out-of-Area Job Search/Interview/Training – 150+ miles one way

Amount: \$100.00 per day Pre-approval by Program Coordinator is required.

- ❖ Lodging to be agreed upon with counselor **BEFORE** the job search/interview/training
- ❖ Out-of-Area Job Search with lodging provided at the above daily rate or actual cost of lodging, whichever is less.
- ❖ The lodging cost is based upon at least 300 miles round trip or time of scheduled job search/interview/training.

CLOTHING

Upon participant request for interview or work clothing/shoes, Career Planner reviews request and approves purchase. Career Planner completes a voucher noting specific items to be purchased and setting voucher limit.

Interview and Job Acceptance - Clothing/Shoes

- ❖ Vouchers must be made out to the vendor (preferred), or as a reimbursement to the individual with proper documentation. The original paid receipt must clearly state:
 - Items purchased and cost of each item
 - Date of purchase (must be within the dates of enrollment)
 - Name of Business where the items were purchased
 - Voucher must be written within 30 days of the purchase date

Special Work-Related Clothing

- ❖ Clothing required for employment may include, but is not limited to:
 - Steel toe work boots
 - Special gloves
 - Outside clothing (jacket, bibs)
 - Special Safety Glasses
 - Professional work clothing

SELF-EMPLOYMENT

- ❖ No assets and/or equipment (rental or purchase) will be considered

FAMILY CARE

Amount: \$1000 per semester

A service which helps participants meet their family care needs during participation:

- ❖ Prior written approval is necessary for family care by the participants' career planner. The approval of family care will be on a case by case basis.
- ❖ Family care provided to assist the individual to participate in program activities.
- ❖ Family care provided **only** when all other resources have been examined and documented on an ISS that other funds are not available.
- ❖ Provider may be Licensed In-Home Provider or Licensed Family Care Center
- ❖ Payment made directly to the provider
- ❖ Provider must furnish their TIN, EIN or SSN

EMERGENCY FINANCIAL ASSISTANCE (EFA)

Amount: \$500 maximum

- ❖ **The EFA MUST resolve the problem AND the problem and resulting steps to resolution must be documented in case notes.** For example:
 - participant can replace needed (item) and this resolves the issue.
 - participant has now started employment resolving financial issue.
 - participant will participate in financial planning on (Date).
- ❖ Economic analysis of the situation is completed
- ❖ Not meant to be ongoing/continuous – one time only – problem resolved with this assistance.
- ❖ Needs-based, recurring payments are not allowed. For example, a one-time utility payment that resolves the issue for the participant would be considered Emergency Financial Assistance and is allowable. Continuing to pay for the same bill month after month would be considered needs-based payments and is not allowable.

HOUSING

Amount: \$800 maximum

- ❖ One time per year, housing support payment must resolve the issue and the issue and resulting steps to resolution must be documented in case notes.
- ❖ May not be used on security deposits unless the client is homeless or aging out of the foster care system.
- ❖ Voucher/payment made to mortgage company or landlord
- ❖ Landlord must furnish their TIN, EIN or SSN
- ❖ Must provide copy of lease/monthly rent statement or mortgage statement

CAR REPAIR

Amount: \$500 per year, unless prior coordinator approval

- ❖ Written estimate must be provided
- ❖ Vehicle must be repaired by and payment made to an approved vendor
- ❖ Evaluate whether the vehicle repair is a wise investment – use Blue Book Value when in doubt
- ❖ Proof of insurance must be provided
- ❖ Proof of ownership must be provided
- ❖ All repairs must be necessary for safe operation of vehicle
- ❖ Vehicle repair parts may be paid to participant if original receipts included, with Program Coordinator approval

TECHNOLOGY

Computer Technology:

This guidance is to be used in determining the degree to which the WIOA Adult and Dislocated Worker programs' support services and/or training budgets can financially support the purchase of computer hardware and/or similar technology to assist in successful completion of training intended to secure employment. WDI and DEED understand that it can be difficult to pursue certain training

programs without ready access to a computer, this policy will govern the process for these expenditures.

- ❖ WIOA Adult and Dislocated Worker program funds may pay for or reimburse a purchase of the participants' expenditures for computer hardware and/or similar technology purchases.
- ❖ Career Planner and participant must show:
 - The computer is required
 - The customer does not otherwise have access to a required computer
 - The price is reasonable
 - Applies to all types of training – in-class training, on-line courses, on-the-job training if the need for requested technology can be shown. If used for training the expense should be written out of training.
 - Career Planner must document the need for use of a computer/technology in the customer's files/WF1 case notes
 - Career Planner will use the voucher process to obligate the funds and work with the Fiscal Director to place order. Reimbursement directly to the customer would need prior approval and would require a detailed receipt and confirmation of reasonable price
 - Whenever possible, and when cost-efficient, WDI may enter into purchase arrangements with the student's school in which the school acquires the computer and then seeks reimbursement, as long as the school (on the student's behalf) meets the above requirements
 - If a student does not complete the training which requires the computer and/or other similar technology, local service providers reserve the right to reacquire the tool and/or to bill the individual for overpayment.
 - Rental or leasing of computers/other technology is not encouraged.

Internet Access:

- ❖ Vouchers should be written under Support, "Other Services" in VPAC
- ❖ Payable directly to internet vendor or on reimbursement basis
- ❖ All available options have been researched

Cell Phone Access:

- ❖ Vouchers should be written under Support, "Other Services" in VPAC
- ❖ Payable directly to cell phone vendor or on reimbursement basis
- ❖ Monthly minutes or a disposable cellular phone may be purchased
- ❖ All available options have been researched

ADDENDUM

for **Adult Career Pathway (ACP) Programs and outside grant recipients**

Supportive Services are provided to an individual only after an Employment plan is developed using WDI-recognized assessment tools including, but not limited to, Personal Budget, Family Income, Cost of Training Plan, and Individual Emergency Situations. The individual situation is analyzed on a monthly basis to take into consideration any changes in the family situation.

Support Services not allowed:

- Individual memberships
- Union dues
- Fines or reinstatement fees
- Self-employment/farming expenses
- Security deposits
- Food Support
- Meals

ACP-Specific Support Service Guidance includes:

1. General Transportation Guidance:

The previously mentioned guidance remains in place for ACP customers with these exceptions:

- Out of area Job Search travel/lodging expenses are NOT an allowable cost
- Gas-only cards may be used for travel expenses in lieu of vouchers

2. Clothing

The following process will prevent participants from purchasing unauthorized items or spending up to an un-itemized dollar amount for unnecessary items

- Upon participant request for specific needed clothing items, Career Planner reviews request and **must pre-approve purchases**. Career Planner completes a voucher noting specific items to be purchased and setting voucher limit.

3. Technology

Please see above.