

ATTACHMENT 1: PROJECT DESCRIPTION MN DEI PROJECT/PHASE IV (Year 3)

- 1) Describe the outreach/recruitment strategies and tools your area is using to bring eligible participants into the project, including out of school youth. Please also include a description of how you are recruiting culturally diverse youth and their families.

The outreach/recruitment strategies are primarily implemented by the DRC and the WDI case managers. The DRC meets with different agencies and organizations throughout the WSA who are potential partners in the DEI grant and who work with the target population. The WDI case managers are also making connections with a number of agencies and organizations throughout our area and promoting our services for youth with disabilities. The WDI case managers and other staff are also able to utilize our other programs and services as a catalyst in connecting these youth with the DEI grant. The Workforce Centers also serve as a vehicle of recruitment for this project. WDI is able to have marketing brochures and information at the Workforce Centers for youth that are coming into the Workforce Center looking for work and other support services. The WDI case managers meet with school staff and faculty to assist them in meeting the needs of youth in transition. In an effort to reach out of school youth, the DRC and the WDI case managers are connecting with the schools on connecting with the 'We Want You Back' campaigns to recruit youth who have not completed their high school diploma or who may have dropped out of school. WDI case managers are also collaborating with partners and service providers who target out of school youth and providing them with information on the services we provide. In many of the areas that WDI serves, there are high populations of culturally diverse youth and their families. In addition, the DRC has collaborated with partners in order to conduct additional outreach and recruitment to ethnically and culturally diverse populations through community events and after and before business hours presentations.

- 2) What criteria are being used to determine if a participant will have an Integrated Resource Team (IRT) and how is the IRT documented? What is the role of the Disability Resource Coordinator (DRC) in the IRT process in your area?

The Integrated Resource Team (IRT) is an integral component of the delivery of this project for WDI. Each youth who is enrolled in the project is also evaluated for needs and supports that may be necessary for them to be successful in accomplishing their goals. If the youth identifies the need for the support and encouragement of a team, an IRT is created based on the needs of that individual and what their goals may be. This can include a number of different stakeholders in the youth's life such as parents or family members, school staff or faculty, employer's, the DRC, WDI case manager's, VRS case manager's, mentor's, other agency representatives, etc. An IRT is also if it is determined that a youth would benefit from having these stakeholder's rally around them to accomplish their goals. Another way this process is working for us is that when a youth who is not in school comes into the Workforce Center for services and is identified as appropriate for the DEI Project, they may be referred to Rehab Services or one of the agencies in the WFC partnership. At that time an Integrated Resource Team begins for that youth. This IRT is documented through case-noting from the WDI case manager who notes the tasks, responsibilities, goals and deadlines that are in place for the IRT team members. There also may be meeting tasks that are distributed by hard copy or via email to the team members prior to a meeting. The DRC can play a vital role in the IRT. The DRC serves as a meeting organizer and facilitator in many cases however, there are many WDI case managers who feel confident in serving as the meeting facilitator and who do so. The case manager is an integral part of the team helping to design individual service strategies for the youth; the DRC is a guide to the process of setting up the team and may only attend the first few meetings to insure it is getting off to a good start. The DRC continues to encourage and help to establish

IRTs as needed. The DRC continues training staff and partners on the importance and impact that IRTs can have on youth.

- 3) Describe the co-enrollment strategies your site is using to fund training, work experience, etc. for project participants. **DEI grant funds may NOT be used to pay wages or stipends to participants directly.**

Co-enrollment strategies have always been very effective for serving WDI's participants, the blending and braiding of resources serves as an optimal way to maximize the services provided. This braiding and blending of resources include work experience, pre-vocational academies, career exploration and skill development activities as well as leadership and other offerings available electronically to youth. Work experience opportunities are crucial to gaining skills and experience in a career field. Many of the project participants have been able to explore the work world through co-enrollment of another program by completing work experiences and other career exploration opportunities.

- 4) Describe the partnerships developed during the DEI that will continue to support services to youth with disabilities following the end of this grant in September 2015. Please include copies of any Memoranda of Understanding (MOUs) in place to define the roles of partners.

Partnerships in place to support the implementation of DEI in our area are primarily the Workforce Center Partners: Vocational Rehabilitation Services (VRS), DEED, Minnesota Family Investment Program/DHS, Youthbuild, YIPA, and contracted services attached to those partners. Additional partners include local Independent School Districts, Adult Basic Education Centers and Community Transition Interagency Committees (CTICs). We have also collaborated with PACER and the Minnesota Department of Education (MDE) to further support the CTICs and the WDI case managers as well as VRS staff. We have also created a successful partnership with Opportunity Services and have a contract in place. Another key partner in that has been developed during the DEI is the partnership that was strengthened with Southeastern Minnesota Center for Independent Living (SEMCIL). All of these partnerships continue to grow and will be a support to all youth following the DEI grant period.

- 5) Describe how the local employer community is engaged in the project, including how DEI participants are being exposed to high-growth industries and occupations in demand in your region and career pathways.

Employer engagement happens several ways at WDI. Most often the local case manager engages employers based on the career goals and skills of the youth. In addition, the WDI placement person is available to seek out an employer for a specific need or career match. As an additional benefit, the Workforce Investment Board is made up of over 60% private sector employers, which generates a broad base of knowledge of our programs in each of the counties represented in this WSA. DEI participants are being exposed to high-growth industries and in demand occupations in our region through materials and strategies prepared by the WIB Board and WDI. WDI compiles a 'hot jobs' list which includes lists of jobs in industries that are expected to grow in the next several years. This aligns with the number of training programs that we endorse and support our participants in. WDI also has Career Coaches who are certified experts in these specific high-growth industries and are able to educate and support our participants in identifying career pathways in these specific fields.

- 6) How are you educating participants, partners and potential referral sources about Ticket to Work? Describe any creative outreach strategies your area has developed to identify Ticket holders.

Every DEI youth that is enrolled in the program agrees with their case manager to check for a ticket. If a youth holds a ticket to work, the case manager and the DRC work together work with the participant to educate them on what it means to have a Ticket to Work and how they can best utilize it. The DRC works

with the participant to set up a benefits analysis and an analysis is completed on the discretion of the program participant and the benefits analysis organization. In addition, the DRC continues outreach to engage partners and local agencies about Ticket to Work by mailings and trainings. The DRC has put up fliers in the Workforce Centers that solicit ticket holders and has continued efforts to reach out to different organizations and agencies with information. The DRC continues to work on additional outreach strategies to connect with ticket holders in our WSA.

- 7) Describe the promising/best practices implemented during the project that are likely to be continued in your area following the end of this grant.

There are several promising/best practices that have been implemented throughout the DEI grant. One promising practice that has been implemented and will continue following the DEI grant is the IRTs. The IRTs have been proven to be successful for youth who have participated in them and WDI has received praise from the adults and stakeholders who have been part of the teams. This is a practice that the WDI case managers plan to continue to utilize not only for disabled youth but for youth who are engaged in our MYP and WIA youth programs. Another promising partnership that has been better unified throughout this project is the collaboration and relationship put in place between WDI, VRS and SEMCIL. The partnership has created numerous opportunities to effectively work with one another to best provide services and support to the youth. This partnership has also created the opportunity to better communicate with outside agencies, organizations, employers and schools on the different agencies and allows a more comprehensive approach which alleviates confusion and duplication of services. The Guideposts for Success are another promising/best practice that has been implemented throughout the project. The DRC continues outreach training agencies and organizations on the Guideposts for Success as well as encourages the WDI case managers to use these as a tool and resource beyond the project participants. The WDI case managers have embraced the Guideposts for Success and see real value in applying the Guideposts to each of the youth that they work with and this will be a tool that the WDI case managers will be encouraged to continue to use in conjunction to other tools and resources as a means to better support and serve the youth population.

ATTACHMENT 2: PARTNERSHIP CHART MN DEI PROJECT PHASE IV (Year 3)

The information contained in this chart should support the work plan and project description. This form demonstrates partnerships that form the basis for planning, developing, and implementing the DEI Project. Only those organizations that have committed resources, staff and time (or are prepared to do so) should be listed.

NOTE: All local projects should include partners from Vocational Rehabilitation Services, State Services for the Blind, Community Interagency Transition Committees (CTICs).

Type of Organization	Organization Name/Address	Type of Commitment (Time, Staff, Financial Resources, Space, Referrals)	What the Commitment will be used for	Key Contact Person and Telephone Number/E-mail
Vocational Rehabilitation	Albert Lea, Austin, Faribault, Owatonna, Red Wing, Rochester	Time, Staff & Resources	Transition planning assistance and support services for youth participants	Jodi Yanda: Jodi.yanda@state.mn.us Jay Hancock: Jay.hancock@state.mn.us
State Services for Blind	Southeast Minnesota	Time, Staff & Resources	Support Services for youth participants	Angela Christle Angela.christle@state.mn.us
Adult Basic Education	Southeast Minnesota - Rochester	Time, Staff & Resources	Support Services for youth participants	Julie Nigon: jnigon@rochester.k12.mn.us
Adult Basic Education	Southeast Minnesota – Albert Lea	Time, Staff & Resources	Support Services for youth participants	Penny Jahnke: pjahnke@albertlea.k12.mn.us
Adult Basic Education	Southeast Minnesota – Red Wing	Time, Staff & Resources	Support Services for youth participants	Theresa Luther-Dolan: tmluther@redwing.k12.mn.us
Adult Basic Education	Southeast Minnesota - Faribault	Time, Staff & Resources	Support Services for youth participants	Yesica Louis: ylouis@faribault.k12.mn.us
Community Interagency	Albert Lea, Austin, Faribault/Northfield,	Time, Staff & Resources	Transition planning	Mary Alcott:

Type of Organization	Organization Name/Address	Type of Commitment (Time, Staff, Financial Resources, Space, Referrals)	What the Commitment will be used for	Key Contact Person and Telephone Number/E-mail
Transition Committees:	Owatonna, Red Wing, Rochester		assistance and support services for youth participants	maalcott@rochester.k12.mn.us Angie Nolin-Johnson: Angienolin-johnson@faribault.k12.mn.us Joe Jorgeson: joe.jorgeson@nfld.k12.mn.us Heather Harms: Heather.harms@k12.mn.us
Department of Economic Development:	St. Paul, MN	Time, Staff & Resources	Employment assistance And planning and assistive technology	Jen Hauzer (BSS) Jen.hauzer@state.mn.us Vicky Koehn (BSS) Vicky.koehn@state.mn.us John Bredehoff (AT) John.bredehoff@state.mn.us
PACER:	Bloomington, MN	Time, Staff & Resources	Transition planning assistance and support services for youth participants	Sean Roy sroy@pacer.org
MN Dept. of Education	Roseville, MN	Time, Staff & Resources	Transition planning	Jayne Spain: Jayne.spain@state.mn.us
Work Incentives Connection	St. Paul, MN	Time, Staff & Resources	Contracted services (Benefits Planning)	Various
Social Security Administration	St. Paul, MN	Trainings, workshops, Time, Staff & Resources	Benefits Planning services	Joani Werner: Joani.werner@ssa.gov

ATTACHMENT 3: PHASE IV (Year 3) Participant Plan and Expenditure Plan

Agency: Workforce Development, Inc. Contact: Natalie Amy

Participant Plan (please use cumulative totals with actual figures for Year 1 and 2 and planned figures for Year 3)

	Year 1: Jan – Dec 2013	Year 2: Jan – Dec 2014	Year 3: Jan – Mar 2015	Year 3: Apr – Jun 2015	Year 3: Jul - Sep 2015
Total DEI Enrollments (minimum of 30 through Year 1; 75 through Year 2; 120 through Year 3)	29	104	120	130	135
WIA Co-enrollments					
WIA Co-enrollments	20	66	75	78	80
MYP Co-enrollments					
MYP Co-enrollments	10	40	45	50	55
Other Youth program Co-enrollments					
Other Youth program Co-enrollments	1	5	0	0	0
Total Other Youth Receiving DEI Services					
Total Other Youth Receiving DEI Services	0	0	0	0	0
Total Adults Receiving DEI Services					
Total Adults Receiving DEI Services	0	2	4	5	6
TOTAL DEI Enrollments and/or Others Receiving DEI Services					
TOTAL DEI Enrollments and/or Others Receiving DEI Services	29	104	120	130	135
Ticket Holders assigned to DEED's EN					
Ticket Holders assigned to DEED's EN	0	4	8	10	12
DEI Participant Exits					
DEI Participant Exits	0	12	45	90	135

- The figures in this chart should represent your proposed plan to reach a minimum of 120 enrollments by the end of Year 3.
- The figures within each quarter may be revised as necessary.

Expenditure Plan (use cumulative figures)

Total Allocation	Year 1: Jan – Dec 2013	Year 2: Jan – Dec 2014	Year 3: Jan – Mar 2015	Year 3: Apr – Jun 2015	Year 3: Jul – Sep 2015
\$615,000					
Expenditures	\$ 112,000	\$ 395,000	\$ 512,000	\$ 592,000	\$ 615,000
Leveraged Funds	\$ 112,000	\$ 410,000	\$ 450,000	\$ 475,000	\$ 517,750

- Year 1 and 2 expenditures and leveraged funds should represent your actual expenditures as closely as possible

**ATTACHMENT 4: BUDGET SUMMARY
MN DEI PROJECT PHASE IV (Year 3)**

Budget Period: January 1, 2013 to September 30, 2015

Agency/Contact Person	Address/Phone/Fax/E-mail
Workforce Development, Inc. Randy Johnson- Executive Director Natalie Amy- Disability Resource Coordinator	2070 College View Road E. Rochester, MN 55904 Phone: 507.292.2180 Fax: 507.292.5173 randyjohnson@workforcedevelopmentinc.org natalieamy@workforcedevelopmentinc.org

Budget Category	DEI Funds	Leveraged Funds	Total Budget Amount
885 - Personnel	\$351,000	\$96,750	\$447,750
875 - Fringe Benefits	\$112,500	\$31,000	\$143,500
890 - Travel	\$33,000	\$30,000	\$63,000
821 - Equipment/Supplies	\$12,000	\$6,000	\$18,000
838 - Financial Literacy Training	\$0	\$6,000	\$6,000
840 – Contractual: Benefit Planning	\$5,000	\$0	\$5,000
834 – Contractual: Assistive Technology	\$0	\$0	\$0
830 – Other Contractual	\$0	\$90,000	\$90,000
891 - Youth Support Services	\$40,000	\$45,000	\$85,000
845 – Construction/Space Costs	\$0	\$18,000	\$18,000
850 – Youth Wage and Fringe	[REDACTED]	\$180,000	\$180,000
833 - Administration (10% limit - note definition)	\$61,500	\$15,000	\$76,500
TOTAL	\$615,000	\$517,750	\$1,132,750

**ATTACHMENT 5: BUDGET DETAIL
MN DEI PROJECT PHASE IV (Year 3)**

Budget Period: January 1, 2013 to September 30, 2015

Agency: Workforce Development, Inc.

Budget Category	Provide a detailed breakdown of the items and amounts budgeted:	
885 - Personnel	DEI Funds	1 FTE Disability Coordinator (\$51,000 x 3 years) 5 Case Managers @.25 FTE (\$43,000 x 3 years) 3 Additional Support staff @ .15 FTE (\$27,222 x 3 years)
	Leveraged Funds	4 Case Managers @.20 FTE (\$32,250 x 3 years)
875 - Fringe Benefits	DEI Funds	1 FTE Disability Coordinator (\$51,000 x 3 years x 32.05%) 5 Case Managers @.25 FTE (\$43,000 x 3 years x 32.05%) 3 Additional Support staff @ .15 FTE (\$27,222 x 3 years x 32.05%) (Fringe includes FICA, UI, WC, Health & Benefits)
	Leveraged Funds	4 Case Managers @.20 FTE (\$32,250 x 3 years x 32.05%) (Fringe includes FICA, UI, WC, Health & Benefits)
890 - Travel	DEI Funds	\$3,000 Auto Lease (\$3,000 x 3 years) \$5,000 Professional Development for DRC & Case Managers (\$5,000 x 3 years) \$3,000 Mileage for Outreach, Orientation & Staff Training, of families and community based partners (\$3,000 x 3 years)
	Leveraged Funds	\$10,000 WDI Case Managers travel to set up and monitor work experience and training activities (\$10,000 x 3 years)
821 – Equipment / Supplies	DEI Funds	Copies, printing for outreach and promotional/marketing materials and brochures (\$3,000 x 3 years) Cell phone and Wireless internet for DRC (\$1,000 x 3 years)
	Leveraged Funds	Work experience folders for youth and worksites, orientation and training (\$2,000 x 3 years)
838 – Financial Literacy Training	DEI Funds	None
	Leveraged Funds	Financial literacy training through Blueprint for Success. (\$2,000 x 3 years).

840 – Contractual: Benefit Planning	DEI Funds	\$5,000 for DEI youth who need a Benefits Analysis
	Leveraged Funds	None
834 – Contractual: Assistive Technology	DEI Funds	None
	Leveraged Funds	Partnership resources to include VRS
830 – Other Contractual	DEI Funds	None
	Leveraged Funds	Occupational Skills Training Activities (\$15,000 x 3 years) Work Experience contracts (15,000 x 3 years)
891 - Youth Support Services	DEI Funds	\$13,333.33 support services funds for each of year for youth in need of support services (\$13,333.33 x 3 years)
	Leveraged Funds	\$15,000 Support Services using WIA/MYP support services funds (\$15,000 x 3 years)
845 – Construction / Space Costs	DEI Funds	None
	Leveraged Funds	\$1,000 per each of the six One Stop Locations (\$6,000 per year x 3 years)
850 – Youth Wage and Fringe	DEI Funds	
	Leveraged Funds	Up to \$60,000 per year for youth wages and fringe x 3 years (30 per year @ \$2,000 each x 3 years)
833 - Administration (10% limit – note definition)	DEI Funds	\$20,500 per year of Administration expenses x 3 years = \$61,500 total.
	Leveraged Funds	\$5,000 Tracking of work experience, support services, payroll and OJT activities. (\$5,000 per year x 3 years)

- While reporting of leveraged funds is required, not every cost category must indicate leveraged funds.

Allowable Uses of Grant Funds for MN Disability Employment Initiative (DEI) (based on original statement of work and modifications approved by DOL 7/30/13 and 3/25/14)

- Recruitment and Outreach (including Outreach to Schools)
- Salary and Fringe for Disability Resource Coordinator (DRC)
- Salary and Fringe for Other Staff Conducting DEI Activities, Including Case Managers/Counselors and Staff Involved the following:
 - Ticket to Work Activities
 - Coordinating mentoring activities for participants
 - Employer Engagement Activities
- Assistive Technology¹
- Benefit Planning Activities (either contracted services or directly provided by DEI staff)
- Support Services¹
- Training Expenses, such as the following:
 - Tuition Payments for Skill Training¹
 - Individual Training Accounts¹
 - Financial Literacy Training¹
 - Entrepreneurship Training¹
- Work Experience Opportunities, such as the following:
 - Paid Internships (private sector)^{1,2}
 - Wage Subsidy Opportunities (private sector)^{1,2}
 - On-the-Job Training (private sector)^{1,2}
- Partnering Activities/Meetings
- Travel (including expenses for DRC to attend one national DEI conference per year)
- Data Collection
- Administration (10% limit)
- Other Activities as Included in Approved Local Plan

¹No more than 15 percent of the grant funds may be used for these expenses, and the file must be documented to show that other funding sources are not available to pay for these expenses.

² DEI grant funds may NOT be used to pay wages or stipends to participants. Reimbursement must be to employer due to the prohibition on paid wages or stipends to participants. These activities are allowable as of 7/1/14.

Definition of Administrative Costs (10% limit)

These are costs generally associated with the expenditures related to the overall operation of the program. Administrative costs are associated with functions not related to the direct provision of services as outlined in the grant. Specifically, the project defines the following costs as administration:

- *Accounting, budgeting, financial and cash management functions;*
- *Procurement and purchasing functions (not otherwise covered by the grant);*
- *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 (not otherwise covered by the grant), 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.*