

PY 2020 WIOA Youth Formula Funds
 SFY 2021 Minnesota Youth Program (MYP)
 Cover Sheet/Signature Page

APPLICANT AGENCY - Use the legal name and full address of the fiscal agency with whom the grant will be executed.	Contact Name and Address
Anoka County Job Training Center 1201 89th Ave NE, Suite 235 Blaine, MN 55434	Bridgett Backman/Manager Darcy Hokkanen/Program Coordinator 1201 89th Ave NE, Suite 235 Blaine, MN 55434
Director Name: Nicole Swanson Telephone Number: 763-324-2313 Fax: 763-324-2292 E-Mail: Nicole.Swanson@co.anoka.mn.us	Contact Name: Bridgett Backman Darcy Hokkanen Telephone Number: Bridgett: 763-324-2319 Darcy: 763-324-2306 Fax: 763-324-2294 E-Mail: Bridgett.Backman@co.anoka.mn.us Darcy.Hokkanen@co.anoka.mn.us

Basic Organization Information

Federal Employer ID Number:	Minnesota Tax Identification Number:
41-6005752	8026263
DUNS Number:	SWIFT Vendor ID Number (if known):
071771083	

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

Signature:	
Title:	Director
Date:	

Attachment 2

PY 2020 Budget Information Summary:

WIOA Youth Formula Grant Program (updated 5/1/20)

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

(See following pages for definitions of cost categories)

WDA Number, Contact, E-Mail:	#12 Anoka County Job Training Center
Date Submitted (or Modified):	May 11, 2020

Cost Category	Carryover From PY19 (Cannot exceed 20% of PY 19 Amount.)	New WIOA Funds	Total Funds Available	Estimated Expenses 4/1/20 to 6/30/20	Estimated Expenses 4/1/20 to 9/30/20	Estimated Expenses 4/1/20 to 12/31/20	Estimated Expenses 4/1/20 to 3/31/21
764/833 Administration (Cannot Exceed 10%)	\$1,987	\$22,088	\$24,075	\$3,535	\$9,060	\$14,580	\$22,088
841 In-School Youth Work Experience Wages/Fringe	\$6,643	\$4,800	\$11,443	\$0	\$1,000	\$2,500	\$4,800
825 Out-of-School Youth Work Experience Wages/Fringe	\$18,319	\$21,100	\$39,419	\$0	\$12,000	\$17,000	\$21,100
872 In-School Youth Work Experience Staff Costs	\$0	\$8,500	\$8,500	\$2,125	\$4,250	\$6,775	\$8,500
855 Out-of-School Youth Work Experience Staff Costs	\$2,520	\$23,000	\$25,520	\$3,230	\$6,730	\$11,730	\$23,000
874 In-School Youth Direct Services (Non-Work Exp.)	\$0	\$48,000	\$48,000	\$12,000	\$24,000	\$36,000	\$48,000
877 Out-of-School Youth Direct Services (Non-Work Exp.)	\$2,709	\$57,447	\$60,156	\$11,650	\$26,900	\$41,900	\$57,447
848 In-School Youth Support Services	\$0	\$550	\$550	\$250	\$400	\$450	\$550
862 Out-of-School Youth Support Services	\$0	\$4,400	\$4,400	\$1,100	\$2,200	\$3,300	\$4,400
860 In-School Youth Other Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
878 Out-of-School Youth Other Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
837 In-School Youth Training	\$0	\$1,000	\$1,000	\$0	\$500	\$500	\$1,000
838 Out-of-School Youth Training	\$31,216	\$30,000	\$61,216	\$1,000	\$20,000	\$25,000	\$30,000
Total:	\$63,394	\$220,885	\$284,279	\$34,890	\$107,040	\$159,735	\$220,885
Estimated Percentage of NEW WIOA Funds Expended on Out-of-School Youth (Must be at least 60 percent*):							68%
Estimated Percentage of NEW WIOA Funds Expended on Work Experience (Must be at least 20 percent):							28%
Estimated Total Number of Youth to be Served With WIOA Youth Funding:							59

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

Attachment 2

SFY 2021 Budget Information Summary:

Minnesota Youth Program

(See page 6 for definitions of cost categories)

WDA Number and Contact:	#12, Becky White, Business Operations Manager
E-Mail Address/Phone No:	Becky.White@co.anoka.mn.us 763-324-2303
Date Submitted (or Modified):	

Cost Category	Total Funds Available	Estimated Expenses 7/1/20 to 9/30/20	Estimated Expenses 7/1/20 to 12/31/20	Estimated Expenses 7/1/20 to 3/31/21	Estimated Expenses 7/1/20 to 6/30/21	Carryover
764/833 Administration (Cannot Exceed 10%)	\$15,416	\$0	\$4,550	\$9,580	\$15,416	\$0
881 Youth Participant Wages and Fringe Benefits	\$42,550	\$17,500	\$23,300	\$34,900	\$42,550	\$0
885 Direct Services to Youth	\$73,700	\$9,439	\$25,800	\$54,250	\$73,700	\$0
860 Outreach to Schools (Direct Services; This can be up to 20 percent of your budget.)	\$20,000	\$2,550	\$6,900	\$11,700	\$20,000	\$0
891 Support Services	\$2,500	\$1,200	\$1,975	\$2,000	\$2,500	\$0
Total:	\$154,166	\$30,689	\$62,525	\$112,430	\$154,166	\$0

Estimated Number of MYP Youth Served/Cost Per Participant

Estimated No. of MYP Youth Served:	140
Outreach to Schools (OTS) Youth + Families Served (Note that OTS is an optional activity):	1,300
Estimated Total Number of MYP Youth and Families Served:	1,440
Estimated Cost Per MYP Participant:	\$922
Estimated Cost Per OTS Participant-Family:	\$19

Definitions of Cost Categories

(WIOA and MYP) Administration – Costs are defined by federal Uniform Guidance (2 CFR, Section 200) and are generally associated with the expenditures related to the overall operation of the employment and training system. Administrative costs are associated with functions not related to the direct provision of services to program participants. These costs can be both personnel and non-personnel and both direct and indirect.

Specifically, the following functions are considered “administrative”:

- Accounting, budgeting, financial and cash management functions;
- Procurement and purchasing functions;
- Property management functions;
- Personnel management functions;
- Payroll functions;
- Audit functions
- Incident reports response functions;
- General legal service functions;
- Costs of goods and services required for the administrative functions of the program including such items as rental/purchase of equipment, utilities, office supplies, postage, and rental and maintenance of office space;
- Systems and procedures required to carry out the above administrative functions including necessary monitoring and oversight; and,
- Travel costs incurred for official business related to the above administrative functions.

(WIOA and MYP) Youth Participant Wages and Fringe Benefits – Wages and benefits paid directly to youth participants while engaged in program activities. Stipends provided for educational activities should be included in this cost category. For WIOA Youth budgeting and reporting only, these expenses are itemized separately on the monthly Reimbursement Payment Request (RPR) form/Financial Status Report (FSR) form for In-School Youth (ISY) and Out-of-School Youth (OSY).

(WIOA Youth ONLY) Youth Work Experience Staff Costs – Costs associated with staff recruiting, training and/or monitoring worksites where WIOA Youth work experience participants are placed. Staff wages and fringe should be allocated on a pro-rated basis (as appropriate), with the remaining portion of staff wages and fringe allocated to “Direct Services to Youth” category. This category applies to WIOA Youth funds ONLY; these expenses are itemized separately on the monthly Reimbursement Payment Request (RPR) form/Financial Status Report (FSR) form for In-School Youth (ISY) and Out-of-School Youth (OSY).

(WIOA and MYP) Direct Services to Youth – Costs associated with providing direct service to youth, EXCLUDING costs of youth participant wages and fringe benefits, support services and (WIOA Youth funds only) Individual Training Accounts for OSY or ISY. Wages and fringe benefits for staff who provide direct services to youth participants should be included in this cost category. For WIOA Youth budgeting and reporting only, these expenses are itemized separately on the monthly Reimbursement Payment Request (RPR) form/Financial Status Report (FSR) form for In-School Youth (ISY) and Out-of-School Youth (OSY).

IMPORTANT NOTE: The definition of Direct Services to Youth also applies for those WDAs choosing to operate an “Outreach to Schools (OTS) Initiative” under MYP. At the discretion of

the WDA, up to 20 percent of the MYP allocation may be used for Outreach to Schools activities. (See below for further discussion of OTS.)

(WIOA and MYP) Support Services – Items that are necessary for a youth to participate in WIOA or MYP, such as transportation, clothing, tools, child care, housing/rental assistance, school-related expenses, etc. These expenses may be paid directly to the youth or to a third-party vendor. For WIOA Youth budgeting and reporting only, these expenses are itemized separately on the monthly Reimbursement Payment Request (RPR) form/Financial Status Report (FSR) form for In-School Youth (ISY) and Out-of-School Youth (OSY).

(WIOA Youth ONLY) Other Services – This category should be used only for reporting program expenditures that otherwise do not necessarily fit in one of the other categories. WDAs using this category should be prepared to summarize and explain how these funds are being used. This category applies to WIOA Youth funds ONLY; these expenses are itemized separately on the monthly Reimbursement Payment Request (RPR) form/Financial Status Report (FSR) form for In-School Youth (ISY) and Out-of-School Youth (OSY).

(WIOA Youth ONLY) Training (new category) – The Training reporting line should consider all costs for training, including, but not limited to: all tuition costs and materials - books, tools, etc., as applicable. All forms of training must be accounted for, including but not limited to: occupational skills training; school equivalency (General Education Development/High School Equivalency Test/Testing Assessing Secondary Completion) training; Registered Apprenticeship Programs (RAPs); Industry Recognized Apprenticeship Programs (IRAPs); on-the-job training (OJT); incumbent worker training; and customized training. **Funds used for Individual Training Accounts (ITAs) by those WDAs using ITAs for youth should also be included.** This category applies to WIOA Youth funds ONLY; these expenses are itemized separately on the monthly Reimbursement Payment Request (RPR) form/Financial Status Report (FSR) form for Out-of-School Youth (OSY).

(MYP ONLY) Outreach to Schools Activities – Outreach to Schools (OTS) activities complement the work of existing school counselors and provide youth and families with career exploration and career counseling, college information and current labor market information. Examples of Outreach to Schools activities that have been implemented include (but are not limited to):

- Providing information to individuals and groups regarding occupations and industries in demand and with the highest growth throughout the region using current labor market information, including providing opportunities for students to directly experience occupations through job shadowing, mentoring and business tours.
- Providing workshops to classes on planning for post-secondary training, including accessing financial aid and selecting an appropriate program, as well as other career planning topics such as goal setting and navigating business culture. Providing opportunities to interact with local business and industry including tours, organizing business and industry speaker panels, job shadowing, and mentoring.
- Providing individual counseling and career exploration including career assessments, resume preparation and job search assistance, and mock interviews.
- Tours of CareerForce locations and information about the resources available and how to access and utilize the resources.
- Connections to community and private sector resources through a local career fair, career event, and tours of businesses in strategic industries.

- Group and individual counseling including instruction and presentations on 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 2020-2021 WIOA Youth Performance*
(Definitions of Each Measure are on the Following Page)
UPDATED 6-3-2020

WDA/Contact:	Nicole Swanson, Director
E-Mail Address/Phone Number:	Nicole.swanson@co.anoka.mn.us 763-324-2313
Date Submitted (or Modified):	07/08/2020

WIOA Youth Performance Measure	PY 2018 (STATE ACTUAL)	PY 2019 (NEGOTIATED STATE GOAL)	PY20-21 DOL SAM Adjusted Performance Level***	PY 2020 (NEGOTIATED STATE GOAL)	PY 2021 (NEGOTIATED STATE GOAL)	PY 2020 (PLANNED)	PY 2021 (PLANNED)
Employment/Training 2nd Quarter After Exit:	79.5%	67.0%	77.4%	75.0%	76.0%	75.0%	76.0%
Employment/Training 4th Quarter After Exit:	76.5%	62.5%	N/A	73.0%	74.0%	73.0%	74.0%
Credential Attainment:	65.3%	47.7%	N/A	62.0%	62.5%	62.0%	62.5%
Median Earnings:	\$3,984	Baseline**	\$3,852	\$3,700	\$3,700	\$3,700	\$3,700
Measurable Skills Gain:	45.6%	Baseline**	53.4%	49.0%	49.0%	49.0%	49.0%

NOTES:

*PY 20 and PY 21 WIOA Youth Formula Grant outcome data will be added to existing baseline performance data for use in future statistical adjustment models from DOL.

**"Baseline" means that WIOA Youth data collected through PY19 will be used in subsequent years to produce an updated Statistical Adjustment Model that generates an estimated value.

***SAM = The three values for WIOA Youth were calculated as part of DOLETA's "Statistical Adjustment Model" for PY20 and PY21, based on a combination of national and state-level data from PY17 and PY18 collected by DOL.

WIOA Youth Performance Definitions

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

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

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

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

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

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

Youth Committee Information for PY 2020/SFY 2021

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

Mission: The Standing Youth Committee collaborates to share resources and deliver services to Anoka County young adults (ages 14 – 24) by empowering them to achieve skills, knowledge and confidence resulting in their educational, workplace and personal success.

Vision: Empowering Young Adults to accomplish their goals through education and gaining experience leading to a successful career.

Work Plan Goals:

1. Identify successful strategies and service providers while working with existing community service networks to develop the local youth plan.
2. Set policies, conduct oversight, increase awareness and improve the quality of youth services while advising the Anoka County Workforce Development Board
3. Create a system that helps youth develop into lifelong learners who understand how to make ongoing life transitions, embrace citizenship, and participate in personal and community enrichment activities.

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

YOUTH COMMITTEE MEMBER NAME	ORGANIZATION/REPRESENTING (examples: business, education, community-based organizations, youth, parent, etc.)	Full LWDB Member?
Chair Name: Jessica Lipa Phone Number: 763-433-4001 E-Mail: jessica.lipa@ahschools.us	Anoka Hennepin School District	Yes
Member Name: Jill Davis/April Sedgwick Phone Number: 763-324-1638/763-324-1622 E-Mail: Jill.Davis@co.anoka.mn.us April.Sedgwick@co.anoka.mn.us	Anoka County Human Services/Foster Care	No
Member Name: Lisa Harris Phone Number: 763-433-1292 E-Mail: lisa.harris@anokaramsey.edu	Anoka Ramsey Community College * ARCC is represented on our LWDB	No *
Member Name: Christa Hayes Phone Number: 763-576-4008 E-Mail: chayes@anokatech.edu	Anoka Technical College * ATC is represented on our LWDB	No *
Member Name: Sean Johns Phone Number: 763-433-1124 E-Mail: Sean.Johns@anokaramsey.edu	Anoka Technical College * ATC is represented on our LWDB	No*
Member Name: Sara Kemp Phone Number: 763-323-2066 ext. 106 E-Mail: SKemp@hope4youthmn.org	Hope 4 Youth	No
Member Name: Virginia Nayman-Tonn Phone Number: 612-823-4360 E-Mail: Nayman-Tonn.virginia@jobcorps.org	Job Corps	No
Member Name: Paul Nikstad Phone Number: 651-444-1820 E-Mail: Nikstad.paul@jobcorps.org	Job Corps	No
Member Name: Betsy Olson Phone Number: 763-767-3847 E-Mail: Betolson@umn.edu	University of Minnesota Extension – 4 H	No
Member Name: Jenny Reinardy Phone Number: 763-279-4359 E-Mail: Jenny.Reinardy@state.mn.us	MN Dept. of Rehabilitation Services * VRS is represented on our LWDB	No *
Member Name: Madeline Rudawski Phone Number: 763-324-1398 E-Mail: Madeline.Rudawski@co.anoka.mn.us	Anoka County Libraries	No
Member Name: Linda Yankovec Phone Number: 763-576-7946 E-Mail: Linda.Yankovec@ahschools.us	Anoka-Hennepin Technical High School	No

Member Name: Theresa Zingery Phone Number: 763-506-1262 E-Mail: Theresa.Zingery@ahschools.us	Adult Basic Education * Metro North ABE is represented on our LWDB	Yes
Member Name: Betty Notto Phone Number: 763-220-2324 E-Mail: Betty.Notto@ymcamn.org	YMCA	No
Staff Member Name: Jenilee Drilling Phone Number: 763-324-2283 E-Mail: Jenilee.Drilling@co.anoka.mn	Anoka County Job Training Center	No
Staff Member Name: Josh Mitchell Phone Number: 763-324-2283 E-Mail: Joshua.Mitchell@co.anoka.mn	Anoka County Job Training Center	No
Staff Member Name: Darcy Hokkanen Phone Number: 763-324-2306 E-Mail: Darcy.Hokkanen@co.anoka.mn.us	Anoka County Job Training Center	No
Staff Member Name: Kelly Kleppen Phone Number: 763-324-2287 E-Mail: Kelly.Kleppen@co.anoka.mn.us	Anoka County Job Training Center	No
Staff Member Name: Bridgett Backman Phone Number: 763-324-2319 E-Mail: Bridgett.Backman@co.anoka.mn.us	Anoka County Job Training Center	No

Youth Service Provider Information For PY 2020/SFY 2021

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

Youth Service Provider/Contact	WIOA	MYP																					
<p>Name of Service Provider: Anoka County Job Training Center</p> <p>Address: 1201 89th Ave NE, Suite 235</p> <p>City, State, ZIP Blaine, MN 55434</p> <p>Contact Person: Darcy Hokkanen, Program Coordinator</p> <p>Contact Person Phone: 763-324-2306</p> <p>Contact Person E-Mail: Darcy.Hokkanen@co.anoka.mn.us</p> <p>Service Provider Website: http://www.anokacounty.us/JTC</p>	<table border="1" data-bbox="813 604 1045 810"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>ISY:</td> <td>x</td> <td></td> </tr> <tr> <td>OSY:</td> <td>x</td> <td></td> </tr> </tbody> </table>		Yes	No	ISY:	x		OSY:	x		<table border="1" data-bbox="1078 604 1498 951"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Summer ONLY:</td> <td></td> <td>x</td> </tr> <tr> <td>Year-Round (incl. summer):</td> <td>x</td> <td></td> </tr> <tr> <td>Outreach to Schools:</td> <td>x</td> <td></td> </tr> </tbody> </table>		Yes	No	Summer ONLY:		x	Year-Round (incl. summer):	x		Outreach to Schools:	x	
	Yes	No																					
ISY:	x																						
OSY:	x																						
	Yes	No																					
Summer ONLY:		x																					
Year-Round (incl. summer):	x																						
Outreach to Schools:	x																						

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

IMPORTANT NOTE: The narrative section covers PY 2020 WIOA Young Adult and SFY 2021 for MYP. Please provide an answer after each question. This information becomes a part of both grant agreements with DEED.

1. Attach a copy of the most recent Request for Proposal(s) (RFP) issued by the WDA for WIOA Young Adult and the Minnesota Youth Program, as appropriate. If the LWDB has determined there is an insufficient number of eligible youth service providers based on Section 123(b) of WIOA law, please include a copy of appropriate board minutes and/or resolution stating as such.

Anoka County Job Training Center provides all youth services. Last issued an RFP on June 30, 2012 to subcontract for Youth Leadership Development Training.

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

Anoka County Job Training Center’s (ACJTC) Youth Program is called “Empowers”. Empowers outreach and recruitment of Out-of-School Youth primarily focuses on eligible youth ages 18 – 24 interested in pursuing occupational skill training and/or other postsecondary credentials.

Various strategies are used to recruit OSY and partner with community organizations serving OSY.

- A. **Serving youth through an established partnership network (including connecting with Adult Basic Education for those seeking GED’s, youth transitional housing, Youth Drop-in Centers, YMCA, foster care/social service providers):** An established inter-agency collaborative exists between the Job Training Center, Anoka Technical College (ATC) Metro North Adult Basic Education, Anoka Ramsey Community College (ARCC), Anoka Hennepin Technical High School (AHTHS), The Professional & Workforce Training at ATC and Secondary Technical Education Program (STEP) to identify and connect with youth who can benefit from case management including educational, financial and transitional supports of the WIOA and MYP Youth Programs. Partnering staff meet bi-annually to ensure strong communications and linkages are maintained to better serve the young adults in the area. An Empowers counselor keeps regular weekly hours at ATC to directly interface with and recruit potential youth candidates and is familiar with the admission, enrollment and academic standards processes of the college. Anoka County’s onsite presence includes regular communication with the Financial Aid Office to identify potential low-income students. Youth staff also communicate regularly with Student Success Coaches and the Trio Student Support Services/Academic Advisor to ensure that potential new and returning students are being referred appropriately to program services.

Empowers staff keep regular hours once a week at Hope Place (the youth transitional housing center located in Coon Rapids supported by Hope4Youth). Most of the youth served are Out-of-School. Staff provide intense case management with the residents of Hope Place working on their education and employment plans. Staff also keep weekly hours at the Hope4Youth Drop-in Center in Anoka.

Intentional Partnership with VRS, MFIP and SNAP: Empowers staff continually connect with Vocational Rehabilitation Services (VRS), Minnesota Family Investment Program (MFIP) and Supplemental Nutrition Assistance Program (SNAP) counselors to identify individuals who are interested in occupational skills training and could benefit from additional services. Each of these programs are co-located at the Blaine Human Service Building. For VRS, ACJTC has a contract to provide PRE ETS services for either potentially eligible and/or VRS program attached individuals with preauthorization from VRS.

For MFIP, ACJTC has a TANF Innovation grant that serves youth in TANF households through a work experience focused program activity.

For SNAP, one of the youth staff also carries a SNAP caseload. Once a week she offices at Anoka Technical College. She coordinates her time there to coincide with the school's food shelf hours. This provides opportunities for her to talk to students who are low income, in need of food and likely eligible not only for SNAP benefits, but also for youth programs services. In addition, ACJTC works closely with Stepping Stone Emergency Housing located in Anoka, that serves people experiencing homelessness ages 18 and up. Our staff assist resident's with one-on-one basic career services and our instructional staff teach workshops and assist with Job Club activities.

- B. Intentional Outreach with Corrections, County and Community Based Partners:** Empowers staff maintain regular communication with representatives from the Anoka County Social Services Department's Foster Care Unit, Juvenile Corrections, Stepping Stone Shelter, local secondary schools, charter schools, transitional schools and the YMCA in an ongoing effort to recruit young people for the program. Staff also work closely with the CareerForce on-site TRIO Student Support Services/Academic Advisor to identify young people that may be interested in post-secondary training and in need of additional supports that the Empowers Program may offer.

The ACJTC is a recipient this year of a new Pathways to Prosperity grant called Project IROC (Integrated Reentry and Occupational Cohorts). Young adults that are under the correctional supervision of Anoka County Community Corrections will be served and may be co-enrolled in other youth programs to provide additional supports. Project IROC is designed to prepare individuals under correctional supervision for entry-level manufacturing positions. Individuals may be residing in the community or in the Anoka County Workhouse, on court-ordered probation or on supervised release from prison. The goal is to assist individuals with their transition from correctional supervision to the community by preparing them for entry-level manufacturing positions through the delivery of training in OSHA 10 (as a pre-credential step on the pathway), Manufacturing Basics and Welding (credential bearing options).

ACJTC is connected to a host of community-based organizations and is diligent about keeping our resource list up to date as well as practicing active engagement with CBO events, boards, and projects. In the past year, we created an alphabetically searchable site on our SharePoint site to communicate to our team all the time sensitive activities of our CBO partners – such as food drives, coat drives, blood drives, free clinics and backpack programs.

- C. **Enhanced recruitment efforts of Out-of-School Youth includes outreach with the local Area Learning Centers** (AHTHS and Anoka Hennepin Regional High School). AHTHS is co-located in the ATC building providing natural linkages to assist young people to transition from high school directly to Post-Secondary Training. Empowers staff communicate with the school staff as youth are about to graduate. Youth are given Empowers program information throughout their senior year as part of their senior student portfolios graduation process.
- D. **Staff connect with local secondary schools to identify Out-of-School Youth that are younger than 21 and have dropped out of school.** Targeted mailings about Empowers are sent out to the schools to send to these students that the districts have identified through school counselors, truancy officers and/or county social workers.
- E. **ACJTC is co-located with Metro North Adult Basic Education** (ABE) providing seamless access to services in Blaine and for maximizing their time and travel for their schooling and participation in the youth programs. Staff also work closely with the other Anoka County ABE locations in Columbia Heights and Anoka. Empowers staff provide outreach materials and email blasts to the ABE staff with services and program updates for youth that are working on their GED as they are considered “Out of School” youth. Our programs use a referral form with releases built in and track the referral status. Metro North ABE has a representative on our Workforce Development Board. Youth staff are asked to come and present to students in GED classes while in session to help answer questions about program services and offer options and assistance to them as they work on their GED completion.
- F. **New service started this past year: Counseling staff provide “Drop In” Hours each month at the CareerForce location in Blaine to any youth that comes looking for assistance.** This new strategy was implemented to assist youth that may be hesitant to do the enrollment paperwork or be confused as to the available services and how they differ from other community or school resources. These youth are often out of school and looking for help. Our goal is to provide individual help to these youth quicker before going through the enrollment process and sharing with them all the possible services available. Counselors can also help them with the enrollment paperwork and refer them to other community services/partners as appropriate. This schedule/set aside time also provides our community partners the option to build this activity into their work with potentially shared clients. For example, a justice involved youth could be encouraged to use this time to figure out possible program involvement which may align with their goals they are working on with their probation officer. The “openness” of these time slots allows for the young person to bring their parent, guardian or support system with them to hear about our programs prior to applying.

- G. Empowers staff participates in community events such as Career/College Fairs, hiring events, community resource fairs, library-based programs.** Staff partner with area school districts and community partners to ensure that our staff are available at as many Career/college fairs as possible, including schools, colleges, Job Corps and employers. The JTC hosts hiring events three times a month on site and advertises these events county-wide. Counselors also attend community events county-wide including neighborhood events, Sheriffs events, multi-cultural events, etc. all to get information to youth that are no longer in school that may need jobs and training services. Staff continue researching and seeking new contacts/partners. While working on placements, staff educate employers and explain how they can refer applicants to our programs.
- H. Empowers staff continue to expand outreach efforts to include varies types of media.** Information is dispersed through email, local, county and state-wide websites, county-wide TV monitors in places such as DMV, Government Center and use of social media such as Twitter and Facebook and the posting of success stories on platforms such as CareerForce.
- I. Outreach to Faith Communities:** Outreach efforts continue to increase to faith-based agencies and places of worship that serve youth. Many times, youth that are not connected to other social services agencies are being served by these types of agencies. Efforts have been made to identify these places of worship and faith-based services that specifically serve youth to identify contact names and to add them to our professional outreach distribution list. Efforts have been made to talk to these agencies to share about our services that are available and explain our referral process. Also, these faith-based agencies have also been a referral source for our staff as they often provide unique support services that are not readily available from our other sources.
- In-School Youth (“ISY”)

Services to In-School Youth are more strategic and targeted whereas the priority is to serve Out-of-School Youth. As funding allows, high school seniors who are most at-risk for dropping out or students that are soon to graduate are identified. Marketing flyers are distributed through email blasts to staff in each of the six school districts in the county as well as the area ALC’s, transitional schools and the charter Schools. Outreach efforts have increased to serve youth that are “In- school” and experiencing homelessness with the recent waiver that was approved in Minnesota. Expanded time is being spent to educate the school Social Workers and Homelessness Liaisons to educate them about program services and to assist in identifying these youth and giving out applications.

- A. Serving youth through an established partnership network (including connecting with Adult Basic Education for those seeking GED’s, youth transitional housing, Youth Drop-in Centers, YMCA, foster care/social service providers):** An established inter-agency collaborative exists between the Job Training Center, Anoka Technical College (ATC) Metro North Adult Basic Education, Anoka Ramsey Community College (ARCC), Anoka Hennepin Technical High School (AHTHS), The Professional & Workforce Training at ATC and Secondary Technical Education Program (STEP) to identify and connect with youth

who can benefit from case management including educational, financial and transitional supports of the WIOA and MYP Youth Programs. Partnering staff meet bi-annually to ensure strong communications and linkages are maintained to better serve the young adults in the area. An Empowers counselor keeps regular weekly hours at ATC to directly interface with and recruit potential youth candidates and is familiar with the admission, enrollment and academic standards processes of the college. Anoka County's onsite presence includes regular communication with the Financial Aid Office to identify potential low-income students. Youth staff also communicate regularly with Student Success Coaches and the Trio Student Support Services/Academic Advisor to ensure that potential new and returning students are being referred appropriately to program services.

- B. **ACJTC is an active member of the local Perkins (Oak Land) consortium:** ACJTC has been involved in the local need's assessment planning for Perkins V implementation. We have participated in Perkins supported events, data analysis of in-demand pathways, articulation agreements and parent education of such concepts of labor market information and work-based learning options. Perkins supported work allows us to access work based learning options and anticipated pathways for ISY planning to transition to post-secondary education.
- C. **Enhanced recruitment efforts of Out-of-School Youth includes outreach with the local Area Learning Centers (AHTHS and Anoka Hennepin Regional High School).** AHTHS is co-located in the ATC building providing natural linkages to assist young people to transition from high school directly to Post-Secondary Training. Empowers staff communicate with the school staff as youth are about to graduate. Youth are given Empowers program information throughout their senior year as part of their senior student portfolios graduation process.
- D. **Career Lab staff are trained to recruit youth customers:** As part of the outreach efforts, ACJTC provides ongoing opportunities for youth to visit the Career Lab to become knowledgeable of a variety of career exploration tools and job search strategies. The goal is to provide the youth with the resources and information they need to make an informed decision about their post high school pathway, whether it is employment, short-term training, college or the military. In addition, Empowers staff host multiple CareerForce tours to high school youth and provide a hands-on experience utilizing the Career Lab computers and printed resources. Area high schools, middle schools, charter schools, transition schools, Teen Parent Programs, Lino Lakes Juvenile Center and ALC's students are the primary participants in these types of activities. Through the work of the Disability Resource Coordinator, outreach is done at RISE and Opportunity Partners to reach out to youth with disabilities.
- E. **ACJTC has an active partnership with Metro North Chamber of Commerce:** Expanding outreach to in-school youth has been a key priority of the Chamber. They have a wonderful initiative called "Careers in the Classroom". Area High Schools request current chamber members to come to their classroom to speak about their specific industry. The Chamber, with the assistance of the CareerForce Staff, continues to enhance local information distribution to students, schools and families regarding the six main

Minnesota career clusters including samples of job titles, employers who hire them and the pathway to get there. In the past year, the Chamber created a printed guide to provide to parents and young adults. CareerForce in Blaine was a featured ad in the publication. The Chamber has a representative on our WDB.

- F. **Empowers continues to offer a special initiative with Anoka-Hennepin District 11 called the Future Leaders Program.** The students chosen to be part of this program are primarily juniors and seniors representing diverse ethnic and cultural backgrounds. These high school students are matched with elementary schools in an after-school program called Adventures Plus. The Future Leaders participants provide support in areas of reading, writing and math. Empowers program funds are used to pay for student wages. During the school year, the Future Leaders are given instruction by SAA's (Student Achievement Advisor) provided by the school district in tandem with their Empowers counselor. They cover topics such as learning the value of employment, how to apply for work, interviewing and working with teachers and principals at their worksites. One of the overall goals of the program is to prepare high school students for possible careers in education. The hope is that the school district will benefit from this by being able to recruit and hire more people of color as teachers.

- G. **Manufacturing Month:** Annually, the ACJTC Workforce Development Specialist connects with each of the secondary schools, charter schools, transition schools and ALC's in Anoka County to coordinate tours to local manufacturers to align with the State of Minnesota's Manufacturing Month in October of each year. The goal of this effort is to expand the information that young people have about occupations in-demand in manufacturing and inform them about entry points into this career pathway. Staff start connecting with the school's late spring, to coordinate tours in the fall. Staff reach out to "Dream It, Do It" for additional support and educational materials in these efforts.

- H. **Career Fairs:** ACJTC is a leading partner in coordinating an annual county-wide Career Fair in partnership with DEED staff and staff from Anoka Technical College. This Career Fair has over 200 employers at it and annually has had over 1000 job seekers each year. To serve our youth better, employers are asked to identify if they are specifically interested in hiring youth. If they are, this is indicated in the Job Seeker Handbook that is given to everyone at the Career Fair. Many of the local school's bus in youth for this day and work on "How to navigate a Career Fair" prior to the event. Many young people come dressed ready for an interview with resumes in hand.

This year, ACJTC is going to host an on-site Career Fair specifically for youth. Coordination with the schools will be done prior to event to identify a date that will work for most school districts. Prior notice will be given so the schools can coordinate transportation to and from the event for in-school youth and secure parent permissions. The Workforce Development Specialist connects with area businesses and employers to identify those employers that are interested in hiring youth.

- I. **Expanded outreach to the southern part of the county that has more racially diverse populations and higher rates of poverty:** ACJTC continues to increase our in-school presence in the Fridley and Columbia Heights School Districts to offer classes about job

search strategies and share about services available for youth. This specialized outreach continues to be increased in these identified school districts that have a more racially diverse student body to identify unique student needs and create more opportunities to help them with their education and employment goals.

Efforts continue during the entire year to partner with these schools as they host their own site-specific career fairs to ensure that our staff are at the events and that they assist in teaching the youth to help prepare them how to be successful when attending career fair events. Counseling staff teach how to manage a career fair and give a quick “elevator speech” to potential employers. In addition, our Business Development Specialist assists the schools with getting youth friendly employers to attend these events.

3. Describe eligibility determination process, including the WDA’s strategy for use of the “5% window” for all ISY and affected OSY participants whose income exceeds limits (reminder: up to 5% of ISY and OSY participants (who require income eligibility) served by WIOA Young Adult program may be individuals who do not meet the income eligibility requirements, provided they fall within one or more of the categories described in WIOA Sec. 129 (C). See Chapter 2 of the WIOA Youth Administrative Policy.

ACJTC presently uses a common application for the MYP program, WIOA youth and adult programs as well as the Career Connections pathway projects. Interested youth access the application on-line or by coming into the office or talking to an eligibility staff person. When the application is received it is screened for initial eligibility by the eligibility staff. This team indicates on a screening sheet all programs the youth may be eligible for and then works with the program coordinator to assign them to a youth counselor. The counselor will invite the youth to an orientation. Typically, with youth, these orientations are individual one-on-one appointments with their counselor. If an applicant is a current student, an individual orientation at the school will be completed to reduce the time away from academic activities. At this orientation, youth receive information about services available to them at the Job Training Center along with information regarding the various programs they may be eligible for and the benefits and services available to them. The counselor will determine which programs are appropriate for enrollment to meet the needs of the individual. In the past six months, we had an opportunity through the County to participate in a Continuous Improvement Project. This was time intense and really allowed us to examine our practices and procedures from multiple angles. We uncovered many opportunities to improve the flow of our services in terms of making our process more person-centered and less intrusive in the beginning to build a better engagement platform. Our youth team has a solid approach and will be using some of those techniques and processes when meeting with youth in the future.

Empowers is not using the “5%” window for non-income eligible youth in WIOA.

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.

Empowers definition of “An individual who requires additional assistance to complete an education program or to secure and hold employment” is applied at the counselor level. It is defined as a youth who is underemployed or unemployed for at least six months and has not obtained a post-secondary credential. Eligibility staff will determine which youth may be eligible under these criteria. The counselor will make the final determination following a preliminary assessment on whether the individual requires additional assistance to complete an educational program and/or secure and maintain employment. This category is rarely utilized as not more than 5% of the ISY newly enrolled in a program year can be made eligible using this criterion.

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.

The assessment process begins when an application is received. Intake staff identify programs that the participant may be eligible for. Once eligibility is determined, the file is assigned to a youth counselor and they are invited to a one-on-one orientation. It is at this appointment that the Individual Service Strategy (ISS) is started. The counselor reviews the application with the participant and through conversation and review of the application, starts to identify skills, interests, barriers and the individual needs of the client. Next, they work with the participant to complete an Individual Assessment worksheet to further assess barriers and identify needs for support services. If the school is not able to provide recent academic levels or if the counselor wants to find out more about the student’s basic skills level, they may have the youth tested. ACJTC utilizes the Test of Adult Basic Education (TABE) Assessment scores (cut) which is the assessment tool utilized by our Adult Basic Education partner, Metro North. Students are frequently referred to test at our Blaine Metro North ABE location or the other Metro North locations in the area. If there is an English Language Learner, we will partner with Metro North 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 interests are discussed, and the 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 these barriers are put into place. Empowers staff start to expose young people to labor market information and occupations in-demand which assists them to make informed decisions regarding their future in the workforce and identifying career pathways. Staff utilize several Data Tools that are found on DEED’s website.

Young adults are provided the opportunity to complete additional assessments in group workshops and one-on-one instruction. Assessments include interest inventories such as the Career Assessment Inventory (CAI) and Self-Directed Search (SDS), aptitude and work values self-assessments and labor market research. Staff guide youth in the decision-making process to establish employment and career goals as part of their Individual Service Strategy. Often that plan will include further assessment that occurs in our Career Exploration Workshop. Instructional staff utilize many assessment tools to guide the students in their career pathway in the Career Exploration Workshop: Myers Briggs, SDS, Life Values, Work Values and Life

Purpose. These tools assist with identifying skills, interests and values.

Students that have a disability are assessed to see if they need any accommodations. Accommodations are offered at every level of service, including the enrollment process, school training, testing and assistance at worksites. Our Disability Resource Coordinator (DRC) assists the staff throughout this process to ensure that youth have the resources they need to be successful. The staff work in tandem to ensure that youth are gaining access to services that help them gain skills in self-advocacy, social skills and leadership.

Students interested in occupational skills training can follow one of our Career Connections Cohorts (Healthcare, Manufacturing, Call Center, 911 Telecommunications, and Office and Administrative Technology, Welding and Warehouse Associate) or work individually with their counselor on another demand-driven pathway. Students in the cohorts attend classes covering topics on Goal Setting, Organization Skills, Time Management, Study Skills, Setting Boundaries, Backup Planning, How to Access Community Resources, Problem Solving, Managing Conflict, Decision Making, Employer Expectations and Self Care to prepare them for successful completion of their Career Pathway Training. Participants that are not part of the cohorts 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 take the necessary steps to enroll and complete demand driven occupational skills training.

Work experiences are offered as an opportunity for youth to develop critical job keeping skills, 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 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.

Internships are offered to youth that have already had work experience and need a more intense work experience that will build on the foundational soft job skills they already have from prior work experience. They typically are three months in length and staff make every effort to have it correspond to their individual short-term and long-term career pathway planning.

6. Describe process for developing the Individual Service Strategy (ISS) and use of the Individualized Education Plan (IEP), including provision of wraparound support services. If your WDA/service provider(s) incorporate "Guideposts For Success" with some (or all) of your participants, please discuss when and how it is used.

The Individual Service Strategy (ISS) integrates the assessment results and outlines the objectives and steps the young person will take to achieve specified goals. It may include goals such as career exploration, educational attainment, work readiness, work experience, support services and referrals to other CareerForce services and/or community supports. Barriers are addressed and needed support services are identified. The ISS is reviewed with the young person to ensure that they are meeting

the specified goals and is continually updated or revised as needed. When students have an Individualized Education Plan (IEP) from their local school district, Empowers counselors participate in IEP meetings and coordinate with the entire IEP team at the school to ensure that the ISS goals align with the goals of the IEP. If the student has a disability, special attention is given to self-advocacy, social skills and leadership skills.

Our Disability Resource Coordinator uses the “Guideposts for Success” as a guideline for much of the work she does and uses this information when she advises youth and youth staff.

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

Paid work experiences/internships and OJT’s are designed to align with student’s interests and areas of study. Opportunities are developed in both the public and private sector. An established employer network is utilized to create work experience opportunities that best align with a youth’s previous employment history and future career goals. Paid internship opportunities are developed for those youth who are participating in a career pathway training, post-secondary education plan and exploratory career opportunities. All these opportunities expose youth to occupations in various industry sectors that are indicating long-term growth. Staff utilize established relationships with private employers, school districts and non-profits, including county and government agencies to create job opportunities for youth that have little or no work experience. The Empowers program continues to explore opportunities to develop On the Job Training (OJT) contracts for demand driven careers for young adults in the community. Increased efforts will continue to develop additional worksites to provide initial work experiences for youth that align with their career pathway interests and training. New worksites and employer partnerships are developed ongoing through the work of the Workforce Development Specialist and the close ties with local Chambers and the members of the Local Workforce Development Board.

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.

Empowers has an established protocol to ensure that young people are exposed to and can access labor market information. This is accomplished in a variety of ways and facilitated by ACJTC staff. Counselors are provided with the necessary tools/resources to remain knowledgeable in Occupations In-Demand, Growing Careers, and Hot Jobs. Up-to-date information on local and regional high growth and in-demand occupations are readily available. Staff instruct youth on how to obtain and analyze this information. Staff are also supported in this effort through in-service trainings with DEED’s Labor Market Analyst and Data Tools including the Job Vacancy Survey, Occupational Employment Statistics (OES), Occupations in Demand (OID), Career Profiles and other available internet tools such as GPS Life Plan, TalentNeuron and STEM Careers. The typical wage, long-term employment outlook, training (or degree) required and schools that offer training programs for each occupation is highlighted during career planning with each youth.

The ACJTC Career Connections cohorts (911 Telecommunications, Welding, Machine Operator, Healthcare, Call Center and Office and Administrative Technology) are heavily marketed to Out-of-School Youth. The Career Exploration Workshop is often a prerequisite to entering one of these pathway training programs. This workshop provides in-depth career assessment, study skills training, information on applying for financial aid, employer tours, former participant testimonials, and short-term training credentials in select industries. It is the perfect opportunity for a young person to enter a career pathway while receiving program benefits of education, financial assistance and staff support. Staff also, with the assistance of the DRC, look for educational opportunities that emphasize self-advocacy, social skills and leadership skills that may assist youth with disabilities as they pursue any of the Career Pathway Trainings.

Staff frequently host CareerForce tours with various schools and educational representatives. These tours include hands-on mini classes allowing students the opportunity to utilize some of the on-line resources. Staff imbed labor market information in these sessions. On a limited basis, staff teach and offer information sessions at local schools.

Empowers staff and the Workforce Development Specialist work with the “Dream It Do It” team annually to support Minnesota’s Manufacturing Month in October. Staff coordinate several opportunities with area school districts to tour manufacturers in the area. Youth are provided an experience to tour a working manufacturing facility and to visit with managers and Human Resources staff to gain a better understanding of the many career opportunities in the field. They are given information about the jobs available and the training required to be successful in this pathway.

During the year we offer specialized On-Site Large Hiring events in the fields of Health Care, Manufacturing and Construction as well as an annual Summit on Apprenticeships and specialized and Hiring Events for Women, Fair Chance (People with a criminal background) and Veterans and new this year a Career Fair just for young people. Each event highlights various opportunities in high-growth high- demand occupations including employer panels and opportunities for youth to meet one-on-one with potential employers. Extensive efforts are made for each event to promote and market these events to all the area high schools, charter schools, alternative schools, transitional school and youth serving agencies. Schools will often coordinate busing to these events to give youth the opportunity to attend these events as part of their typical school day.

The Anoka County 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 CareerForce partners ensure that staff remain 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.

Empowers leadership assists with the planning and implementation of an annual Scrubs Camp held at Anoka Technical College each summer in partnership with ATC and HealthForce Minnesota. 60 Youth entering grades 9th – 12th grade is given an opportunity to explore careers in the health and medical field over a three-day camp held at the college. Youth are introduced to many areas in the health care field including: pediatric care, ICU nursing, speech language pathology, recovery health, EMS, Military Medicine, surgical tech, medical assistant, dementia care, geriatrics, trauma and the highlights of the camp – field trips and a visit from a LifeLink helicopter with an air nurse and an air paramedic. Youth staff recruit youth for this camp and refer current youth on their caseloads that are interested in pursuing this career pathway. This year, due to the COVID 19 National Health Crises, the actual camp had to be canceled, however on-line videos are being made available to students that were planning to attend.

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.

Please see Attachment B (three pages in length) – Anoka County Long-Term Training Policies and Procedures and ITA Form.

The Long-Term Training Policies and Procedures and ITA Forms were approved by the Standing Youth Committee on March 24, 2016. Updated spending limits were approved by the Standing Youth Committee on March 28, 2019.

The process for developing an Individual Training Account (ITAs):

- Training authorizations are issued by the Job Training Center's Accounting Department for approved training plans. As part of this process, Youth participants interested in postsecondary training are required to complete and submit a career research packet providing the necessary information and verification for staff to review and assess whether the training plan is conducive to economic self-sufficiency and falls within the demand occupations. In addition, the youth must demonstrate that he/she possesses the required skills and abilities to successfully complete the proposed training plan.
- All training obligations are submitted to the Accounting Department and emailed to the school's business office representative.
- Each authorization is tracked in the Job Training Center's accounting system and once the school invoice is received, staff verify authorization for payment.
- The ITA will be for a specified period and outlines the program funds utilized to cover unmet need.
- The ITA will cover the costs of tuition, books, fees and other required school supplies. The first page of Attachment B is the ITA form that the youth signs annually.
- ACJTC has a formal process for training accounts in our WIOA Adult and DW programs, we are reviewing the process for application of the process in the youth program.

Note: ITA use has been geared towards OSY. Our ITA process is similar to our internal process for long term training option for WIOA Adults.

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

All youth enrolled in the WIOA program are notified that they are eligible for 12 months of follow-up services at exit. Counselors encourage youth to stay in contact to assist with obstacles, career guidance, support services and ongoing encouragement to remain successful in employment and advance in their career pathway. Because some of the Performance Indicators extend beyond 12 months, Empowers staff utilizes WF1 to track and monitor the quarters of follow-up after exit. As an internal tracking method, counselors receive a monthly report listing youth needing to be contacted during the follow-up period.

The Empowers Incentive Policy provides gift card rewards youth when quarterly outcomes are met throughout the follow-up process. Youth are issued Target gift cards in nominal amounts when obtaining a credential, full-time employment, and/or maintaining full-time employment. During the 12-month follow-up time, counselors send out information to youth about on-site hiring events, community resources and other services they may be interested in. As a standard operating procedure, counselors remain available to youth beyond the 12-month required period due to the nature of the strong relationship built during the young person's involvement. Often youth will return several years after exit, to share further successes or to ask for referral based on their specific situation.

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

The Youth Incentive Policy is aligned with performance measures considered in WIOA. Success in finding employment, sustaining employment and completion of credentialed training are recognized as successful outcomes. Incentives are awarded through the purchase of Target Gift cards in increments dictated by their individual goal achievements. Please reference Attachment C - Youth Incentive Policy updated on March 28, 2019.

12. Describe how co-enrollments will be facilitated for youth, including a summary of all funds that are "braided or blended" with participants beyond WIOA Youth Formula Grant funds and MYP funds.

Youth are assessed for enrollment in MYP, WIOA Youth, Adult, Dislocated Worker, and specialized grants at the time of intake. Youth who are already working with MFIP and Rehabilitation programs are considered for potential co-enrollment. The WDA utilizes a general application that is designed to identify eligibility requirements for all programs offered. Frequently youth are first enrolled in MYP and then further assessed to see if other programs may offer additional resources that would support their plan. Empowers staff braid

resources from various funding streams to best serve the customers. Enrolled youth are considered for and co-enrolled in other projects and/or programs that can potentially benefit them in their pathway to success. Consent forms are signed when necessary to coordinate services with partnering agencies.

Funds that have the potential to be braided or leveraged to better serve our enrolled youth:

- Minnesota Youth Program (MYP)
- WIOA ISY and WIOA OSY
- TANF Innovations
- Pre ETS
- MJSP (for Career Pathways Training)
- Pathways to Prosperities (P2P)
- Local Community Action Program (CAP)

Additional Funds that are utilized for our outreach efforts that can include non-enrolled youth:

- Higher Education Career Advisors Program
- Outreach to Schools (a portion of our MYP Funding)

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

Empowers counselors work closely with the staff at Metro North ABE to identify youth who have aged out of the secondary school system or have dropped out of high school and are interested in completing their GED. Empowers staff have been asked to present to groups of Metro North students to share about program services and eligibility.

Staff also work with the local ALCs and with Anoka Hennepin Technical High School to identify youth who are at risk of dropping out and who can benefit from additional supports to obtain either a diploma or GED. Empowers staff have ongoing communication with the local YMCA’s Youth Outreach Program and Hope4Youth and Hope Place. Hope staff state that 50% of their students don’t have their High School Diploma or GED. Staff work to identify dropouts and potential dropouts by collaborating with onsite MFIP and SNAP employment services staff, low income housing partners and with perspective at-risk youth visiting the Career Lab at CareerForce in Blaine as general customers. Targeted mailings and e-mail blasts are sent to schools with marketing materials to identify dropouts that may be interested in returning to school.

Empowers has a strong partnership with St. Paul Job Corps providing these young adults with resources that would benefit them after completing their Job Corps training program. Job Corps serves a high population of low-income, high school dropouts, and homeless youth. Job Corp staff are updated about opportunities that are available through Empowers.

- Youth with language and/or cultural barriers to employment

Empowers staff coordinate services with Metro North ABE to help prepare young people with language and/or cultural barriers for employment and training. Staff work closely with the onsite MFIP & SNAP employment counseling services to co-enroll young people with language and cultural barriers. Having a youth counselor that also carries a SNAP youth caseload has proved very effective to ensure these youth are being served.

As part of the continued efforts to address racial disparities and cultural barriers to employment, ACJTC Memorandum of Understanding includes a robust referral process to Urban League Twin Cities and the Minneapolis American Indian Center (MAIC). Additionally, ACTJC has continued a partnership with MUL in providing navigation services to disparaged groups enrolled in MFIP and has enhanced partnering with the Minneapolis American Indian Center (MAIC) to increase outreach to the American Indian community. Through these efforts the ACJTC has a staff person from MUL on-site to assist and advise staff on how to increase outreach and be more inclusive in services. This staff person participates in unit meetings and presents to our Standing Youth Committee. These partnerships and resources are invaluable to improve education and employment disparities.

ACJTC hosts a quarterly Multi-Cultural Community Resource Fair in partnership with Child and Teen Checkups and Anoka County Children & Family Council. This event brings together service providers with on-site interpreters for Spanish, Russian and Arabic. Services provided include: Immigrant Law Project Legal Services, childcare information, community resource information, health and immunization information (including on-site flu shots), Families on the Go First Aid Kits distribution, help with paperwork and reading letters, home safety information and library information and activities for children. The Empowers teams hosts a table at this event to increase outreach efforts to these communities.

Empowers staff also hosts a table at community events and partner events that are targeted to serve communities of color. These events include: the Anoka-Hennepin Indian Education Winter and College/Career Fair, Columbia Height's Metro North ABE Resource Fair and the St. Timothy Community Resource Fair.

- Youth in foster care and aging out of foster care

Providing employment and training services to youth in foster care and aging out of the foster care system is a priority for Empowers. Staff have developed close working relationships with social workers in the Anoka County Foster Care Unit. Empowers staff are in regular communication with the Foster team which ensures ongoing referrals of youth most in need. There is an increased focus on youth that are or will be aging out of the foster care system. There are two Anoka County Foster Care staff on the Standing Youth Committee.

An Empowers counselor is part of an on-site Youth Team that meets once a month. This group is made up of staff from the Foster Care Unit, ACJTC staff, Anoka County staff from the Minor Parent Program, ACCAP Child Care, Economic Assistance, and Public Health. This provides an opportunity for ongoing discussions about Empowers and the services we can

provide in tandem.

- Homeless youth or runaways

Empowers works closely with the YMCA and has ongoing communication regarding program services and receives referrals from the Y's Youth Outreach and Intervention Programs targeting homeless youth. The YMCA sponsors different housing programs for youth that Empowers staff stay well versed on and make every effort to help connect homeless youth.

In addition, staff have a good working relationship with Hope Place, the Transitional Housing program in Anoka County and with Hope4Youth, a local drop-in center for homeless youth, and Stepping Stone Shelter which is an adult homeless shelter providing emergency services for young adults age 18 and older. Staff maintain weekly hours at Hope4Youth and provides on-site hours every week for intensive case management services to youth housed at Hope Place.

As mentioned before, Empowers works closely with Job Corp staff which also serves a high population of youth that struggle with homelessness or have run away. The YMCA, Hope4Youth/Hope Place and Job Corp all have representatives on the Youth Standing Committee.

Increased outreach is being done to the school districts homelessness liaisons and Social Workers in the local school districts. These staff identify these youth and get information to them about the services we provide. The program coordinator has started to meet annually with these staff late summer as they prepare for the new school year.

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

Empowers staff have an ongoing relationship with Anoka County Juvenile Corrections. Youth who are on probation or transitioning from the Juvenile Center are referred to Empowers. The young person's Individual Service Strategy includes any compliance requirements per the terms of probation and/or Department of Corrections. In addition to providing training at the corrections facility, staff conduct outreach to educational programs with high populations of youth offenders and/or those dismissed from typical academic setting for behavioral reasons (Compass Program). In the collaboration with Hope4Youth, it is important to note that 40% of the young people that utilize their services have some sort of record or are on probation.

Empowers staff frequently visit Lino Lakes Juvenile Facility and the Pines School which is a school located on the campus of the facility. Staff participate in their Annual On-Site Career Resource Fair each spring and attend the quarterly Conference with Community Partners, a group of staff from various community agencies coming together to meet the needs of youth currently in juvenile corrections and those ready to transition out of corrections. Staff have developed a strong referral process and often go on-site to do one-on-one orientations with potential youth and start individual ISS planning.

Staff frequently work with the juvenile corrections on-site program called “Operation No Limits”. Counselors often come and **help teach** independent living skills so that youth can transition back into the community (helping with the transition from teen to adult, completing High School, testing prep, post-secondary options, careers and jobs, financial literacy, housing options, community resources and securing vital documents).

ACJTC is a recent recipient of a new Pathways to Prosperity grant called Project IROC (Integrated Reentry and Occupational Cohorts). Young adults that are under the correctional supervision of Anoka County Community Corrections will be served and may be co-enrolled in other youth programs to provide additional supports. Project IROC is designed to prepare individual under correctional supervision for entry-level manufacturing positions. Individuals may be residing in the community or in the Anoka County Workhouse, on court-ordered probation or on supervised release from prison. The goal is to assist individuals with their transition from correctional supervision to the community by preparing them for entry-level manufacturing positions through the delivery of training in OSHA 10, Manufacturing Basics and Welding.

- **Youth with disabilities**

Young people with disabilities are referred from various sources, most often from area high school districts including the transition programs and alternative and charter schools. They are also referred from providers that primary serve people with disabilities including RISE, Opportunity Partners and VRS. Empowers staff coordinates services with their IEP Team (which includes VRS Staff) and meets regularly with these professionals to ensure that the ISS supports their overall IEP plan. It is important to note that 50% of the youth that are served at Hope4Youth and Hope Place self-attest that they have a disability.

ACJTC staff attend the Community Transition Interagency Committee (CTIC) comprised of interested stakeholders serving youth with disabilities that are in transition. Our DRC attends and coordinates with our local Vocational Rehabilitation Services (VRS) staff. This is a great resource for young adults who identify as having a disability and require additional supports and accommodations to successfully pursue and/or complete career pathway training.

Young adults enrolled in training at ATC and working with the DRC are provided information regarding Empowers services. The DRC works closely with youth staff to strategize positive solutions and accommodations for youth with disabilities when needed. In addition, young adults that don't meet the TABE cut scores for their training because of learning disabilities/development disabilities are still served in Empowers and are given additional support and options to complete the training through different avenues. The DRC and counseling staff address needs in areas of self-advocacy, social skills and leadership skills. A workstation in the Career Lab is maintained to ensure people with disabilities have access to any adaptive equipment they may need including JAWS (Job Access With Speech), Zoom Text, Pocket Talker, Clearview 700 and the Minnesota Relay Service 711.

The DRC is an active member of the North Metro Placement Group which meets monthly with partners from VRS, Goodwill, Opportunity Partners, Veterans Affairs, JTC and RISE. This group is very intentional about ensuring that youth with disabilities are getting the services they

need to be successful. Because of this partnership, each of these agencies become a referral source for potential youth applicants for the Empowers Programs. The DRC also participates in outreach efforts at Headstart and a Fathers group, which can include young fathers.

ACJTC is very deliberate in the ongoing training of staff on disability related topics. For example: Autism, Depression, Opioid Addiction and Use of Adaptive Technology.

As previously mentioned, Anoka County Empowers staff offer specialized programs targeted to youth with disabilities including:

- Pre-Employment Transitional Services serves youth with disabilities that are ages 14 – 21, are attending secondary school and are customers of Vocational Rehabilitation Services (VRS).
- Competitive Youth Grant – “Youth at Work” serving in-school youth. Through this grant, youth that are from low income families focusing on youth from communities of color and youth that have disabilities.
- Teen parents

Outreach is extended to MFIP teen parents as well as those who are non-recipients of public assistance benefits. MFIP, DWP and SNAP services are integrated onsite at this CareerForce and teen parents receiving public assistance are sometimes co-enrolled in the Empowers Program to leverage services. The Anoka-Hennepin Teen Pregnancy Program also works with Empowers counselors to bring classes to CareerForce in Blaine for tours and orientations to inform the teen parents about the Empowers program and CareerForce services.

Empowers staff actively recruit teen parents served through the TANF Innovations Grant. These young people can be co-enrolled with Empowers to provide additional services beyond TANF Innovations timelines.

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

ACJTC has a strong partnership with Urban League Twin Cities. They assist us with expanding outreach and services to under-served and under-represented public assistance recipients. In addition, the close partnership with the YMCA also enhances services to under-served and under-represented youth. Through the partnership with onsite MFIP/DWP and SNAP, Empowers staff speak at overview and distribution program information and applications to youth and to parents that might have young adults in their lives that meet eligibility criteria.

The Future Leaders Program with Anoka-Hennepin District serves young people representing diverse ethnic and cultural backgrounds that are primarily juniors and seniors. These high school students are matched with elementary schools where they tutor children who have been identified as below grade expectation or at risk of failing. During the school year, the Future Leaders are also given instruction by SAA's (Student Achievement Advisor provided by

the school district) that assist them in working through issues that are challenging for youth of color.

Empowers counselors continue to work closely with Metro North ABE sites in Blaine and Columbia Heights to serve youth as both sites serve a large diverse population.

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

Empowers counselors utilize the same performance review form and process for both WIOA and MYP participants (Attachment D)

- Approach to assuring work readiness skill attainment for youth participants

Empowers staff use an evaluation process that includes feedback from worksite supervisors regarding youth participant's progress at their work experience. Typically, a minimum of two evaluations is expected which allows Empowers staff to determine a youth participants' level of progress on key work readiness skills. The evaluations are collected, reviewed, and tracked by the counselor who in turn connects with worksite supervisors if there are any missing evaluations. This tracking process ensures that participant evaluations are routinely conducted. Empowers staff also visit sites to monitor progress and provide assistance to the worksite supervisor to ensure job skill goals are being met.

Youth are given the chance to earn a pay increase based on their performance. This aligns with program goals to increase work readiness skills and mimics typical workplace practices that youth typically would encounter in their first jobs. Youth are eligible for a pay raise of 50 cents after the first performance review is completed if they receive a score of 30 or more (out of a possible 40) on their performance evaluation. This evaluation is typically completed within the first few weeks of work.

Counseling staff work with youth to develop their resume throughout their entire enrollment in the youth program. Each work experience and training completion is added to the resume and positive work performance evaluations are used to augment successes and strengths listed. Youth are encouraged to attend the agencies Resume Writing workshop and then work individually with their youth counselor to further refine as they prepare for their future job search.

- 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.

Empowers staff have the primary responsibility of communicating with worksite supervisors on the requirement to evaluate youth performance. The actual evaluation form is reviewed with supervisors at the time of their worksite orientation along with a date they should be completed. The counselor tracks the receipt of these documents and follows up with

supervisors if an evaluation is not submitted in a timely fashion.

15. If the WDA is planning to provide Outreach to Schools activities in SFY 2021 as a component of MYP, please provide an overview and anticipated goals/objectives. See page 7 for additional discussion of OTS activities.

Empowers allocates a percentage of MYP funds to provide an Outreach to Schools component. These activities complement the work of existing school counselors and provide young people career exploration and career guidance, college information and current labor market information with an emphasis on high demand occupations. Examples of Outreach to Schools activities that staff facilitate includes the following:

- Information to individuals and groups regarding high-growth and in-demand occupations using current labor market information.
- Opportunities for students to directly experience occupations through job shadowing, mentoring and business tours.
- Workshops to students on planning for post-secondary training, including accessing financial aid, selecting an appropriate program, as well as other career planning topics such as goal setting and navigating business culture.
- Opportunities to interact with local business through tours, business and industry speaker panels, job shadowing, and mentoring
- Tours of this CareerForce location and information about the services available here and how to access and utilize the resources
- Maintaining a CareerForce satellite office on the campus of ATC which is co-located with ABE and the area alternative learning center, AHTC
- Connections to community and private sector resources through local career fairs, career events, and tours of businesses in strategic industries
- Group and individual counseling, including instruction and presentations DEED Data Tools that provide labor market information and education opportunities of strategic industries and in-demand occupations
- Individualized counseling, including career exploration and career assessments, resume preparation, mock interviews and job search assistance

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.

Empowers staff work closely with local employers to develop work experiences, internships, mentoring opportunities, job shadowing, OJTs and pre-apprenticeships. This includes placement in private sector internships or work experiences that align with a youth’s program

of study or area of career interest. Individuals placed in these opportunities receive instruction from staff in developing and learning how to apply the elements of work readiness. Mentoring and job shadowing are opportunities considered for those that require additional assistance in developing good work habits and career awareness. Ongoing linkages to private sector employers remain an integral part of the overall agency strategic planning efforts. Business Representatives on the Anoka County Workforce Development Board help provide partner leadership feedback on industry initiatives and help develop strategy in addressing regional sector need.

Apprenticeship Opportunities continue to grow in Anoka County. Local efforts to educate youth and families about apprenticeships has become a key focus of the ACJTC. The ACJTC hosts an annual Apprenticeship Summit to provide a chance for employers and job seekers to learn about and explore apprenticeship opportunities available in Anoka County. A presentation with an Employer Panel is an integral part in making this a successful event as well as over 28 employers that offer Apprenticeship Opportunities throughout the county.

Internship Opportunities: Now in our second year, internship possibilities have been expanded our new program called “Anoka Works”. Increased outreach efforts to more private sector employers continue to result in several more job opportunities that provide options for youth to work in areas connected to their long-term career goals. These internship opportunities are more high-level in work responsibilities and are offered to youth who have already had some work experience, but now would benefit from an internship to build their resume and skill set. These internships are typically three months in length and have a higher pay than the general work experiences.

Facilities Management Department of Anoka County will be offering summer internships to a small group of youth that are interested in facilities management for their long-term career goal. New this year, during the summer, youth will work alongside building maintenance staff while learning skills on the job that will prepare them to be great candidates for upcoming job postings of “Engineer 1” which has a starting wage of \$ 16.08 an hour. During the summer internship youth will also be given the chance to earn their Boilers License.

Expanded outreach to communities of color: New this year, as a result of agency asset mapping efforts, we have been intentional in expanding our outreach to our communities that are more racially diverse and large areas of low-income families. The Program Coordinator continues to have ongoing meetings with school administrators and educators at these identified high schools they have started to create area-specific activities that address their schools’ individual and needs.

Drop-In Counseling Assistance: As mentioned before in this report, a new service we started in the fall of 2019 will continue this year whereby counseling staff provide “Drop In” Hours each month at the CareerForce location in Blaine to any youth that comes looking for assistance. This new strategy allows staff to assist youth that may be hesitant to do the enrollment paperwork or be confused as to the available services and how they differ from other community or school resources. Counselors help them with the enrollment paperwork and refer them to other community services/partners as appropriate.

Youth Specific Career Fair: After some county wide research with the area school districts through surveys, the ACJTC is planning to host its first ever Career Fair specifically for youth. Our Business Development Specialist is coordinating with employers that hire youth to create an event that is specifically for youth. The entire youth team will be a part of this event and schools will be busing their youth in.

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

ACJTC is a vendor for VRS to provide Pre-Employment Transitional Services to serve youth with disabilities that are ages 14 – 21, are attending secondary school and are eligible or receiving services through Vocational Rehabilitation Services (VRS). Staff provide youth resources for career exploration, referrals to work-based learning experiences, opportunities for enrollment in comprehensive transition or postsecondary educational programs, workplace readiness training and instruction in self-advocacy. Work experience opportunities are provided to these youth to help them gain initial job skills and earn wages and gain their first job reference.

- 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.

ACJTC currently has an onsite Disability Resource Coordinator (DRC) that assists our staff and customers. The DRC provides ongoing training to all staff to ensure that they have the tools necessary to serve clients who have a disability. Special focus is given to the areas of social skills, leadership skills and self-advocacy. Staff are provided a “Resource for People with Disabilities Guide” book, training and access to adaptive equipment, referral assistance and other individualized services. Counseling staff and the DRC focus on serving youth with disabilities including those that are on the VRS waiting list. The DRC forms an IRT as needed to help support established Guideposts for Success with each individual client they are working with. The Disability Resource Coordinator assists staff with referrals and ensures accommodations are offered where necessary. Any new staff hired by the ACJTC, goes through an individual intensive “Disability 101” training with the DRC which includes demonstration of how to utilize agency adaptive equipment.

ACJTC staff also activity participate in a state-wide initiative called Employment Capacity Building Cohort (ECBC) with the Minnesota Department of Education and VRS. Together with staff from the schools and VRS, teams work together to increase the numbers of youth with disabilities that gain competitive integrated employment. Through this increased partnership and enhanced communications, a team approach can be implemented to better serve youth with disabilities leading to employment.

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

The Future Leaders collaboration with the Anoka-Hennepin School District offers an after-school option for students in High School. This program allows full-time students to gain valuable work experience as classroom assistants which then leads to positive impact in their community by assisting younger children in the after-school programs.

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

ACJTC operates both MFIP and SNAP programs onsite allowing for ongoing regular communication between staff working in these programs. The Empowers team has a counselor that is also a SNAP counselor. All youth co-enrolled in SNAP are given to her to better serve the youth and provide seamless services. All other program staff are trained and knowledgeable of the myriad of program rules and policies that affect youth through the age of 24. Updates and changes in program policy are shared across programs via email and/or regular staff meetings. Co-enrolling youth is done whenever possible to help leverage resources between the programs. Staff work to identify potential youth that are eligible for program services during the SNAP orientations. Once identified, they are given information about the Empowers program and a point of contact. Increasing the services to SNAP Youth is a key area Empowers is expanding in. Looking for ways to co-enroll and integrate services to these youth will remain a top priority.

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

- a. Who provides the service? If another agency (or agencies) provide these services, describe the scope of service(s) provided and how the WDA ensures participants are receiving appropriate service levels.

In Anoka County all youth employment services are provided directly by ACJTC local area staff. Depending on the eligibility of the youth, other funding sources may be utilized to support that program element. See question number 12 in this plan to see the grants that are utilized.

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

- ii. Program Element 2: Alternative secondary school services or dropout recovery services
- iii. Program Element 3: Paid and unpaid work experience
- iv. Program Element 4: Occupational skill training
- v. Program Element 5: Education offered concurrently with workforce preparation and training for a specific occupation
- vi. Program Element 6: Leadership development opportunities
- vii. Program Element 7: Supportive services
- viii. Program Element 8: Adult mentoring
- ix. Program Element 9: Follow-up services
- x. Program Element 10: Comprehensive guidance and counseling
- xi. Program Element 11: Financial literacy education
- xii. Program Element 12: Entrepreneurial skills training
- xiii. Program Element 13: Services that provide labor market information
- xiv. Program Element 14: Postsecondary preparation and transition activities

1. **Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of a HS Diploma or GED:** Education is always a goal of youth needing to complete secondary education and graduate from high school or receive their GED. Program staff is well versed on the various support services for youth available to assist them in achieving their secondary education goals. Close connections are established between schools and program staff to provide academic support like ABE, School Counselors/Tutors, and programs like Sylvan Learning Centers. In addition, continued work experience through the program is contingent on a youth's staying in school and making continued progress. The Disability Resource Coordinator (DRC) provides additional help to youth completing their educational goals by providing assistance and support that self-identify as having a disability.
2. **Alternative secondary school services:** Empowers staff are very familiar with the various alternative learning centers within the Anoka County community, providing outreach to teachers and students regarding services resulting in numerous referrals. Staff provide weekly office hours at the satellite office at Anoka-Hennepin Technical High School and meet frequently with students at Anoka-Hennepin Regional High School. Staff teach classes on job search and career related topics and work with school staff to ensure students' post-secondary plans are in place. As part of the expanded outreach efforts, school tours of the CareerForce Career Lab are offered. When a youth has an IEP, counseling staff are frequently included in meetings for case consultation and joint service planning.
3. **Paid and/or unpaid work experience:** Empowers staff work closely with local employers to develop work experiences, internships, mentoring opportunities, job shadowing, OJTs and pre-apprenticeships. This includes placement in private sector internships or work experiences that often align with a youth's program of study or area of career interest. Individuals placed in these opportunities receive instruction from staff in developing and learning how to apply the elements of work readiness. Mentoring and job shadowing are opportunities considered for those that require additional assistance in developing good work habits and career awareness.

Ongoing linkages to private sector employers remain an integral part of the overall agency strategic planning efforts. Business representatives on the Anoka County Workforce Development Board help provide partner leadership feedback on industry initiatives and help develop strategies in addressing regional sector needs. The ACJTC Workforce Development Specialist works closely with the youth team to develop new employer partnerships to fit the diverse interests of the youth.

The WDA does not operate a stand-alone summer work experience program. The year-round program allows for participating youth to increase their work hours during the summer if the program budget permits.

4. **Occupational Skills Training:** Service strategies are developed that align with the needs of local employers that provide opportunities for young people to explore career pathways in targeted key industries and in-demand occupations. Staff utilize several Data Tools that are found on DEED's website. Young people are given the opportunity to attend the Career

Exploration Workshop where instructional staff utilize many assessment tools to guide the students in their career pathway: Meyers Briggs, Self-Directed Search (SDS), Life Values, Work Values and Life Purpose. These tools assist with identifying skills, interests and values. Staff guide youth in the decision-making process to establish employment and career goals as part of their Individual Service Strategy. Program funds are used to financially subsidize training; paying for tuition, books, and other related training costs. Credentialed training in in-demand occupations can include a variety of WIOA Certified program through our Career Pathways programs, Job Corps, Long-Term Training and Short-Term Training options.

- 5. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupation cluster:** Youth are encouraged to participate in training and work experience concurrently to build experience and a credential. The JTC offers Career Pathways training programs in machine operation, Healthcare/CNA, welding and 911 Telecommunications and Call Center Agent. These may include internships, clinicals and hands-on training. Youth staff also can refer to Metro North ABE that offers an internship program with Anoka Hennepin School District offering training for positions in childcare, food service and bus para support staff. Youth not interested in any of these designated career pathways are assisted with career exploration and/or research in selecting an in-demand career training opportunity that is the best fit for them.

All Anoka County Career Pathway trainings have committed employer partners who are positioned to recruit and hire successful training program graduates. Staff utilize established relationships with private employers and non-profits, including county and government agencies to create job opportunities for youth that have little or no work experience. Paid internship opportunities are developed for those youth who are participating in a career pathway training, postsecondary education plan and exploratory career opportunities. All these opportunities expose youth to occupations in various industry sectors that are indicating long term growth.

- 6. Leadership Development:** Through the partnership with the YMCA, youth are invited to Independent Living Skills (ILS) classes. These hands-on trainings encourage responsibility, independent living skills such as budgeting and making positive choices as well as other positive social and civic behavior. Other activities that encourage responsibility and leadership include Future Leaders, 4H, Fridley Community Center programs, Community Volunteering and Student Council. Membership on the Youth Standing Committee is another option to build leadership skills.
- 7. Support Services:** Empowers staff provide support services to young adults after needs are identified through assessment and documented on the ISS. Support services provided include things such as transportation assistance (bus passes, mileage reimbursement, driver's training), clothing for work (interview outfits, work uniforms, work boots), school costs (tuition, books, uniforms – once financial aid is exhausted), testing fees such as GED test fees and certifications costs. Incentives are also awarded once the young person meets goals outlined in their ISS.
- 8. Adult Mentoring:** This is a formal relationship between youth and an adult (other than the case manager which lasts at least 12 months.) Examples: Big Brothers Big Sisters, an advisor

at the college, local mentoring programs at the YMCA, 4H and Fridley Community Center. If placed at a work experience, the on-site supervisors also provide strong mentoring, teaching work skills and soft skills.

9. **Follow-up services:** All WIOA youth are notified that they are eligible for 12 months of follow-up services at exit. They are expected to stay in contact with their counselor during this time. Empowers staff utilizes WF1 to track and monitor all quarterly follow-ups for youth that exit. As an internal tracking method, counselors receive a monthly report listing youth needing to be contacted during the follow-up period. The Empowers Incentive Policy provides gift card rewards to youth when quarterly outcomes are met throughout the follow-up process. Youth are issued gift cards in nominal amounts when obtaining a credential, full-time employment, and/or maintaining full-time employment for 12 months. During the 12-month follow-up time counselors can assist with support services and send out information to youth about on-site hiring events, community resources and other services they may be interested in.
10. **Comprehensive guidance and counseling:** From the first orientation to the time of exit and follow-up, staff assess, develop and monitor progress of the individual plan with the youth to help them meet their goals. When young people share struggles that necessitate professional counseling or treatment, staff will refer to counselors, clinic and treatment facilities as appropriate.
11. **Financial Literacy:** As staff work with youth to look at long term goals, budget discussions become key in career planning: projecting current needs to pay for school, but also long-term financial goals leading to self-sufficiency. There is a budget section in the Youth Handbook and youth receive financial literacy tips monthly from staff. Youth staff also offer a youth focused budgeting class annually. New this year the staff are writing a fictional story that is on-going each month. A fictional young adult must face different financial questions and make tough decisions throughout the year. Youth are encouraged to provide feedback to their counselor on “what they would do” in these fictional life examples.
12. **Entrepreneurial Skills Training:** Counseling staff provide information to youth who are interested in starting their own business through our community county partner that specializes in entrepreneurship – “Open to Business”. They provide information to the young people about how to start your own business and how to access funding and support to be successful. Staff also have available “A Guide to Starting a Business in Minnesota” manuals created by SBB that they can provide to youth that want to explore this option. Additional options include referrals to SCORE, Business Professionals of America (in-school) and SBDC.
13. **Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local areas:** Staff provide and review labor market and employment information about in-demand industry sectors throughout enrollment and is indicated on the first page of the ISS. This CareerForce has established an e-mail communication to all program staff sending out job leads. This allows staff to review and communicate job opportunities to their clients on a frequent and ongoing basis. This CareerForce Center also features weekly On-Site Hiring Events which is another method to connect job seekers with local business. Youth are also encouraged to attend our industry specific job fairs that highlight job openings in high demand fields which have included

employer guest speakers who talk with the youth about what they seek in good applicants and provide opportunity for interested youth to apply for current openings. In addition, when an employer is conducting large scale hiring through CareerForce, staff prep youth and arrange transportation as needed to special events. Program staff assists out-of-school youth with job search 1-1.

14. **Activities that help youth prepare for and transition to post-secondary education and training:** Staff assist youth in their transition to post-secondary training by utilizing several program elements such as work experience/internships, job shadowing, mentoring, career exploration, college tours, training fairs and encouraging participation in our Career Exploration Workshop. When young people are ready to seriously consider a training program, staff work with them to complete a short-term or long-term training packet, which includes Labor Market research and personal budgeting information. TRIO staff are also co-located on-site to assist young people with their FAFSA applications.

Attachment 1H

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

(Applies to WIOA Youth funded programs ONLY)

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

Questions to be completed:

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

Youth Experiencing Homelessness:

- **Working Directly with Schools:** Staff work closely with school district staff to identify youth that are experiencing homelessness in their schools. Staff work with the school districts homelessness liaisons and Social Workers in the six local school districts. These staff identify these youth and get information to them about the services we provide. The program coordinator has started to meet annually with these staff late summer as they prepare for the new school year and targeted emails are sent throughout the school year.
- **Transitional Housing Agencies:** Empowers staff work closely with Hope Place, the Transitional Housing program in Anoka County and with Hope4Youth, a local drop-in center for homeless youth, and Stepping Stone Shelter which is an adult homeless shelter providing emergency services for young adults age 18 and older. Staff maintain weekly hours at Hope4Youth and provides on-site hours every week for intensive case management services to youth housed at Hope Place. Our instructional staff teach workshops and assist with Job Club activities at Stepping Stone.
- **YMCA Partnership:** Empowers staff work closely with the YMCA and has ongoing communication regarding program services and receives referrals from the Y's Youth Outreach and Intervention Programs targeting homeless youth. The YMCA sponsors different housing programs for youth that Empowers staff stay well versed on and make every effort to help connect homeless youth.

- **Job Corps:** Empowers works closely with Job Corp staff which also serves a high population of youth that struggle with homelessness or have run away.
- **Standing Youth Committee Representation:** Staff from Hope Place/Hope 4 Youth, Job Corps and the YMCA sit on our Standing Youth Committee to ensure strong linkages and referral processes.

Foster Youth

- **Anoka County Foster Care Team Partnership:** Empowers staff work directly with the Anoka County Foster Care Team. Staff are in regular communication with the Foster team which ensures ongoing referrals of youth most in need and go and speak at unit meetings to update staff on referral process and services available.
 - **Standing Youth Committee Representation:** There are two Anoka County Foster Care staff on the Standing Youth Committee.
 - **County-wide Coordination:** An Empowers counselor is part of an on-site Youth Team that meets once a month. This group is made up of staff from the Foster Care Unit, ACJTC staff, Anoka County staff from the Minor Parent Program, ACCAP Child Care, Economic Assistance, and Public Health. This provides an opportunity for ongoing discussions about Empowers and the services we can provide in tandem.
2. Identify school district(s) you would anticipate working with to recruit homeless, in-school youth and in-school foster care youth.
 - Anoka-Hennepin School District
 - Fridley School District
 - St. Francis School District
 - Centennial School District
 - Columbia Hight's School District
 - Spring Lake Park School District
 3. What services would you anticipate may need to be provided above and beyond what you are already offering?
 - Possible need for increase in support services due to COVID 19 Pandemic and the extra needs of youth experiences homeless during this national health crises.
 - Expanded opportunities for paid internships, OJT's and work experiences to meet the need of a rapidly changing workforce. Looking to expand the possibility of adding a stipend component to our options.
 - Increase on-line virtual services to serve youth that are unable to meet with counseling staff physically.

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

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

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

Outcomes				
Improve Transition Outcomes for Juvenile Offenders	Improve Transition Outcomes for Youth Aging Out of Foster Care	Improve Transition Outcomes for Youth with Disabilities	Prevent and End Homelessness	Reduce High School Dropout Rates
Strategies				
<p>Anoka County Juvenile Corrections</p> <p>Increased referrals of youth on probation or transitioning from the Juvenile Center. Empowers provides counseling & guidance to both juvenile and adult offenders on seeking employment with a criminal background. JTC has a current staff person whom serves as a liaison with Corrections.</p>	<p>Anoka County Social Services – Foster Care Unit</p> <p>Increased collaboration with county social workers to identify and serve youth aging out of the foster care system and assist them with the application process to the program. In addition, attend IEP meetings and work with the designated team of professionals providing support to disabled foster youth.</p>	<p>Northwest Metro CTIC (Community Transition Interagency Committee) Improved collaboration through a special education cooperative interagency committee for youth with disabilities, beginning at grade 9 or age equivalent, and their families. ACJTC’s DRC is an active membership of this committee.</p>	<p>Job Corps</p> <p>Expand relationship with St. Paul Job Corps Center providing young adults with resources that would benefit them after completing a Job Corps training program. Job Corps has a high population of low-income, HS dropouts, and homeless youth. Increase information to staff as well to better understand which youth would qualify for certain programs.</p>	<p>Area School District Targeted Mailings</p> <p>Provide program information to schools for them to send to students that drop out of school. Increase partnerships with different programs that help individuals who have already dropped out of school.</p>

Outcomes				
Improve Transition Outcomes for Juvenile Offenders	Improve Transition Outcomes for Youth Aging Out of Foster Care	Improve Transition Outcomes for Youth with Disabilities	Prevent and End Homelessness	Reduce High School Dropout Rates
Strategies				
<p>Compass Program Increased outreach to educational programs with high population of youth offenders or those dismissed from typical academic setting for behavioral reasons.</p>	<p>Area School District Case Managers and Work Experience Coordinators Build stronger school and community partnerships to connect youth with resources beyond secondary school structure. Anoka County's Outreach to School efforts is the structured approach to establishing these connections.</p>	<p>Hope4Youth Outreach and Hope Place Case Management Identify needs and coordinate services to youth that have a disability. Currently 50% of the youth at Hope4Youth and Hope Place self-attest that they have a disability</p>	<p>Emma B. Howe YMCA Ongoing and regular communication between Empowers Program and YMCA staff to identify potentially homeless and homeless youth and help connect them with available community resources.</p>	<p>Job Corps: Increase connections to youth that are unable to successfully complete their Job Corp training. Provide linkages for these youth to connect with Empowers to develop a personalized employment and training plan.</p>
<p>Hope 4 Youth Outreach and Hope Place Case Management Increased efforts to identify and serve ex-offenders. Currently 40% of the young people at Hope4Youth and Hope Place have some sort of record or are on probation.</p>	<p>On-Site Youth Team Collaborating with partners serving youth in quarterly meetings and coordination of Anoka County staff from Minor Parent Program, Anoka County Foster Team, ACCAP Child Care, Economic Assistance, and Public Health. This is an opportunity to continue to discuss the Empowers Program with these programs that work with youth.</p>	<p>Vocational Rehabilitation Services Increased partnership with VRS located onsite at the Blaine Human Services Center. Provide vocational rehabilitation services in helping transition youth with disabilities to self-sufficiency. Youth Counselor and the DRC maintain regular contact to streamline referrals.</p>	<p>Hope4Youth & Hope Place Provision of weekly on-site intense case management with youth living at Hope Place. Continued weekly on-site outreach efforts at Hope4Youth to provide resources and information about jobs and training.</p>	<p>Hope4Youth Outreach & Youthlink at Hope Place Expanding our outreach to potential high school drops outs through our new partnerships with Hope Place and Youthlink. Currently 50% of the youth serviced by Hope4Youth don't have their High School Diploma or GED.</p>

Outcomes				
Improve Transition Outcomes for Juvenile Offenders	Improve Transition Outcomes for Youth Aging Out of Foster Care	Improve Transition Outcomes for Youth with Disabilities	Prevent and End Homelessness	Reduce High School Dropout Rates
Strategies				
<p>TRIO - Educational Opportunity Center (EOC) Coordinating with TRIO representatives to identify potential youth applicants; and refer college bound youth for assistance. Located onsite at CareerForce in Blaine and ARCC, TRIO provides additional assistance with filling out FASFA and college applications and connecting students with other supports at the college.</p>		<p>Career Connections Referrals Supporting individuals that don't meet the TABE cut scores for Career Connection Cohorts because of learning disabilities/development disabilities. Youth are enrolled in Empowers and offered other trainings and support that can accommodate their limitations.</p>	<p>Metro North Adult Basic Education Build on partnership with Metro North to increase referrals and identify youth that that could use support to get their Diploma /GED.</p>	<p>Area Learning Centers Strengthen network with ALC's in service area to increase blending of resources and additional assistance to 'super seniors' and those students at risk of dropping out.</p>
		<p>Anoka County Disability Units (DD Unit, Children's Mental Health, etc.). Assisting youth with disabilities ages 18 – 21 by giving them the opportunity to have an OJT through Employment for All.</p>	<p>Stepping Stone Shelter Refer homeless youth ages 18 – 24 who need temporary shelter. ACJTC instructors facilitates job search workshops two times a month and maintain regular contact with shelter staff to identify and connect with youth to training and employment services.</p>	

ANOKA COUNTY LONG-TERM TRAINING POLICIES AND PROCEDURES

The goal of the long-term training (LTT) component is to provide individuals the opportunity to acquire the education, skills, and credential necessary to enter the workforce in sustainable jobs with good wages and a strong projected outlook. Training programs must lead to a credential, be vocationally oriented, WIOA certified and offered at non-profit or MNSCU colleges. Credentials must be able to be attained within 2 years or less. Individuals who do not have a bachelor's degree are priority for LTT.

Requirements For Long-Term Training Plan Approval

1. Complete the require workshops:
 - Transition to School Workshop (Adults and Dislocated Workers)
 - Career Exploration Workshop and turn in a copy of your assessment summary (Youth)
2. Career assessments and counseling must support your training/degree choice by showing that it is a good fit with your interests, values, abilities, goals, and needs.
3. Provide college entrance test results and/or college transcript documenting that you are ready for college level coursework.
4. Provide a letter from the school stating that you have been accepted into the program/major and the start date of training.
5. Apply for federal financial aid annually and provide a copy of your financial aid award letter.
6. Have a valid plan for meeting household expenses while in school without working fulltime.
7. The college's placement report should show that at least a 70% of recent graduates were hired in positions related to their degree
8. The majority of the training must occur in a classroom setting. Degrees that are 100% or primarily on-line will not be approved.
9. Labor market research must show that this occupation/industry is projected to have average or above average growth.
10. The wages of the occupation must be sufficient to meet your financial needs upon graduation, and high enough to justify the time and expense of training.
11. Submit a "Long-term Training Proposal" packet at least 1 month before training starts which documents that all of the above criteria have been met.

Requirements While In Long-Term Training

1. Sufficient credit hours to finish the approved course of study within the timeframe established under the approved training plan.
2. Maintain at least a 2.0/ C grade point average (GPA).
3. Submit grades to your Counselor at the end of each semester.
4. Maintain satisfactory progress throughout training so that the established graduation date is achieved.

5. Contact your counselor immediately if issues arise that may postpone graduation to explain those issues, discuss solutions, and determine if an extension can be granted. (Multiple extensions of graduation dates are not typically approved.)
6. Enroll only in classes required for the degree/diploma agreed upon in your plan.
7. Submit fee statements and book requests to your Counselor at least 2 weeks prior to the start of each semester. Current funding can be used only for tuition, fees, and books. Tools, uniforms, supplies are the student's responsibility.
8. Apply for financial aid at least 2 months prior to the start of each school year and provide your Counselor with a copy of your financial aid award letter every year.
9. Update and sign an Individual Training Account, Employment Plan, Budget form and Release of Information at the beginning of every school year.
10. Seek and/or accept only jobs that are temporary/seasonal. Talk to your Counselor if you need an exception to this rule.
11. Attend meetings and appointments with your Counselor as scheduled/requested.
12. Respond promptly to emails and calls from your Counselor.
13. Inform your counselor immediately if you drop, withdraw from, or fail a class.
14. The program can grant a one-time leniency to pay for one re-take class if the participant has explained the circumstances that caused him/her to fail or withdraw and the counselor is satisfied that the issues that caused him/her to not complete the class have been resolved. Be aware of your school's deadlines for dropping classes so that fees are not paid for dropped classes.
15. Upon graduation, provide your Counselor with documentation from the school of the degree/credential awarded.
16. If your occupation requires licensing, you must commit to acquiring that license as soon as possible and provide a copy of the license to your Counselor. Required testing and licensing fees may be reimbursed if testing is completed and occupational license is awarded within 60 days of graduation.

Exceptions to these requirements are considered on an individual basis upon the request of the participant. Failure to meet these requirements may result in probation, suspension, or termination of your LTT training plan.

Requirements Upon Completion of Long-Term Training

1. Meet with your Counselor within one month of graduation to develop a job search plan.
2. Follow your plan & counselor recommendations until you start a fulltime job in your field.
3. Provide your counselor with your new employer's name, your job title, wage, & start date.
4. Cooperate with quarterly post-placement follow-up for the first year on your new job.

**ANOKA COUNTY JOB TRAINING CENTER
INDIVIDUAL TRAINING ACCOUNT**

Name: _____

Date: _____

WF1 ID # _____

School Attending: _____

Program /Major: _____

Credential: _____

ITA Expiration Date: _____

ITA Maximum Funding Amount: \$ _____

- I have read and fully understand the Anoka County Job Training Center Long-Term Training Policy.
- I understand that demand for services and budget changes may affect funding availability.
- I understand that I may review my ITA balance upon request by contacting my counselor.

Customer signature

Date

Counselor Signature

Date

Incentive Policy for *Empowers* Youth Programs

Anoka County Job Training Center

Approved March 28, 2019

For youth participants enrolled in the WIOA Youth or MYP program

WIOA Youth funds can be used to provide incentives for recognition and achievement to eligible youth seeking assistance with academic and employment success. Funds can be used in the form of “incentives” to be used to encourage and motivate WIOA youth to reach specific goals and obtain positive outcomes. The MYP Program does not have any policy prohibiting or limiting the use of support services funds for incentives.

IMPLEMENTATION

- Incentive are awarded upon the completion of activities that are tied to goals in each participant’s Individual Service Strategy (ISS). The Empowers Counselor will have the ability to make the decision about when and if the participants receive the incentives.
- The incentive payments below shall be awarded equitably to eligible participants.
- The incentive awards will be part of the overall Supportive Services expenditures and tracked in WF1. A case note will be made for each incentive awarded and listed on the participant’s ISS.
- Incentives are not to exceed \$200 in a 12-month calendar year for an individual youth.
- All incentives may be limited by program funding availability.
- Typical incentives may include but are not limited to retail gift cards and gas cards.
- The incentive policy will be reviewed on an annual basis.

GED Students:

\$25 Completing and passing the battery of GED Ready tests (all four sections)

\$25 Attaining GED – must provide copy of GED

Diploma Students:

\$50 Receiving diploma – must provide copy of diploma or transcript

Out of School Youth with Combined Educational & Employment Goals:

\$25 Submitting documentation needed for measurable skills gained related to ISS

\$50 Securing permanent employment at 30 hours a week and providing employment information and/or a copy of a pay stub to their Empowers Counselor.

\$50 Submitting a copy of a credential while enrolled or within one year after exit (i.e. AA degree, CNA). For 1st credential only. Youth must turn in copy of certificate/degree to receive incentive.

\$50 Submitting a pay stub showing employment during the 4th quarter after exit quarter

Peer or Group Learning Activities:

\$25 For participating in peer or group activities (ex: financial literacy topics, keeping a job-workplace communication skills, labor market info and/or entrepreneurship concepts)

INDIVIDUALIZED INCENTIVES:

Counselors will award an incentive that is tied to an educational or work experience goal that is outlined in the ISS that is tailored to the individual needs of the youth and approved by the Empowers Program Manager.



Youth Performance Evaluation

Name of Youth: _____

Supervisor: _____

Job Title: _____

Worksite: _____

Please Rate the youth on a scale of 4 to 1

Pick 4,3,2, or 1 to describe progress	4	3	2	1	Your Rating
Attendance	100% attendance or few absences	One absence per month, notifies supervisor ahead of time	Two to three absences per month, seeks to make up missed work	Misses four or more days per month affecting work performance	
Punctuality	Almost always arrives for work and returns from breaks on time	Usually arrives to work and returns from breaks on time	Often arrives to work late, calls supervisor to alert them	Nearly always late to work, does not notify supervisor	
Presents a neat appearance	Always dressed appropriately, always appears put together and clean	Dresses appropriately, appears put together	Does not dress appropriately often	Never dresses appropriately appears un-kept	
Shows initiative	Remains on task through completion of work, seeks out next tasks	Almost always remains on task, asks what to do next	Needs some direction to stay on task	Slow to start tasks without a lot of direction, needs frequent reminders to stay on task	
Follows instructions	Listens to directions and completes task correctly the first time	Listens to directions, needs a few reminders about how to do things correctly	Listens to directions, needs many reminders about how to do things correctly	Does not listen to directions, does not complete tasks as instructed	
Communication Skills	Almost always speaks clearly, always uses appropriate language	Shows ability to speak clearly, uses appropriate language	Struggles to speak clearly, does not always use appropriate language	Has difficulty communicating, often uses inappropriate language	
Accepts Constructive Criticism	Almost always accepts direction and feedback with a positive attitude, uses suggestions to improve work	Usually accepts direction and feedback with a positive attitude, uses suggestions to improve work	Has a hard time accepting direction and suggestions from supervisor	Does not like to accept feedback, responds with negative attitude	
Team work	Works well with a group, shows leadership skills	Works well with others, helps with group efforts	Sometimes struggles to work positively with others	Does not work well with others, rarely helps with group efforts	
Exhibits good conduct	Almost always displays good conduct and has a positive attitude	Usually displays good conduct and has a positive attitude	Sometimes acts inappropriately and/or has a negative attitude	Rarely acts appropriately and usually has a negative attitude	
Completes tasks	Almost always completes tasks correctly without having to be reminded	Usually completes tasks correctly without having to be reminded	Needs several reminders to finish a task, does not always complete task satisfactorily	Does not complete work	

(over)

Working With People To Improve Lives



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 763-324-2300 ▲ FAX: 763-324-2294 ▲ TTY/TDD: 711

Affirmative Action / Equal Opportunity Employer and Service Provider

1. What things does the youth worker do well?

2. What areas can the youth worker improve in?

3. What are some specific work skills the youth has been working on?

Any other Comments or Concerns:

Supervisor Signature

Date

My supervisor has reviewed this evaluation with me.

Youth Signature

Date