

**2016 PRE-EMPLOYMENT TRANSITION SERVICES (PETS) PILOT  
PROJECT**

**Cover Sheet/Signature Page**

<b>APPLICANT AGENCY</b> - Use the legal name and full address of the fiscal agency with whom the grant will be executed.	<b>Contact Name and Address</b>
<b>Rural Minnesota CEP, Inc.                  801 Roosevelt Ave.                  Detroit Lakes, MN 56401                  218-847-0718</b>	<b>Vicki Leaderbrand                  Rural Minnesota CEP, Inc.                  801 Roosevelt Ave.                  Detroit Lakes, MN 56401</b>
Director Name: Daniel J. Wenner Telephone Number: 218-847-0717 FAX: E-Mail: danw@rmcep.com	Contact Name: Vicki Leaderbrand Telephone Number: 218-847-0718 FAX: E-Mail: vickil@rmcep.com

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

WSA Director  
Signature:

*Daniel J. Wenner*

Title:

Executive Director

Date:

2/19/2016

I have reviewed this proposal and support the applicant agency receiving funding for the activities described within.

Local VRS Signature:

*[Handwritten Signature]*

Title:

Regional Manager

Date:

2/23/16

## **2016 PRE-EMPLOYMENT TRANSITION SERVICES (PETS) PILOT PROJECT WORK PLAN**

### **1. Describe the work experience services that will be provided to youth through this pilot project.**

All youth receive an orientation to work skills prior to any placement. This orientation (World of Work) reaffirms the behavioral expectation for the worksite as well as provides specific information about program operations, youth rights and responsibilities, and the supervisor's role and expectations. Complaint procedures, the Minnesota Data Privacy Act, rules of conduct, labor laws, safety policies, injury reporting and other required information is provided and explained. Additionally, timekeeping, rate of pay and similar work-related topics are discussed.

During their work experiences, the participants will continue learning about teamwork, attitude and job performance, checking and savings accounts and counterproductive behaviors. Each of these areas help to provide information for keeping a job as well as providing financial literacy basics. Youth counselors monitor sites regularly to provide support to the youth and the employer and to provide early intervention in the event of any issues arising.

### **2. Describe the types of jobs that youth will be placed in during this project.**

RMCEP develops opportunities for basic work training with government or nonprofit agencies as well as within the private sector to provide youth with opportunities to explore occupations and gain work skills. RMCEP is responsible for the placement of youth to learn basic work skills and facilitate the achievement of the youth's established goals. Staff and work site supervisors communicate high expectations for the youth's performance and hold the youth accountable for his/her decision making. Youth Counselors contact employers, arrange for interviews, and discuss hiring needs with employers. Every effort will be made to match a work experience with a youth considering the youth's skills, interests, abilities and needs.

Examples of jobs include but are not limited to:

- Child Care Aides and Assistances
- Clerical
- Custodial
- Customer Service
- Dietary Aides
- Grocery Stockers and Cashiers
- Laborer/Landscaping

Information Technology Aide  
Teacher Aide  
Veterinarian Assistant  
Library Assistance  
Museum Assistant

**3. Describe how youth-specific barriers will be addressed. Describe co-enrollment strategies.**

RMCEP Youth Counselors will work with the VRS Counselor and the youth to identify barriers and design plans to address any barriers. These plans are included in the Employment Plan. VRS will provide appropriate assistance and accommodations as necessary.

Whenever possible and as appropriate, when the employment plan is created, the VRS Counselor, the RMCEP Youth Counselor and the youth will work together to identify any barriers, develop solutions and plan steps to address the barriers. This will also identify who will provide or accomplish the steps outlined in the plan to address any barriers. Guardians and/or parents will be encouraged to be a part of this process. Similar to an Integrated Resource Team, this process has been proven to be very effective in supporting the participant to a successful experience.

As appropriate, eligible youth will be co-enrolled in the MYP program to provide leveraged resources to best serve individual need.

**4. Describe your plans to introduce career pathways and prepare youth served through this project for post-secondary education and high-growth, in-demand occupations in the region.**

The WorkForce Council and the Youth Council have set high-growth, in-demand jobs as a focal point in all services provided to youth. RMCEP has updated its training policy to put a priority on training for demand occupations. Career planning has a focus on high-demand occupations and includes information on career pathways for high-demand occupational entry. Regional LMI data is gathered from multiple sources and disseminated to the youth. RMCEP's use of staff through Outreach to Schools and Career Advisors plays a significant role in assisting youth with in-demand occupations and work experiences that are in-demand, as well as training exploration for post-secondary education.

Whenever possible, RMCEP staff assist youth to find work experiences and internships related to their career pathway interest. Youth interview for the position and the interviews provide practical experience that may later facilitate the youth's entry into employment. The development of new work training sites within the private sector that closely associate with the youth's desired occupational choice will provide an experience in the actual environment of that career. Private, for-profit employers increase the availability of learning-rich work sites.

## 5. Describe anticipated outcomes.

Youth will gain valuable work experience and gain work readiness skills:

1. Punctuality and attendance
2. Following instructions
3. Personal hygiene and grooming
4. Interpersonal relations such as courtesy, communication, and teamwork
5. Positive work attitudes such as responsibility
6. Completing tasks effectively

These skills are evaluated by the employer on a regular basis and the employer, Youth Counselor, VRS Counselor will use this evaluation to provide feedback to the youth to demonstrated the youth's progress in attaining these skills.

### Work Readiness Measurement

A worksite evaluation measuring performance in the workplace is required to assess work readiness for the work readiness indicator. The worksite supervisor who regularly observes performance at the worksite is in the best position to assess the quality of a person's work performance.

The attainment of proficiency or competency in the foundational and worksite-specific skills necessary to be successful in the workplace should be determined by the employer and should be based on the attainment of work behaviors outlined in the worksite evaluation tool. This tool clearly states the overall criteria necessary to achieve work readiness proficiency. For example, worksite evaluation tools could state that work readiness proficiency can only be attained after: a) the supervisor indicates satisfactory performance, and b) a minimum numerical score for determining proficiency is achieved.

Youth Counselors make the youth evaluation process as simple and seamless as possible for the worksite supervisors. Each youth has a clear understanding of the work readiness skills for which they will be measured, and how often they will be measured. Goals for Work Readiness are documented as they are achieved. \

### Performance Assessment

Program staff conduct a follow-up visit with each enrollee to monitor the enrollee's progress and to discuss this progress with the enrollee. At a minimum, these visits occur every 30 days. Day-to-day job-related performance problems are discussed and resolved as needed. The RMCEP staff provide basic guidance on work maturity skills.

## 2016 PRE-EMPLOYMENT TRANSITION SERVICES (PETS) PILOT PROJECT BUDGET

AGREEMENT PERIOD: 4/1/2016 TO 12/31/2016

Agency	Contact Person Phone/ E-mail
Rural Minnesota Cep Inc.	Nancy Bisek 218-847-0732 nancyb@rmcep.com

### SUMMARY

Category	Cost Per	Number of Students Served or Staff Hours	Total Maximum Cost
<b>Youth Wages and Fringe Benefits (Amount per student work experience)</b>	\$2,160/student	12 students	\$25,920
<b>Staff Service-Related (Amount per hour)</b>	\$35/staff hour	348 staff hours	\$12,180
<b>Support Services to Youth (Amount per student)</b>	\$100/student	12 students	\$1,200
<b>Total Maximum Cost - 882</b>			\$39,300

### BUDGET DETAIL (detail how above costs were determined)

<p><b>Youth Wages and Fringe Benefits:</b>            Each student would be allocated 200 hours of work experience:            100 hrs @ \$10.25 (current minimum wage rate &amp; fringe benefits) x 12 students            100 hrs @ \$11.35 (new minimum wage rate including fringe) x 12 students</p> <p>Total Youth Wages and Fringe Benefits = \$25,920</p>
<p><b>Staff Service-Related:</b>            Worksite development – 5 hrs/student x 12 students = 60 hrs @ \$35/hr = \$2,100            Case Management/Worksite Monitoring/Payroll Processing/Fiscal Reporting and Tracking = 24 hrs/student x 12 students = 288 hrs x \$35/hr = \$10,080</p> <p>Total Staff Service- Related = \$12,180</p>
<p><b>Support Services to Youth:</b>            \$100/student x 12 students = \$1,200            (work related support services – transportation, uniforms, and/or tools)</p>

## CATEGORY DEFINITIONS

**Youth Wages and Fringe Benefits** – Wages and benefits paid directly to youth participants while engaged in program activities.

**Staff Service-Related** – Staff costs associated with providing service to youth, **EXCLUDING** costs of youth participant wages and fringe benefits and support services.

**Support Services to Youth** – Items that are necessary for a youth to participate in the project, such as transportation, clothing, tools, etc. These expenses may be paid directly to the youth or to a third-party vendor. Intensive supports such as job coaching are not to be included under this project.

### Roles and Responsibilities

#### VRS

- After review of youth's individual needs, local VRS counselor refers appropriate eligible youth to WSA youth staff for PETS service;
- Local VRS counselor and WSA youth staff jointly review individual PETS service plans;
- Local VRS counselor arranges for individualized intensive services based on each youth's needs as appropriate;
- Local VRS local counselor maintains communication with WSA youth staff on individual youth;
- Local VRS local counselor enters appropriate individual data into Workforce One;
- Local VRS local counselor reviews and approves WSA PETS service invoices for per individual youth served;
- VRS files required reports with appropriate federal agencies

#### WSA

- WSA youth staff receives referrals from VRS;
- WSA youth staff provide appropriate PETS services based on individual needs and review with VRS local counselor;
- WSA youth staff develops appropriate work experience worksites for referred youth;
- WSA youth staff places and monitors youth in worksites;
- WSA youth staff maintains communication with VRS local counselor on individual youth;
- WSA sends invoices to local VRS counselor for payment;
- WSA maintains appropriate data as determined by VRS