

Unified Local Youth Plan  
PY 2018 WIOA Youth Formula Funds  
SFY 2019 Minnesota Youth Program (MYP)

Due April 13, 2018

7PY 2018 WIOA Youth Formula Funds  
 SFY 2018 Minnesota Youth Program (MYP)  
 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>Northwest Private Industry Council</b> <b>1301 Hwy 1 East</b> <b>Thief River Falls, MN 56701</b>	
Director Name: Kristine Goddard-Anderson  Telephone Number: 218-683-8074  FAX: 218-681-0913  E-Mail: kanderson@nwpic.net	<b>Contact Name:</b> [Insert Name Here]  <b>Telephone Number:</b> [Insert Name Here]  <b>Fax:</b> [Insert Fax Number Here]  <b>E-Mail:</b> [Insert E-mail Address Here]

### Basic Organization Information

<b>Federal Employer ID Number:</b>	<b>Minnesota Tax Identification Number:</b>
36-34695532	36885809
<b>DUNS Number:</b>	<b>SWIFT Vendor ID Number (if known):</b>
193168622	

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.

<b>Signature:</b>	
<b>Title:</b>	
<b>Date:</b>	

## Checklist of Items to be Included With Your Unified Local Youth Plan Submitted to DEED:

**NOTE:** When the unified plan is approved by DEED, separate PSP and appropriate budget forms will be reissued for the WDA to update and complete, sign and return so funding can be released as quickly as possible.

- Signed Cover Page: \_\_\_\_\_
- Completed PRELIMINARY PY 2018 WIOA Youth Budget: \_\_\_\_\_
- Completed PRELIMINARY SFY 2019 MYP Budget: \_\_\_\_\_
- List of Youth Committee Members (if applicable): \_\_\_\_\_
- List of Youth Service Providers For PY18 (WIOA) and SFY19 (MYP): \_\_\_\_\_
- Current Youth Committee Mission Statement and Workplan (if applicable): \_\_\_\_\_
- Copy of the Most Recent Request For Proposal (RFP) Used to Select Service Providers and/or Services: \_\_\_\_\_
- Best Practices for Serving the Neediest Youth: \_\_\_\_\_
- Completed Narrative: \_\_\_\_\_

Attachment 2 - PY 2018 Budget Information Summary:  
WIOA Youth Formula Grant Program -(See page 6 for definitions of cost categories)

WDA Number and Contact:		Kristine Anderson – WDA 1 – Northwest Private Industry Council					
E-Mail Address/Phone No:		<a href="mailto:kanderson@nwpic.net">kanderson@nwpic.net</a> /218-683-8074					
Date Submitted (or Modified):		June 26, 2018					
Cost Category	Carryover From PY17	New WIOA Funds	Total Funds Available	Estimated Expenses 4/1/18 to 6/30/18	Estimated Expenses 4/1/18 to 9/30/18	Estimated Expenses 4/1/18 to 12/31/18	Estimated Expenses 4/1/18 to 3/31/19
	<i>(Cannot exceed 20% of PY 17 Amount.)</i>						
764/833 Administration	14,646	30,320	44,966	-	10,107	20,213	24,256
841 In-School Youth Work Experience Wages/Fringe	19,936	39,000	58,936	3,900	7,800	15,600	31,200
825 Out-of-School Youth Work Experience Wages/Fringe	2,600	11,000	13,600	-	2,200	4,400	8,800
872 In-School Youth Work Experience Staff Costs	-	14,192	14,192	1,470	2,941	5,882	11,764
855 Out-of-School Youth Work Experience Staff Costs	360	5,014	5,374	-	900	1,800	4,102
874 In-School Youth Direct Services (non-WE)		12,273	12,273	-	2,557	5,114	10,229
877 Out-of-School Youth Direct Services (Non-Work Exp.)	58,738	147,623	206,361	-	29,422	58,844	117,688
848 In-School Youth Support Services	1,500	2,376	3,876	237	475	950	1,901
862 Out-of-School Youth Support Services	5,723	9,931	15,654	-	1,914	3,828	7,657
860 In-School Youth Other Services	225	380	605	-	76	152	304
878 Out-of-School Youth Other Services	700	1,137	1,837	-	227	455	910
847 Individual Training Accounts (NEW)	-	30,321	30,321	-	6,064	12,128	24,257
<b>Total:</b>	104,428	303,207	407,635	5,607	64,683	129,366	243,068
<b>Estimated Percentage of NEW WIOA Funds Expended on Out-of-School Youth (Must be at least 75 percent):</b> _____							75%
<b>Estimated Percentage of NEW WIOA Funds Expended on Work Experience (Must be at least 20 percent):</b> _____							25%
<b>Estimated Total Number of Youth to be Served With WIOA Youth Funding:</b> _____							35

## Attachment 2

### SFY 2019 Budget Information Summary:

### Minnesota Youth Program

(See attached pages for definitions of cost categories)

WDA Number and Contact:	WDA 1 – John Preuss
E-Mail Address/Phone No:	<a href="mailto:jpreuss@intercountycc.org">jpreuss@intercountycc.org</a> / 218-796-5144 ext 18
Date Submitted (or Modified):	5/16/2018

Cost Category	Total Funds Available	Estimated Expenses 7/1/18 to 9/30/18	Estimated Expenses 7/1/18 to 12/31/18	Estimated Expenses 7/1/18 to 3/31/19	Estimated Expenses 7/1/18 to 6/30/19	Estimated Expenses 7/1/18 to 9/30/19	Carryover
764/833 Administration (Cannot Exceed 10%)	7365	1473	2946	4419	5892	7365	0
881 Youth Participant Wages and Fringe Benefits	28000	5600	11200	16800	22400	28000	0
885 Direct Services to Youth	27289	5458	10916	16373	21731	27289	0
860 Outreach to Schools (Direct Services; This can be up to 20 percent of your budget.)	10000	2000	4000	6000	8000	10000	0
891 Support Services	1000	200	400	600	800	1000	0
<b>Total:</b>	73654	14731	29462	44192	58923	73654	0

### Estimated Number of MYP Youth Served/Cost Per Participant

MYP Summer ONLY Youth Served:	5
MYP Year-Round Youth Served:	50
Outreach to Schools (OTS) Youth + Families Served (Note that OTS is an optional activity):	250
<b>Estimated Total Number of MYP Youth and Families Served:</b>	305
Estimated Cost Per MYP Participant:	1157
Estimated Cost Per OTS Participant-Family:	40

## Definitions of Cost Categories

**(WIOA and MYP) Administration** – Costs are defined by WIOA Final Rules and Regulations (2 CFR 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 to be “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;
- 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. Stipends provided for educational activities should be included in this cost category.

**(WIOA and MYP) Direct Services to Youth** – Costs associated with providing direct service to youth, EXCLUDING costs of youth participant wages and fringe benefits and support services. Wages and fringe benefits for staff who provide direct services to youth participants should be included in this cost category.

**IMPORTANT NOTE:** The definition of Direct Services to Youth also applies for those WDAs choosing to operate an “Outreach to Schools (OTS) Initiative.” At the discretion of the WDA, up to 20 percent of your MYP allocation may be used for Outreach to Schools activities. (See the following page for further discussion of OTS.)

**(WIOA and MYP) Support Services** – Items that are necessary for a youth to participate in WIOA, 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.

**(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 the WorkForce Center and information about the resources available at the WFC 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 ISEEK, 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 2018-2019 WIOA Performance\***

<b>WDA/Contact:</b>	<b>Kristine Anderson</b>
<b>E-Mail Address/Phone Number:</b>	<a href="mailto:kanderson@nwpic.net">kanderson@nwpic.net</a> / 218-683-8074
<b>Date Submitted (or Modified):</b>	<b>June 26, 2018</b>

<b>WIOA Youth Performance Measure</b>	<b>PY 2018 (PLANNED)</b>	<b>PY 2019 (PLANNED)</b>
Percent of youth achieving employment OR involved in education/training activities OR unsubsidized employment during the <b>second</b> quarter after exit from program	<b>66.0%</b>	<b>67.0%</b>
Percent of youth achieving employment or involved in education/training activities or unsubsidized employment during the <b>fourth</b> quarter after exit from program	<b>62.5%</b>	<b>62.5%</b>
Median earnings of participants in unsubsidized employment during second full calendar quarter after exit from program	<b>Baseline Data Collection Only For WIOA Youth</b>	<b>Baseline Data Collection Only For WIOA Youth</b>
Attainment of recognized postsecondary credential (including registered apprenticeship), a secondary school diploma, or its recognized equivalent either during program or <b>within 1 year</b> after program exit	<b>47.4%</b>	<b>47.4%</b>
Participation during a program year in education/training programs leading to: recognized postsecondary credential or employment and are achieving measurable skill gains toward such a credential or employment	<b>Baseline Data Collection Only For WIOA Youth</b>	<b>Baseline Data Collection Only For WIOA Youth</b>

**\*NOTE:** PY 18 and PY 19 WIOA Youth Formula Grant outcome data will be added to existing baseline performance data that will be incorporated into future performance adjustment models from DOL.



## Youth Committee Information For PY 2018/SFY 2019

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

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

YOUTH COMMITTEE MEMBER NAME	ORGANIZATION/REPRESENTING (Examples: Business, education, community-based organizations, youth, parents, etc.)	Full LWIB Member?
<b>Chair:</b> Sean Ranum <b>Phone Number:</b> 218-745-6733 <b>E-mail:</b> <a href="mailto:sean@nwrddc.org">sean@nwrddc.org</a>	<b>Northwest Regional Development Commission - Economic Development</b>	<b>Yes</b>
<b>Member Name:</b> Catherine Johnson <b>Phone Number:</b> 218-796-5144 <b>E-mail:</b> <a href="mailto:cjohnson@intercountycc.org">cjohnson@intercountycc.org</a>	<b>Community-Based Organization/ Program Operator</b>	<b>Yes</b>
<b>Member Name:</b> Ardell Larson <b>Phone Number:</b> <b>E-mail:</b> <a href="mailto:kicknupkountry@wiktel.com">kicknupkountry@wiktel.com</a>	<b>Northwest WIB/ Private Business – Kittson County</b>	<b>Yes</b>
<b>Member Name:</b> John Preuss <b>Phone Number:</b> 218-796-5144 <b>E-mail:</b> <a href="mailto:jpreuss@intercountycc.org">jpreuss@intercountycc.org</a>	<b>Community Based Organization/Program Operator</b>	<b>No</b>
<b>Member Name:</b> Kyle Allen <b>Phone Number:</b> 218-470-8321 <b>E-mail:</b> <a href="mailto:kyle.allen@co.polk.mn.us">kyle.allen@co.polk.mn.us</a>	<b>Corrections – Red River Valley Juvenile Center</b>	<b>No</b>
<b>Member Name:</b> Meg Kolden <b>Phone Number:</b> 218-684-1730 <b>E-mail:</b> <a href="mailto:mkolden@trf.k12.mn.us">mkolden@trf.k12.mn.us</a>	<b>Community Education – Local School District</b>	<b>No</b>
<b>Member Name:</b> Anne Hoefgen <b>Phone Number:</b> 218-233-8585 <b>E-mail:</b> <a href="mailto:ahoefgen@lsnmlaw.org">ahoefgen@lsnmlaw.org</a>	<b>Legal Services of Northwest Minnesota</b>	<b>No</b>
<b>Member Name:</b> Jason Pangiarella <b>Phone Number:</b> (218) 683-8548 <b>E-mail:</b> <a href="mailto:Jason.Pangiarella@northlandcollege.edu">Jason.Pangiarella@northlandcollege.edu</a>	<b>Northland Community &amp; Technical College – Student Services</b>	<b>No</b>
<b>Member Name:</b> Tom Leuthner <b>Phone Number:</b> 218-253-4393 <b>E-mail:</b> <a href="mailto:pine.prairie.coop@gvtel.com">pine.prairie.coop@gvtel.com</a>	<b>Carl Perkins/School-to-Work</b>	<b>No</b>

## Youth Service Provider Information For PY 2018/SFY 2019

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 as needed.

Youth Service Provider/Contact	WIOA	MYP
Name of Service Provider: Inter County Community Council Address: 207 Main Street PO Box 189 City, State, ZIP: Oklee, MN, 56742 Contact Person: John Preuss Contact Person Phone: 218-796-5144 ext 18 Contact Person E-Mail: jpreuss@intercountycc.org Service Provider Website: www.intercountycc.org	<div style="text-align: center;"> <b>Yes No</b>            In-School?    <input checked="" type="checkbox"/> <input type="checkbox"/> </div> <div style="text-align: center;">           Out-of-School? <input checked="" type="checkbox"/> <input type="checkbox"/> </div>	<div style="text-align: center;"> <b>Yes No</b>            Summer?    <input checked="" type="checkbox"/> <input type="checkbox"/> </div> <div style="text-align: center;">           Year-Round? <input checked="" type="checkbox"/> <input type="checkbox"/> </div> <div style="text-align: center;">           OTS*?        <input type="checkbox"/> <input checked="" type="checkbox"/> </div>

## Attachment 1

## Workplan: Youth Program Service Delivery Design (Includes WIOA Young Adult and MYP)

**IMPORTANT NOTE: The narrative section covers PY 2018 WIOA Young Adult and SFY 2019 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.**

Inter-County Community Council's (ICCC) Employment and Training Department will provide all Youth services. The Northwest Private Industry Council (NWPIC) issued an RFP for Program Year 2016 with an option to maintain that program provider for up to two additional years. The Workforce Development Board (NWPIC) expects to vote to retain ICCC as the program operator for WIOA Youth Programs for another year at its meeting on April 5, 2018.

- 2. Describe outreach and recruitment of:**

NWPIC and ICCC continue to enhance strong partnerships to assist with outreach and recruitment in every corner of our seven county service area. The distance and travel time for staff make these partnerships vital to the success of our program. Partnerships currently include:

- Over 20 school districts including, administrators, counselors, maintenance and teaching staff including special education teachers.
- Workforce Center/DEED staff including Vocational Rehabilitation
- Alternative Learning Centers in Roseau, Crookston and Thief River Falls
- Adult Basic Education providers and GED instructors in the service area
- Local Community College Financial Aid and Student Success Coordinator staff
- County Social Services
- Foster parents
- Foster parent support groups
- Probation agencies
- City Offices
- ICCC Programs
- Guardian ad litem Programs/Support Groups
- Past participants and their families/friends

### ***Out-of-School Youth ("OSY")***

The focus of ICCC's outreach and recruitment of Out-of-School youth is on eligible youth who are between the ages of 16 and 24 who are interested in advancing their skills through occupational skills training, post-secondary education, or work experiences. By

enhancing and strengthening our relationships with local partners, we have been able to identify youth who could benefit from the services we provide. ICCC and NWPIC will continue to maintain these vital relationships to encourage more OSY participation. ICCC also works with Head Department Leaders and Financial Aid offices to identify low-income students. This helps to ensure that the referral process to ICCC is seamless and each student is treated fairly and properly. We also continue to work closely with our local correctional facilities to identify those offenders who may be eligible for OSY.

ICCC will also continue the following steps to ensure all youth, who could benefit from services, know where services are located:

- Work closely with the local post-secondary institutions in our area. We will continue to strengthen our relationships and keep in regular contact with support professionals at the area colleges who work in disability/student support services and TRIO programs. The goal is that these professionals will have a solid understanding of our programs in order to increase the referrals of students planning to attend programs supported by current Labor Market Information and regional Occupations in Demand.
- Distribute a brief screening tool to community members and organizations that work with youth that provides basic understanding of our programs and helps potential applicants quickly determine if they may be eligible. This screening tool will not only be useful for applicant youth, but for community partners to better understand our programs.
- Distribute brief Occupations in Demand tools to be used for a quick reference guide to entice youth to further their education through post-secondary and/or certificate training opportunities.
- Work with local educational providers to continue to develop additional short-term training programs in high-demand, high-wage occupations such as welding, electrical, Commercial Driver's License, and healthcare occupations.
- Create marketing materials with a focus on older, OSY, possibly use a "Bridge to Success" marketing model with targeted outreach to young adults (use term young adult for marketing and outreach instead of youth).
- Offer incentives for completion of program goals such as steps within the GED, obtaining employment, etc.
- Connect with MFIP and DWP counselors to co-enroll young adults ages 16-24 who are accessing public assistance programs and those who are in families who are accessing TANF dollars.
- Increase Online Marketing Presence through a redesigned website and targeted Social Media engagement.
- Partner with mental health, guidance counselors and other youth staff high schools in our service area to encourage the identification and referral of potential and actual high school dropouts and those at-risk of dropping out.
- Continue growing partnerships with both juvenile and adult probation providers, along with local correctional facilities.

- Expand and deepen connections with Adult Basic Education, Alternative Learning Centers, and GED instructors to identify students who may be eligible and suitable for services.
- Continue relationships with local school districts to provide career pathway models to students.

### ***In-School Youth (“ISY”)***

With WIOA placing priority on the OSY, services to ISY are limited. By collaborating with schools, ICCC’s focus is to identify those who are most at-risk of dropping out.

Recruitment and outreach activities will continue to build stronger relationships with local schools and the ISY. These actions will include:

- Strengthened connections with school districts in the service area, including Alternative Learning Centers to educate and inform school staff about WIOA programs with an emphasis on guidance counselors, social workers’ and special education teachers, to ensure program information is available to students most “at risk.”
  - Encourage present and past participants to share program information with their friends and family members.
  - Participate in community events such as career expos, including the Northern Valley Career Expo, as well as other community outreach events in the service area.
  - Establish regular contact with county employment services staff in the area to determine if they have any clients or any client’s family members who may benefit from youth services. This includes working with county social services and other agencies that serve “at-risk”, youth and their families such as food shelves, mental health services, homeless youth and domestic violence advocates to identify youth that could benefit from services.
- 3. Describe eligibility determination process, include WDA’s strategy for use of the “5% window” for non-income eligible ISY and OSY participants (reminder: up to 5% of ISY and OSY participants served by WIOA Young Adults may be individuals who do not meet the income criteria for eligible in-school participants, 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.**

Currently, we do not intentionally use the 5% window. In the past we have used this as a buffer for information collection errors. Because we serve a relatively small number the 5% acts as a safety net.

- 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.**

WSA1 has defined “an individual who requires additional assistance to complete an education program or to secure and hold employment” by identifying youth/young adults

in need of services through outreach and recruitment to different facilities throughout our area. Once an application has been completed and sent to the main office, Job Training Specialists are in contact with the applicant within two weeks. From there, eligibility can be determined. Once all information is received, the applicant is enrolled and is able to start receiving assistance which may include: helping the youth develop realistic career planning, personal goals, financial barriers or lack of a sufficient work history.

Under WIOA, we will look at other WSAs who use the definition of at-risk youth from MN State Statute 116L.56 that includes any youth who are:

An at-risk youth who is classified as a family of one is deemed economically disadvantaged. For purposes of eligibility determination the following individuals are considered at-risk:

- a. A pregnant or parenting youth;
- b. A youth with limited English proficiency;
- c. A potential or actual school dropout;
- d. A youth in an offender or diversion program;
- e. A public assistance recipient or a recipient of group home services
- f. youth with disabilities including learning disabilities;
- g. A chemically dependent youth or child of drug or alcohol abusers;
- h. A homeless or runaway youth;
- i. A youth with basic skills deficiency;
- j. A youth with an educational attainment one or more levels below grade level appropriate to age; or
- k. A foster child

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

Objective assessments are a youth-centered, in-person evaluation of the youth's situation and needs related to work and the local labor market. This is the starting point in the larger process of identifying barriers and beginning comprehensive services to assist youth in achieving self-sufficiency. The objective assessment tools are used to identify employment barriers, family situation, education, occupational skills, attitudes towards work, motivation, behavior patterns affecting employment potential, and financial resources. When done correctly, this assessment helps the youth to become contributing members of the community.

ICCC's assessment process begins when an application is received. Job Training Specialists initially meet with the youth to get a better understanding of what the youths short and long-term goals are. The Job Training Specialist and the Coordinator identify programs that the participant may be eligible for. The counselor reviews the application with the participant and through conversation, starts to identify skills, interests, barriers and the individual needs of the client. Once determined eligible, the Job Training Specialist will

instruct the participant to take an iStart Strong assessment and then will meet with the participant individually. The participant and Job Training Specialist review the iStart Strong Assessment results together. An enrollment meeting is then scheduled and the Employment Plan is started. Staff guide youth in the decision-making process to establish employment and career goals as part of their Plan.

If the participant needs to complete GED training or wants to attend post-secondary training, basic skills need to be assessed. ICCC has partnered with ABE to administer the Test of Adult Basic Education (TABE). ICCC utilizes the TABE assessment which is the assessment tool utilized by our Adult Basic Education partner, to provide the best career pathway. In the event that there is an English Language Learner, ICCC will partner with the local ABE program and utilize assessments such as the Comprehensive Adult Student Assessment System (CASAS).

The results of the TABE are discussed and educational needs are identified. Career goals, skills and interest are discussed and a plan is developed to achieve these goals. This may include obtaining a high school diploma or GED, occupational skill training, and/or paid work experience. Barriers are identified and strategies to overcome are put into place. Job Training Specialists review Labor Market Information and occupations in-demand which aligns with the client's iStart Strong assessments to assist them in making informed decisions regarding their future in the workforce and identifying career pathways. Staff utilizes several Data Tools that are found on DEED's website along with community resources to provide the participant with as much information as possible.

Students interested in occupational skills training work individually with their counselor to determine the best path to achieve their goals. Participants are provided documentation on resume writing, soft skills and workplace skills. Participants work closely with Job Training Specialists to enhance job application and interviewing skills. Resumes are completed with each participant to ensure occupational skills are highlighted. Participants are provided with tools to apply and possible interview with employment opportunities.

The other students work individually with their counselor to learn these topics and complete a training packet which includes informational interviews, labor market/wages research, training program outcomes, required cut scores, costs, current budget and financial aid resources. Together the counselor and students will take the necessary steps to enroll and complete demand driven occupational skills training.

Participants who want to obtain their GED or attend post-secondary education have plans developed with the Job Training Specialist and ABE to obtain their career goals. If they have not met the educational requirements (at least an 11<sup>th</sup> grade education level) to be successful in post-secondary education, they will need to have additional training with ABE. If they are working to get their GED, ABE will provide them with a path to be successful in completing their GED. Once additional training is completed with ABE or the participant obtains their GED, the next step of educational goals are started. Each

participant is assessed and provided with a career path that is individualized to meet their needs. Our goal is to assist the participant to remove barriers and help pave the way for success.

Work experience is also provided as an opportunity for youth to develop critical job keeping and soft skills. It provides an opportunity for participants to explore different occupations and expand job search networking capability; all while earning income through the program. Many of the youth rely on work experience income to help support themselves and/or their family as they transition to economic self-sufficiency. Every effort is made to match youth in a work experience position aligned with their individual career pathway to further enhance unsubsidized employment prospects.

**6. Describe process for developing the Individual Service Strategy (ISS) and use of the Individualized Education Plan (IEP), including provision of wraparound support services.**

Staff works with youth participants in the development of an ISS. This is done using information from personal interviews, objective assessments, and basic skills testing results. The goal is to identify a clear employment goal, achievement objectives, and the proper combination of services for participants to reach the goal. The ISS reflects the expressed interests and needs of each individual participant. A comprehensive ISS includes both short and long-term goals and the steps necessary to reach the participants goals. The ISS is reviewed by the youth and staff on a regular basis to highlight benchmark goals as they are reached and to acknowledge changing needs of the youth. The ISS is updated to reflect the most up to date achievements and goals the participant and Job Training Specialist have set to complete.

The ISS is the basis for the entire case management strategy and is developed in partnership with the participant, reflecting the needs indicated by the objective assessment and the expressed interests and desires of the participant. It is not a formal contract, rather, the ISS is a framework for explaining decisions concerning the appropriate mix and sequence of services. The participant's involvement is critical so the participant has the tools necessary to be successful.

Job Training Specialists also meet with teachers for clients who are on an IEP. This is to ensure that the needs of the client are met and a conglomerated plan is utilized for both our program and the needs of teacher.

The ISS also reflects the participant's training and related financial assistance needs. This includes a discussion of various funding opportunities, including WIOA, Pell Grants, student loans, and other forms of financial aid necessary to ensure the participant can successfully complete a program.

Participants are not required to apply for a student loan or incur personal debt as a condition of WIOA participation. If the participant chooses to take out a loan, the participant is advised on loan repayment obligations. If WIOA resources are not



sufficient to provide the full range of training or supportive services identified in the ISS, staff will make every reasonable effort to arrange through other community agencies basic and occupational skills training, supportive services, pre-employment and work maturity skills training and work experience combined with skills training for participants.

The ISS and/or supplemental case notes are reviewed and updated periodically to reflect the participant's progress in meeting the objectives outlined in the ISS process including progress in obtaining basic skill attainment and the adequacy of the support services. The document is fluid meaning goals change and evolve as the youth works through their career development. Counselors meet with the youth on a regular basis to review the plan and determine any changes needed.

**7. Describe your strategy for providing experiential learning, work-based learning, and work experience for participants.**

Staff invests a considerable amount of time within the community developing quality worksites with supervisors devoted in mentoring. Careful consideration is given to the worksite so that it best aligns with the participants future career goals. Worksites are provided in both public and private sectors to provide the best opportunity for the participant. Worksite orientation and expectations are provided by staff with both the youth and the supervisor before a youth is placed into a worksite. Placing youth directly into the workforce with a strong commitment from the business to mentor and supervise makes work experience an excellent option for many of our youth. This includes varying degrees of experiential and work based learning processes. Worksite experiences and occupational skills internships provide an exposure for participants to build relationships worth potential future employers or to be a reference for a participant. ICCC offers On-the-Job Trainings (OJT) that may also provide an opportunity for participants to obtain employment that would be long-term with advancement opportunities. Although this option isn't used often, ICCC continues to build relationships with employers so participants have a wide variety of opportunities for better employer/employee matches.

**8. Describe your strategy for introducing Career Pathways for young adults and process for providing current labor market information on high-growth, in-demand occupations in the region.**

Job Training Specialists are provided with the necessary tools/resources to be up-to-date with Occupations In-Demand within the area. Up-to-date information on local and regional high-growth and in-demand occupations is readily available. Job Training Specialists work with participants to review the labor market information to make a solid and concise decision about their individual career path. Staff is also supported in this effort through in-service trainings with DEED's Labor Market Analyst and Data Tools including Job Vacancy Survey, Occupational Employment Statistics (OES), Occupations in Demand (OID), and Career Profiles. The typical wage, long-term employment outlook, training (or degree) required and schools that offer training programs for each occupation in interest is highlighted during career planning with youth.

Attention is given to participants who need additional educational training. Collaborations with ABE allow for the Job Training Specialist, participant and ABE teacher to develop a plan that will assist the participant to reach college-ready skills. The participant will follow an educational path created to ensure they are ready to attend college level courses. Once the participant's career pathway has been developed, the participant receives the necessary case management to be successful. Collaborating with community partners enhances the opportunity for a young person to enter a career pathway that is matched closely with their interests and skills.

Job Training Specialists have developed and maintained close relationships with local schools to provide additional resources to classes when needed. Along with presenting to students about career opportunities, staff provide hand-outs, labor market information and any resources that the school can provide to students. Job Training Specialists provide additional support as needed to ensure each student has the information to choose the correct career path for them.

The Workforce Development Board remains strategic in addressing local sector needs and regional opportunities that align with local/regional training opportunities with identified community business needs. Commitment continues to focus on employer and job seeker services centered around sector partnerships, career pathways and racial disparities. Well defined connections between area education providers, the business community, and WFC partners ensure that staff remains focused on industry sectors that offer high wages in in-demand employment opportunities. These initiatives allow program staff to link youth with the identified training necessary to develop skill sets sought by the local business community.

**9. Attach a copy of the WDA's policy for developing Individual Training Accounts (ITAs) and indicate the date approved by the LWIB/Youth Committee.**

Local Letter Policy 114, effective on July 1, 2008, is attached. This policy, along with all our Youth policies are being reviewed and updated to reflect the new guidelines. Our policies will outline the ITA process and will be approved by the Youth Committee and Workforce Board.

**10. Describe follow-up strategies for the WIOA Young Adult program.**

When youth have successfully completed their goals and have exited the program, they receive notification that they will continue to be eligible for services for 12 months following exit. By developing close positive relationships with youth, staff will follow up with the youth, at a minimum of quarterly after exit. We obtain contact information for young adults including cell phone numbers of participants and an alternative contact to provide follow-up services. The Job Training Specialist will continue to share information they hear about hiring events, community resources and other services the youth may be interested in. We will also access social media and other non-traditional means of communication, such as texting with participants.

**11. Describe the Youth Incentive Policy (attach copy and identify date approved by the LWIB/Youth Committee).**

Currently we do not have an incentive policy. We are, however, in the process of drafting one. ICCC program director will reach out to DEED Youth Staff for technical assistance to identify any other approved incentive policies that we could use to model a new policy in Northwest Minnesota. It is anticipated that incentives would be given for obtaining a credential, obtaining full-time employment, and/or maintaining full-time employment. ICCC will also focus on providing incentives for meeting quarterly outcomes. Additional information will be provided in the policy.

**\*\* A Youth Incentive Policy will be considered by the NWPIC Board on April 5, 2018.**

**12. Describe how co-enrollments will be facilitated for youth.**

WIOA provides the framework to really develop fully functioning partnerships with public assistance, vocational rehabilitation, and Adult WIOA programs. We will work to better leverage these programs for the benefit of participants so that they can achieve employment and training success. Joint use of WF1 will allow for tracking of financial payments and ensure there is no duplication in the financial support services participants may receive. Initial discussions with partner agencies highlight the desire and need to have regular and joint client meetings and staff involvement to discuss spending plans, strategies for success, and how to manage possible set-backs. A team approach to service for the participants will be utilized whenever possible.

We will also co-enroll eligible youth in MYP to help ensure smooth transitions to WIOA for those students who are in need of additional career development services.

**13. Describe local partnerships to serve “opportunity youth” who have significant barriers to employment and/or youth who are under-served and under-represented in the workforce, including:**

- ***Dropouts and potential dropouts***

ICCC works closely with local ABE providers, homeless youth programs, local ALCs, MFIP and SNAP providers to identify students that have dropped out of high school or who are no longer age-eligible for high school. Information is provided to partners to highlight the services ICCC can provide to the students. Applications and brochures are provided to partners to ensure that participants are able to receive services as needed. We feel strongly that early intervention can provide a successful outcome.

Our ultimate goal for out-of-school youth will be placement and retention in unsubsidized employment at a family sustainable wage in high-growth, high-demand occupations as well as the completion of an occupational skills training.

Strategies we will employ to help youth meet that goal include:

- Assistance in obtaining a high school diploma/GED
- Basic Skills: Ensure youth have the basic skills necessary to succeed in

education/employment.

- Occupational Skills: Youth to obtain a credential in an occupational skills training
- Work Readiness Skills: Ensure youth have job seeking and job keeping skills
- Work Experience Opportunities to provide job skills training

- ***Youth with language and/or cultural barriers to employment***

ICCC staff work closely with ABE to coordinate services for youth with language and/or cultural barriers for employment and training services. With the new Americans emerging populations located in East Grand Forks, ICCC has been working with local school districts and North Dakota Workforce Centers to ensure youth are able to obtain services needed for successful unsubsidized employment.

- ***Youth in foster care and aging out of foster care***

Youth in foster care and aging out of foster care can benefit significantly from employment and training services. ICCC is working to develop relationships with social workers and mental health services to encourage referrals to WIOA programs. ICCC will also work closely with additional organizations to identify youth that could benefit from additional services. Information about employment and training services are provided to social work programs and mental health services. ICCC will continue to build relationships and encourage participation in the Youth Committee to identify youth at-risk.

- ***Homeless youth or runaways***

ICCC provides assistance to homeless youth or runaways through the Family Services department, a department of ICCC. Currently ICCC is partnering on a project to create a comprehensive homeless response system in the Northwest Minnesota Region for unaccompanied youth, ages 16-24 years, making youth homelessness rare, brief and non-recurring. The proposed project would serve the Northwest Minnesota Continuum of Care (CoC) 12-county geographic area including: Beltrami, Clearwater, Hubbard, Kittson, Lake of the Woods, Mahnomen, Marshall, Norman, Pennington, Polk, Roseau, and Red Lake. A specific component of this comprehensive response system is working on employment with homeless youth. This project will coordinate, build on and expand the existing collaboration with the employment and training services dedicated to serving the youth in the region. These would include working with WIOA in school and out of school partners as well as the Minnesota Youth Program. They will also work with other mainstream and private market employers and training programs to develop on-the-job training and foster new relationships and programs. Job Training Specialists and homeless case managers currently meet with participants simultaneously to reduce the amount of times the participant needs to come to a local office and approach case management as a team approach. ICCC is also currently applying for additional funds through a HUD youth demonstration grant where ICCC would be the fiscal host to enhance and strengthen efforts in serving homeless youth in a 12 county service area.

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

ICCC Job Training Specialists have been working to develop relationships with local county correctional facilities. With the beginning of these relationships, ICCC has seen an increase

of referrals from local probation officers. ICCC will include any of the youth's compliance requirements in the ISS. ICCC will work to reduce barriers the youth may face due to their criminal background. This may include but not limited to, work experiences or internships in their local communities. ICCC will be implementing Career Planning: Reintegration within correctional facilities to provide information to inmates in regards to employment and our services. We will look to provide opportunities outside their current community if they feel their reputation creates a barrier for employment.

Job Training Specialists will work with youth on a one-to-one basis to explore contributing factors to their situations and refer them to other community resources as needed. These referrals may include:

- Drug/Alcohol
- Mental Health
- Financial and Legal Counseling

- ***Youth with disabilities***

Youth with disabilities are generally referred to ICCC from local school districts. Job Training Specialists will work closely with special education providers at local high schools and alternative learning centers to identify students with disabilities who can benefit from additional services. Vocational Rehabilitation Services also provide referrals for WIOA services and work closely with Job Training Specialists to align services for the participants. Job Training Specialists continue to build relationships with different disability providers in the community. Job Training Specialists will identify barriers attributed to their disability and implement plans to reduce the barriers in the future.

- ***Teen parents***

ICCC focuses on building relationships with MFIP, DWP and SNAP program providers who serve teen parents. We work to identify the participants that can use our services. We also work with ABE to identify the participants who are receiving their services. ICCC will also look to other community programs for referrals. These include: human services, Public Health, Women Infants and Children (WIC), Early Childhood Family Education (ECFE) and HeadStart. We are focusing on those participants who are non-recipients of public assistance programs as well by providing information within public locations. ICCC will be receiving TANF Innovation funds in 2017 to also assist teen parents. ICCC will work to co-enroll participants in both programs to provide the most services possible.

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

ICCC will work with local ABE providers and local school districts to encourage potential participants to apply. ICCC will continue to build their relationships with community representatives for the new emerging populations to share information about ICCC and Employment & Training Programs.

With each opportunity, the provided services youth receive will include:

- Intensive Job Search
- Assistance developing employment plans and goals
- Resume workshops and personal resume development assistance

- Mock interviews, interview practice and coaching
- Short-term training resulting in credentials
- Postsecondary education (up to 2 years assistance)
- Internships, work experiences, On-the-Job Training (OJT) and volunteer work
- Promotion of the Work Opportunity Tax Credit (WOTC) and Federal Bonding Program incentives for employers
- Attainment of full-time unsubsidized employment
- Ongoing support services to ensure/encourage job retention
- Referral to support services

**14. Describe how the Work Readiness Indicator will be implemented for youth participants. If the WDA uses a standardized form for measuring and documenting work readiness skills, please attach a copy.**

Work Readiness is measured on Work Experience time cards and Worksite Evaluations, both completed by the Worksite Supervisor, youth participant and Job Training Specialist. The Job Training Specialist maintains regular contact with the worksite supervisor to ensure situations are handled appropriately and in a timely manner. The Job Training Specialist maintains regular contact with the participant to ensure the participant is working well with the supervisor and performing duties correctly at the worksite. Each time card has a section where the supervisor can indicate what the participant has done very well at, acceptable at and where the participant needs to improve. This information is reviewed every two weeks to ensure standards are met.

- ***Approach to assuring work readiness skill attainment for youth participants***

ICCC's approach to assuring work readiness skill attainment for youth participants is done by surveying the supervisor, youth, Job Training Specialist and also the post-assessment. Participants add the experience and skills to their current resume that showcases what they have attained. The Job Training Specialist will speak with the supervisor to see what skills they felt they attained and what they need to work on. Each participant will ask the supervisor if they are willing to provide a reference for future employment opportunities.

- ***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.***

Job Training Specialists will review participants with worksites to ensure the supervisor has the opportunity to evaluate the participant. This will be completed with an in-person meeting, ongoing evaluation forms and the use of questionnaires on time cards. Due to the limited worksites in rural areas, Job Training Specialists communicate frequently to ensure the supervisor and participant are satisfied.

**15. If the WSA is planning to provide Outreach to Schools activities in SFY 2018 as a component of MYP, please describe. See page 6 for definition of OTS activities.**

ICCC Job Training Specialist will be working with school districts in the area to provide Career Pathway Guidance workshops. The goal of the workshops is to provide an interactive experience for high school youth to learn about:

- Local In Demand Careers
- Average wages of those in demand careers
- Requirements to successfully make it down that career pathway (ie schooling, apprenticeships, etc.)
- Financial Aid Training (i.e. FAFSA and how to fill it out.)

**16. 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 3)
- ***Private sector internships, on-the-job training, mentoring, job shadowing, pre-apprenticeship or apprenticeship training.***

ICCC Job Training Specialists work very closely with local employers to develop work experiences, internships, mentoring opportunities, job shadowing and OJT’s. Mentoring youth and leading by example provides a learning experience for the youth. The youth can benefit from a crew setting or group activity. Adult supervisors mentor and teach youth soft skills while also teaching work readiness skills. Youth respond well to positive reinforcement and by being guided by co-workers and supervisors that can model this affirmative behavior. Youth gain knowledge and experience by being provided with expectations, rules and guidelines. ICCC will examine other best practices in the State and look at implementing a program similar to the CMJTS Workforce Protégé program as part of our Work Experience program. This, or similar programs, will enhance existing strategies to allow a youth participant to bridge that gap between training and being employed long-term. The goal will be to provide youth with career building blocks of clear expectations and directed feedback, ongoing communication, and in person mentoring.

With regard to youth apprenticeships, very few apprenticeship programs exist in the Northwest region. We believe that the reason for the lack of programs include a lack awareness of apprenticeship opportunities by the business community and the lack of shared knowledge to start an apprenticeship program. Our current involvement with apprenticeships are minimal, however, our organization is working continuously to increase overall awareness of how to get participants/businesses involved in order to expand knowledge of apprenticeship opportunities and eliminate preconceived ideas about apprenticeships to businesses, schools, and the general public.

NWPIC and ICCC Youth staff will be partners, along with our DEED Regional Workforce Strategist, in helping to promote a variety of programs – including youth

apprenticeships – at an upcoming Workforce Solutions Roundtable (scheduled for April 19, 2018, in Thief River Falls). Staff will continue as active partners in ongoing Regional Planning strategies and events.

- ***Strategies implemented during the Disability Employment Initiative including: Integrated Resource Teams (IRTs); expanded collaboration with local partners, including Vocational Rehabilitation Services (VRS); and activities related to the “Guideposts for Success” such as employability skills/work experience, career preparation, leadership development, family engagement, and connecting activities.***

The implementation of the key strategic approaches for the DEI Project including Guideposts to Success, Integrated Resources Teams, and Partnerships & Collaborations have proven to be difficult, but we plan to continue the development of the following practices:

- ***IRT meetings*** will be instrumental in coordinating services and resources with multiple agencies for youth with disabilities. The IRTs will result in increased communication and coordination between agencies. This strategy will be helpful for all youth participants.
- ***Guideposts for Success*** represent key educational and career development interventions that make a positive difference in the lives of youth with disabilities. The Guideposts strategy can benefit all youth participants and has been included in the youth assessment and Individual Service Strategy for all youth programming.
- ***Meetings with Vocational Rehabilitation Services*** – Due to the number of youth jointly being served by VRS and ICCC, staff from both agencies communicate on a regular basis and meetings are scheduled to discuss co-enrolled youth, services and resources. This helps ensure that both agencies have a better understanding of what each other does and result in appropriate referrals and, ultimately, more youth served. It also provides the participant with an overall review of all services available through both programs.
- ***Build on Existing Relationships with high school special education staff*** has resulted in increased referrals. The staff at local high schools have a better understanding of the services that ICCC provides to youth with disabilities.
- ***Strategies for coordinating with after-school and out-of-school time programming.***  
Staff keep up to date on after-school and out-of-school programming by checking in with school administration, checking school websites and attending community planning meetings.
- ***Connections with MFIP and SNAP partners to assure policy alignment for youth under age 25.***

We have an existing partnership with local County Social Service agencies, both with formal and informal relationships. ICCC staff currently receives and implements a



SNAP outreach grant and works very closely on an agency-wide screening process to make sure that all individuals served by our agency are screened and application assistance and completion is offered. In addition, ICCC's governing board is made up of County Commissioner representation from four counties that we cover. This enables us to have an open dialogue between services offered by the County as well as our agency.

[Attachment 3]

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 Ex-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				
ICCC Job Training Specialists will continue to collaborate with county court services/probation agents to identify candidates for WIOA and MYP participation, and provide them with meaningful training and workforce preparation assistance.	ICCC Job Training Specialists will continue to work with Child Protection services and other partners that serve youth who have a history of out-of-home placement, to identify, serve, and support these youth as they transition into the workforce.	ICCC Job Training Specialists will continue to work with MN Department of Vocational Rehabilitation Services to find opportunities for co-enrollment and to serve those who are unable to be served by DRS.	ICCC Job Training Specialists educate, coordinate and provide services to this population in collaboration with the Homeless Youth staff at ICCC to identify youth in need of employment or training assistance.	ICCC Job Training Specialists partner with area high school staff, alternative learning centers and Adult Basic Education to provide financial support for obtaining GED and will offer employment and training services to this population as appropriate.
ICCC Job Training Specialists work with partners in youth and adult probation to help offenders overcome their barriers and obstacles to build the skills necessary for success in the workplace.	ICCC Job Training Specialists will continue to work with Human Services, Foster parents and school counselors/social workers to provide youth aging out of care, to explore, identify, and attain positive educational, career, and life goals.	ICCC Job Training Specialists will continue to build relationships with schools and community partners to ensure youth with disabilities are provided with services appropriate to identify and achieve employment goals.	ICCC Job Training Specialists work with ICCC’s Family Services staff who provide housing programs such as FHPAP to identify youth needing services who are homeless or at risk of becoming homeless.	For potential high school dropouts, services will be individualized and significant barriers identified. A service strategy will be developed to overcome the barrier depending on the needs of the youth, including: more frequent contact & intensive one-on-one services; referral or coordination with other community resources such as Rehabilitation Services, community education (ABE/ESL/GED), Human Services, and corrections.
ICCC will implement Career Planning: Reintegration within correctional facilities to provide information about employment and our programs to inmates.	ICCC Job Training Specialists will continue to work with Human Services, Foster parents and school counselors/social workers to provide youth aging out of care, to explore, identify, and attain positive educational, career, and life goals.		Our Regional Continuum of Care has a mission to prevent, respond, and help homelessness by coordinating services and maximizing resources. Partners include: Human Services, HRA, Salvation Army, ICCC, VIP, Transitional Housing, and K-12 schools.	