

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
WDA #18 Winona County 1250 Homer Road Suite #200 Winona, MN 55987	CareerForce Marleen Lundberg 1250 Homer Road Suite #200 Winona, MN 55987
Director Name: Jim J. Vrchota Telephone Number: (507) 457-9311 Fax: (507) 453-2933 E-Mail: jjvrchota@merchantsbank.com	Contact Name: Marleen Lundberg Telephone Number: (651) 368-3301 Fax: (507) 453-2933 E-Mail: Marleen.lundberg@state.mn.us

Basic Organization Information

Federal Employer ID Number:	Minnesota Tax Identification Number:
41-6007162	6401360
DUNS Number:	SWIFT Vendor ID Number (if known):
804832640	

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

Signature:	
Title:	
Date:	

Attachment 2
 SFY 2021 Budget Information Summary:
 Minnesota Youth Program
 (See page 6 for definitions of cost categories)

WDA Number and Contact:	WDA #18, CareerForce Winona, Joshua Ploetz/Marleen Lundberg
E-Mail Address/Phone No:	Joshua.Ploetz@state.mn.us / Marleen.lundberg@state.mn.us (507) 205-6066 (651) 368-3301
Date Submitted (or Modified):	04/10/2020

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%)	8,427.00	2,106.00	4,212.00	6,318.00	8,427.00	
881 Youth Participant Wages and Fringe Benefits	29,000.00	7,250.00	14,500.00	21,750.00	29,000.00	
885 Direct Services to Youth	26,846.00	6,712.00	13,424.00	20,136.00	26,846.00	
860 Outreach to Schools (Direct Services; This can be up to 20 percent of your budget.)	16,000.00	4,000.00	8,000.00	12,000.00	16,000.00	
891 Support Services	4,000.00	1,000.00	2,000.00	3,000.00	4,000.00	
Total:	84,273.00	21,068.00	42,136.00	63,204.00	84,273.00	

Estimated Number of MYP Youth Served/Cost Per Participant

Estimated No. of MYP Youth Served:	35
Outreach to Schools (OTS) Youth + Families Served (Note that OTS is an optional activity):	2,000
Estimated Total Number of MYP Youth and Families Served:	2,035
Estimated Cost Per MYP Participant:	\$1,039.00
Estimated Cost Per OTS Participant-Family:	\$8.00

Attachment 2

PY 2020 Budget Information Summary:

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

(See following pages for definitions of cost categories)

WDA Number and Contact:	WDA#18, Joshua Ploetz	
E-Mail Address/Phone No:	Joshua.ploetz@state.mn.us (507) 205-6066	marleen.lundberg@state.mn.us (651) 368-3301
Date Submitted (or Modified):	05/06/2020	

Cost Category	Carryover From PY19 <i>(Cannot exceed 20% of PY 19 Amount.)</i>	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 <i>(Cannot Exceed 10%)</i>		\$9,031.00		\$2,258.00	\$4,516.00	\$6,774.00	\$9,031.00
841 In-School Youth Work Experience Wages/Fringe		\$7,000.00		\$1,750.00	\$3,000.00	\$4,750.00	\$7,000.00
825 Out-of-School Youth Work Experience Wages/Fringe		\$7,257.00		\$1,815.00	\$3,630.00	\$5,445.00	\$7,257.00
872 In-School Youth Work Experience Staff Costs		\$5,000.00		\$1,250.00	\$2,500.00	\$3,750.00	\$5,000.00
855 Out-of-School Youth Work Experience Staff Costs		\$5,000.00		\$1,250.00	\$2,500.00	\$3,750.00	\$5,000.00
874 In-School Youth Direct Services (Non-Work Exp.)		\$4,000.00		\$1,000.00	\$2,000.00	\$3,000.00	\$4,000.00
877 Out-of-School Youth Direct Services (Non-Work Exp.)		\$23,000.00		\$5,750.00	\$11,500.00	\$17,000.00	\$23,000.00
848 In-School Youth Support Services		\$0.00		\$0.00	\$0.00	\$0.00	\$0.00
862 Out-of-School Youth Support Services		\$3,706.00		\$927.00	\$1,854.00	\$2,781.00	\$3,706.00
860 In-School Youth Other Services		\$0.00		\$0.00	\$0.00	\$0.00	\$0.00
878 Out-of-School Youth Other Services		\$0.00		\$0.00	\$0.00	\$0.00	\$0.00
837 In-School Youth Training		\$4,320.00		\$1,080.00	\$2,160.00	\$3,240.00	\$4,320.00
838 Out-of-School Youth Training		\$22,000.00		\$5,500.00	\$10,000.00	\$15,500.00	\$22,000.00
Total:		\$90,314.00		\$22,579.00	\$45,158.00	\$67,737.00	\$90,314.00
Estimated Percentage of NEW WIOA Funds Expended on Out-of-School Youth (Must be at least 75 percent):							75
Estimated Percentage of NEW WIOA Funds Expended on Work Experience (Must be at least 20 percent):							30

Cost Category	Carryover From PY19 <i>(Cannot exceed 20% of PY 19 Amount.)</i>	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
Estimated Total Number of Youth to be Served With WIOA Youth Funding:							10

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:	WDA #18, Joshua Ploetz
E-Mail Address/Phone Number:	Joshua.ploetz@state.mn.us / 507-205-6066
Date Submitted (or Modified):	07/22/2020

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%	76%
Employment/Training 4th Quarter After Exit:	76.5%	62.5%	N/A	73.0%	74.0%	73%	74%
Credential Attainment:	65.3%	47.7%	N/A	62.0%	62.5%	62%	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%	49%

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 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: <i>CareerForce, Winona</i></p> <p>Address: <i>1250 Homer Road Suite #200</i></p> <p>City, State, ZIP <i>Winona, MN 55987</i></p> <p>Contact Person: <i>Joshua Ploetz</i></p> <p>Contact Person Phone: <i>(507) 205-6066</i></p> <p>Contact Person E-Mail: Joshua.ploetz@state.mn.us</p> <p>Service Provider Website: www.co.winona.mn.us/page/3527</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.

2. Describe outreach and recruitment of:

- **Out-of-School Youth (“OSY”)**

The CareerForce (Winona) will use multiple methods for outreach and recruitment of out-of-school young adults, including these strategies:

- A) Continue to work cooperatively with Vocational Rehabilitation Services, soliciting referrals from them and coordinating services. Encourage Voc Rehab referrals from Voc Rehab’s waiting list.
- B) Encourage Adult Basic Education (ABE) instructors to refer students in GED, Adult Diploma or English as a Second Language classes who may be eligible for WIOA services or MYP services. Contact instructors regularly to keep them updated on any changes or enhancements to Youth Programs.
- C) Share information to partner(s) to post on Social Media (Facebook, Twitter) to disseminate information about available tuition assistance, paid intern/work opportunities available to out of school youth.
- D) Increase awareness of local county social workers, public health and probation officers of the availability of WIOA and MYP programs. Work with SNAP workers, Veteran Services Providers and other local agencies (food shelves, housing, mental health service providers) that work with challenged youth to identify referrals.
- E) Maintain on-going contact with Public Assistance Employment Specialists to solicit referrals of appropriate out-of-school youth for the program. Determine benefit of co-enrollment in various programs.
- F) Maintain regular contact with public secondary school teachers for possible referrals of any recent graduates struggling to find work or enter post-secondary education. Specific focus on special education teachers/case managers, teachers in alternative schools.
- G) Display WIOA and MYP information in the area CareerForce (Winona) and local colleges/schools.

- H) Ask for referrals from former Youth Program participants.
- I) Other referral sources for out-of-school youth are: DEED Representatives – employer education and referral, Minnesota Youth Program School Outreach Worker (Intern), Local WorkForce Development Board, Disabled Veteran Outreach Program, Local Veterans' Employment Representative, Reach Program, Miller Mentoring Staff, and local CareerForce (Winona) presence.

Services provided to Out-of-School Youth are: Career/Skill Assessments, On-the-Job Training, Work Experience, Classroom Training Assistance, Labor Market Information and Support Services. This is not a complete list of services provided.

- **In-School Youth (“ISY”)**

Outreach for participants, within the 3 school districts in Winona County (Winona, Lewiston-Altura and St. Charles), is made primarily through the work experience coordinators, Department of Corrections Juvenile Offender Officers or Miller Mentoring Program. The youth program staff travels to the school to initially meet with students.

The Youth Coordinator works one on one with local high school and Area Learning Center Educators to inform them of programs appropriate for their students and discuss referrals to the youth program. One of the goals of the in-school youth program is to provide incentive to local youth to stay in school or return to school to complete a high school diploma or GED. The Youth program staff identifies work experiences for students based upon their interests.

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.

All Youth and Young Adult Program applicants are required to complete the CareerForce (Winona) Youth and Young Adult Program Application. The Youth and Young Adult Coordinator will review the application – if staff determines that the individual is not eligible for the youth program after reviewing the application, the youth will be contacted, told of their ineligible status and given other resources for job search.

Following the initial assessment of the application, several meetings/interviews with the youth are scheduled. Determination of eligibility is made after these initial interviews/meetings and review of the completeness and content of the application materials. (Youth are given information on what documents they need to provide). Staff reviews the assessment information (Youth Application, IEP, school records, referral

information, parent input etc.) and may continue with the orientation and assessment as appropriate. Youth and Young Adult Coordinator and the youth complete the Individual Service Strategy Plan. Once this is developed a decision will be made regarding the youth's entry into the program. Generally, the 5% window would be used for youth with significant barriers to employment but because of their own income or their parents' income over the last 6 months, they would not generally be eligible for the program.

The Workforce Development Board intends to use the 5% window to serve non-income eligible In School youth who meet one or more of the categories below:

- 1) Basic skills deficient;
- 2) Individuals with educational attainment that is one or more grade levels below the grade level appropriate to the age of the individual;
- 3) Pregnant or parenting;
- 4) Individuals with disabilities, including learning disabilities;
- 5) Homeless or runaway youth;
- 6) Offenders;
- 7) Unemployed or limited work history with a need for work experience; or
- 8) Other eligible youth who face serious barriers to employment as identified by the local board.

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.**

CareerForce (Winona) definition of "An individual who requires additional assistance to complete an education program or to secure and hold employment" is applied at the Youth and Young Adult Coordinator 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. Youth and Young Adult Coordinator will determine which youth may be eligible under these criteria. The Youth and Young Adult Coordinator 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.

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.**

Assessments are done with every participant at time of intake through questionnaires, school documents, and information from parents, teachers, probation officer, therapist etc. The youth program staff reviews the application with the youth – focusing on youth goals and existing work experience and administers applicable assessments.

For individuals wanting to attend training, the TABE is used to identify grade level skills in math and reading. The TABE will be given to Out-of-School youth within 60 days of their entering the program. Those who are out of school, yet needing assistance in foundation learning skills, are referred to Community Education – ABE.

O'Net and CareerForceMN.com, is used to assist participants with career advising. An interest inventory to create a report that helps guide students into careers starting with jobs requiring no training to positions with significant levels of training. Both sites also takes labor market information into consideration when developing a list of recommended occupations.

Students currently in school and working with a work experience teacher are required to participate in a work seminar class. Through these classes, work experiences, job seeking skills, worker rights and responsibilities on the job are outlined. Students are given the opportunity to tour businesses and talk with people in targeted occupations about their training and the job path to their current occupations, skills and abilities needed to succeed on the job.

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 integrates the assessment results, outlines the objectives, and steps the youth or young adult 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 services within the CareerForce (Winona) and/or community supports. The Individual Service Strategy is reviewed with the youth or young adult to ensure that they are meeting the specified goals and it is continually updated or revised as needed.

The Youth and Young Adult Coordinator obtains the necessary signatures on releases of information. Information from multiple sources will be taken into consideration. If a youth or young adult has an Individualized Education Plan the Youth and Young Adult Coordinator might attend the meeting and coordinate with the entire Individualized Education Plan team at the school to ensure that the Individual Service Strategy goals align with the goals of the Individualized Education Plan. The Youth and Young Adult Coordinator will also work with the Vocational Rehabilitation Counselor located at the CareerForce (Winona).

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

The Winona Youth Program staff and Local WorkForce Development Board believe that experiential learning is the most effective way for youth to become work ready. Work based learning is an opportunity for youth to "learn by doing" and then reflect on that experience. This can be accomplished through experiences in a classroom setting (i.e. small group discussion, role play, exercises and simulations) or hands-on learning through structured activities including work experience through the youth program.

Many youth need to develop career success skills before they are ready to succeed in unsubsidized employment. Often, they also lack the experience necessary to secure work. Winona Youth Program staff will address these barriers by continuing to provide

experiential and work-based learning opportunities for appropriate youth via paid internships/work experience opportunities. This will give these participants the chance to gain the skills and experience necessary to find success in the workplace.

Work-based learning opportunities are provided to youth through placement in entry level paid work experiences that provide program youth with a setting to learn basic work skills and competencies for success in employment.

Work based learning:

- Provides an opportunity for youth to learn about and meet employer expectations while gaining transferable skills.
- Allows youth to try out different jobs to help determine what they like and dislike.
- Helps build work-readiness skills to prepare them for a future career.
- Gives youth exposure to work/careers that will improve their employment prospects.

A variety of work experience opportunities are available to Winona Youth and Young Adult Program participants.

The Winona Youth and Young Adult Programs are proactively working to establish an even greater number of work experience sites in the private sector, including those industries in our region which are high demand, high growth. According to DEEDs Occupations In Demand (OID) Tool, Manufacturing, Healthcare, Retail, Transportation, Construction, and Mechanical industries are just a few of the those industries listed as “well above average” demand and growth in Southeast Minnesota. In order to provide a variety of work experiences, however, a broad range of employment settings are used, not just those in high-demand occupations.

The CareerForce (Winona) has a large group of businesses and organizations willing to host paid youth and young adult workers (work experience participants) at their sites. Initially, there is a meeting with the Youth and Young Adult Coordinator, the employer and the youth or young adult. In this orientation session, expectations of the youth or young adult worker, the worksite supervisor, and the employment partner(s) will be outlined. Other items addressed include workplace safety, child labor restrictions (as appropriate), the Minnesota Right to Know Act, injury reporting, state and federal employment rules, confidentiality, worker’s comp and equal opportunity employment.

The most effective method of assessing work readiness is to require the worksite supervisor to observe and evaluate workplace performance. Worksite supervisors who regularly observes performance at the worksite are in the best position to assess the quality of a young person’s work performance. Having worksite supervisors report the youth’s attendance and punctuality and regularly commenting on the youth’s behavior is the process used to determine work readiness.

A comment section is located on the students' timecards and employers are encouraged to make comments on the timecards. These are returned every week in accordance with the pay periods. The supervisors of each student report number of absences and late arrivals. Pre and Post evaluations help to promote a conversation about positive developments and needed improvements during and after the work experience.

Since the onsite supervisors will generally be having more contact with the youth than the Program's youth coordinator, on-site supervisors are given the option of addressing any concerns directly with the youth, but the youth coordinator requests being updated on any concerns and progress towards resolution of concerns. The employer may also call in the youth program staff to help with resolution of any concerns. Short-term goals for skills improvement are set and monitored by the youth program staff when areas for improvement are identified. The employment partner(s) regularly visits the worksite to observe the youth, discuss progress and areas for skills enhancement, and provide encouragement and support. The youth program staff work with the worksite supervisors to address any issues that arise with these inexperienced workers.

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.

Strategies for introducing Career Pathways for youth and the process for providing current labor market information on high-growth, in-demand occupations in the region include continuation of partnerships with Winona Area Adult Basic Education providers and other ABE providers in the county, K12 Administrators, local employers, post-secondary educators and administrators, DEEDs Regional Labor Market Analyst, and other local community experts. The strategies are successfully sustained through the use of WIOA Youth, Minnesota Youth Program (including Outreach to Schools), and using other available community resources. Woven throughout the Career Pathways is the Outreach to Schools initiatives described in #15 which also identifies a process for providing current labor market information on high-growth, in-demand occupations in the region.

Careers paths can be introduced by having speakers in different industries/occupations come in and talk to youth, sharing their individual stories and answering questions. Tours of various local businesses representing different industries might also be useful in opening up youths' awareness of career pathways they may not have explored before.

Youth can be introduced to career pathways through workshops and one-on-one sessions with the youth program staff. They may also be introduced to career pathways through the Youth Outreach Student Worker (Intern).

Workshops describing career pathways could invite local workers or managers in to discuss their own career pathway or career pathways available at their place of business.

Attendance at career exploration days offered through local colleges may provide additional information on career pathways. Connections will be explored with regional college Tech Prep and Perkins coordinators to ascertain other avenues for students to learn about career pathways.

As youth complete their assessments and explore careers, they are provided with information on the occupations in demand in our region. In addition, they may utilize other resources such as O'Net, World of Work Career Assessment and CareerForce (Winona) resources to identify the skills needed, wages, education/training needs and their post-secondary options. We are learning more about MySkillsMyFuture and Career One Stop sites for other options.

The local WDB has currently identified Manufacturing, Healthcare and Healthcare Support, and the Service Sector as the major areas of growth and in-demand jobs in our area. Information about what is provided to work experience coordinators, teachers and students during the school year. Utilizing CareerForce (Winona) staff and Outreach to Schools Student Workers, presentations in the classroom and one-on-one meetings offer opportunities to share this type of information.

Our list of high growth/demand occupations was developed based on input from private sector and public sector employers to ensure that we are training youth in careers that are in demand and pay a livable wage. We have a local labor market analyst who can provide a workshop for youth on high growth/high demand jobs.

Instructional materials (games, videos, etc.) are available through a lending library to high school educators to use in the classroom to encourage career awareness and work expectations.

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

Please see [Attachment C](#) (10 pages in length) – CareerForce (Winona) Long-Term Training Policies and Procedures, Youth and Young Adult Occupational Research Packet and Individual Training Agreement Form.

The Long-Term Training Policies and Procedures, Youth and Young Adult Occupational Research Packet, and Individual Training Agreement Forms were approved by the CareerForce (Winona) Youth Committee on March 14, 2018.

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

- Youth participants interested in postsecondary training are required to complete and submit a youth and young adult occupational 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 Job Service Manager at CareerForce (Winona) and emailed to the school's business office representative.
- Each authorization is tracked by the Youth and Young Adult Coordinator and once the school invoice is received, staff verify authorization for payment.
- The Individual Training will be for a specified period of time and outlines the program funds utilized to cover unmet need.
- The Individual Training will cover the costs of tuition, books, fees and other required school supplies based upon funding. The last page of Attachment B is the Individual Training Agreement form that the youth signs annually.

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.

Follow-up services are provided to youth exiting the program. Follow-up may be made via e-mail, letter and/or phone call to the individual or family member or teacher.

CareerForce (Winona) services are offered to all to assist in job seeking skills development, job search, job leads or resource and referral to other agencies. In any contact with the youth or family member, they are encouraged to make use of the CareerForce (Winona) and services are offered such as mock interviews, use of Career Lab, resume/online application assistance. Youth may attend any regularly scheduled workshops (often covering job search or success on the job topics). When appropriate, youth are invited to attend a Creative Job Search class. Workshops specifically targeting Youth Job Search have also been scheduled.

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.

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.

Co-enrollment is crucial to the success of each program for reasons, such as, the leveraging and diversification of funds. Also, each funding stream has its own focus. When clients are co-enrolled properly it will result in an effective integrated and comprehensive pathway towards success.

MFIP. Youth may be parents and eligible for the MFIP program. For those youth enrolled in both programs, the youth coordinator would have a release of information signed so that he/she could talk to the MFIP counselor, human services or other organizations. Resource and information sharing would be maximized to enhance the youth's work readiness and resources that support work readiness. Youth funding has been used to give joint MFIP and Youth participants work experience. The youth might meet jointly with the MFIP and the Youth counselors.

Vocational Rehabilitation. Youth may also be working with Vocational Rehabilitation Counselors. The appropriate releases would be signed; the voc. rehab counselors' disability awareness would be taken into consideration in developing an appropriate work site for the youth. Verification can be obtained that ensures no duplication of services take place by working carefully with various partners.

If the youth is working with the Department of Corrections, on-going contact will be made with the Probation Officer to verify terms of probation are followed and to exchange relevant information regarding the youth's progress.

WIOA Young Adult and MYP. Youth/young adults will be co-enrolled in WIOA Young Adult, Minnesota Youth Program, WIOA Adult Program, Vocational Rehabilitation when eligibility is met, and it benefits the client.

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

Efforts are made to identify out-of-school youth by contacting school districts, teachers, financial aid workers at the Technical College, and ABE teachers through community education. Use of public service announcements and local radio talk shows help with outreach while creating an awareness of youth services.

Youth with language and/or cultural barriers to employment

The CareerForce (Winona) has an excellent partnership with the school systems. Staff work with appropriate agencies (i.e. Alternative schools, school liaison, special education programs, Interpreter services, ESL classes through Community Education etc.) to assist youth with special needs to participate in and benefit from youth training programs. Interpreters will be hired by CareerForce (Winona) for those needing this service. CareerForce (Winona) has a relationship with Project Fine, which helps international newcomers to Winona.

Youth in foster care and aging out of foster care

A County Social Worker, Teacher or Foster Parent typically refers youth in foster care for services. Coordination is done with each to support participants continuing their education while working. Releases of information are signed so that the youth program staff can communicate with the foster parents and other resources on the youth's behalf. The youth is made aware of all the resources available to them as they age out of the foster care system. They are encouraged to stay in touch with their CareerForce (Winona) youth program staff as a social support, along with other support people in the youth's life.

Homeless youth or runaways

Referrals primarily come through the school systems or County Human Services or Winona Volunteer Services. Efforts are made to connect these youth with the necessary resources to stabilize them.

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

For youth involved with the Law Enforcement Center/Juvenile Offender programs coordination is done with probation officers, teachers, work experience coordinators etc. to discuss progress or areas needing improvement. Part of the strategy with students in school is they must attend and participate in class to earn the privilege of school release time to work. Linking these components often is enough to get students to finish high school.

Youth with disabilities

Participating on the Youth Council and providing referrals to the program are work experience coordinators from each of the three school districts in our service area. Coordination is provided with Rehabilitation Services as appropriate. Outreach is provided to the local residential facility for people with mental health disabilities – some of whom are older youth.

Teen parents

Many teen parents are in special programming at school and therefore have access to work experience coordinators. MFIP case managers have referred students for work programs.

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

All students are eligible to apply regardless of race. Youth workers are sensitive to differences in culture.

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.

Work readiness is assessed by youth program staff and site supervisor observation. It involves elements such as youth's punctuality and attendance, follow through with work tasks, attitude towards completing work tasks, asking for more work when tasks are completed, ability to function as a team member, attitude towards on-site supervisor and youth program staff, communication with team members and on-site supervisor, taking responsibility for behavior, and being able to take negative feedback constructively. We would use the youth's performance evaluations "Youth and Young Adult Program Positive Work Habits Performance Evaluation" ([Attachment E](#)) to assist us with the Work Readiness evaluation.

- **Approach to assuring work readiness skill attainment for youth participants**
An initial assessment of the prospective program participant is completed by the youth program staff. Referral sources are given an overview of the youth program and basic qualifiers for program participation. (This includes teachers, vocational rehabilitation counselors, and probation officers). We have the youth

complete safety training online and have the youth review safety materials in their orientation packet. We offer a mock interview to the youth before they go out to the job site and encourage the employer to ask questions at the initial meeting. Workshops on work readiness are available.

Once the youth is working, the on-site supervisor gives us a pre and post evaluation. When the youth starts a job, expectations of specific tasks at the worksite will be clarified as well as expectations of soft skills. The youth program staff will make on-site visits to assess the youth's progress and the fit of the work site. The on-site supervisor will fill out the "Monthly Performance Evaluation" (**Attachment F**) which will be reviewed with the youth and forwarded to the youth program staff. This allows the youth program staff to reinforce positive aspects of evaluation and discuss areas of improvement. Either supervisor may create a plan with the youth to overcome any work readiness deficits.

On-site supervisors are encouraged to discuss any concerns directly and immediately with the youth. On-site supervisors also need to express these concerns to youth program staff as soon as possible. Youth staff may assist the on-site supervisor and the youth to create a concrete plan for improvement, suggesting concrete changes in behavior within specific time frames.

- **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.**

An employee evaluation sheet is available and will be used by the on-site supervisor and shared with the youth employee and youth program staff. (This is in addition to the weekly feedback on the time sheets, which lists times absent/tardy and a comment section). On-site visits by youth program staff and partner(s) will be made to evaluate all aspects of the youth's employment. The youth program staff encourages on-going communication with him/her, especially if there are any concerns. Staff also focus on positive aspects of the youth' performance.

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.

Outreach to Schools Activities in Winona County– Outreach to Schools (OTS) activities complement the work of existing school counselors and provide youth and families with career exploration, 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, which may include 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.
- Tours of the CareerForce (Winona) and information about the resources available at CareerForce (Winona) and how to access and utilize the resources.
- Connections to community and private sector resources through a local career fair offered in the fall and spring, career event, and tours of businesses in strategic industries.
- Group and individual sessions including instruction and presentations on O'Net, labor market information and strategic industries and demand occupations.
- Individualized career development activities 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.**

Previously we have involved youth in an e-mentoring program, connecting youth with a successful local businessperson. This program is reviewed on a yearly basis depending upon the availability of the outreach to school’s student worker’s schedule.

- **Pre-Employment Transition Services (PRE-ETS project, if appropriate).**
- **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.**
- **Strategies for coordinating with after-school and out-of-school time programming.**

Regular and frequent communication with school staff will help with finding optimal times to sponsor workshops during the school year. Knowing what school events are popular with the targeted youth populations can help us enhance our recruiting efforts.

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

MFIP counselors are housed at CareerForce (Winona) and available to the youth program staff. Information can be shared when appropriate releases are signed. Guidelines will be provided so that both MFIP counselor and client understand the enrollment in both programs. MFIP and youth program staff can verify that no services are being duplicated but are providing maximum benefit to the client. Information regarding the youth program will be provided to county financial workers to share with potentially qualified SNAP participants.

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.**
- 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

Program elements are provided by CareerForce (Winona), ABE, and various other resources. A memo of understanding includes the school districts, several post-secondary institutions, ABE, and local non-profit organizations. WIOA funds are used or other services are offered by partners.

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

Services provided: Adult Basic Education, GED, Credit Recovery, Adult Diploma and Area Learning Center. A memo of understanding includes the school districts, several post-secondary institutions, ABE, and local non-profit organizations. WIOA funds are used or other services are offered by partners.

iii. Program Element 3: Paid and unpaid work experience

Local business partners (public and private companies) as well as educational institutions and other local non-profits. Work experience sites are recruited based on the need of the client.

iv. Program Element 4: Occupational skill training

Local post-secondary institutions provide occupational skills training. WIOA youth and adult funds are used to provide participants with tuition and supplies.

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

CareerForce (Winona) partners with the Reach Program. Program designed to help participants identify strengths and skills, explore careers and begin setting goals for their employment future.

vi. Program Element 6: Leadership development opportunities

All partners working with students provide some form of leadership training. Work to coordinate such efforts is an ongoing process.

vii. Program Element 7: Supportive services

CareerForce (Winona) provides support services through various funding sources. This includes such support services as bus passes, clothing allowances, rent or mortgage support and insurance payments.

viii. Program Element 8: Adult mentoring

Mentoring is received from CareerForce (Winona), Work site supervisor, ABE instructors, and school counselors. WIOA funding is used to provide these services.

ix. Program Element 9: Follow-up services

Follow –up services are provided to youth exiting the program. Follow-up may be made via e-mail, letter and/or phone call to the individual or family member or teacher

CareerForce (Winona) services are offered to all to assist in job seeking skills development, job search, job leads or resource and referral to other agencies. In any contact with the youth or family member, they are encouraged to make use of the CareerForce (Winona) and services are offered such as mock interviews, use of resource room, resume/online application assistance. We offer a Career Lab for assistance with online applications at least twice a month. Youth may attend any regularly scheduled workshops (often covering job search or success on the job topics). When appropriate, youth are invited to attend a Creative Job Search class. Workshops specifically targeting Youth Job Search have also been scheduled.

x. Program Element 10: Comprehensive guidance and counseling

CareerForce (Winona) refer clients to local service providers and agencies however clients are made aware of workshops, hiring events, career fairs provided by CareerForce (Winona). Youth and Young Adult Coordinator also meets with youth one-on-one providing guidance in helping to navigate youths' career interests along with discussing how to achieve their career goals. WIOA funds will be provided if necessary and available.

Program Element 11: Financial literacy education

ISD 861 are providing Financial Literacy training to all students in the Youth Work Experience class, as well as the local Chamber of Commerce REACH Program. 100% of MYP participants are from ISD 861, or REACH or both. As for students attending college with WIOA funds it is recommended that they take Personal Finance as one of their electives. All clients are receiving financial literacy counseling in a one-on-one basis with the Youth Coordinator.

xi. Program Element 12: Entrepreneurial skills training

Referrals to clients include the following providers: Small Business Administration and the book "*How to Start a Business in Minnesota.*"

xii. Program Element 13: Services that provide labor market information

Strategies for introducing Career Pathways for youth and the process for providing current labor market information on high-growth, in-demand occupations in the region include continuation of partnerships with Winona Area Adult Basic Education providers and other ABE providers in the county, K12 Administrators, local employers, post-secondary educators and administrators, DEEDs Regional Labor Market Analyst, and other local community experts. The strategies are successfully sustained through the use of WIOA Youth, Minnesota Youth Program (including Outreach to Schools), and using other available community resources. Woven throughout the Career Pathways is the Outreach to Schools initiatives described in #15 which also identifies a process for providing current labor market information on high-growth, in-demand occupations in the region.

Careers paths can be introduced by having speakers in different industries/occupations come in and talk to youth, sharing their individual stories and answering questions. Tours of various local businesses representing different industries might also be useful in opening up youths' awareness of career pathways they may not have explored before.

Youth can be introduced to career pathways through workshops and one-on-one sessions with the youth program staff. They may also be introduced to career pathways through the Youth Outreach Student Worker.

Workshops describing career pathways could invite local workers or managers in to discuss their own career pathway or career pathways available at their place of business.

Attendance at career exploration days offered through local colleges may provide additional information on career pathways. Connections will be explored with regional college Tech Prep and Perkins coordinators to ascertain other avenues for students to learn about career pathways.

As youth complete their assessments and explore careers, they are provided with information on the occupations in demand in our region. In addition, they may utilize other resources such as O'Net, World of Work Career Assessment, CareerForceMN.com and CareerForce (Winona) resources to identify the skills needed, wages, education/training needs and their post-secondary options. We are learning more about MySkillsMyFuture and Career One Stop sites for other options.

The local WDB has currently identified Manufacturing, Healthcare and Healthcare Support, and the Service Sector as the major areas of growth and in-demand jobs in our area.

Information is provided to work experience coordinators, teachers and students during the school year. Utilizing CareerForce (Winona) staff and Outreach to Schools Student Workers, presentations in the classroom and one-on-one meetings offer opportunities to share this type of information.

Our list of high growth/demand occupations was developed based on input from private sector and public sector employers to ensure that we are training youth in careers that are in demand and pay a livable wage. We have a local labor market analyst who could provide a workshop for youth on high growth/high demand jobs.

Instructional materials (games, videos, etc.) are available through a lending library to high school educators to use in the classroom to encourage career awareness and work expectations.

xiii. Program Element 14: Postsecondary preparation and transition activities

CareerForce (Winona) partners with the School Districts in Winona County along with the Reach Program. All partners help participants identify strengths and skills, explore careers and begin setting goals for their employment future.

CareerForce (WINONA) 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 and listed under the Eligible Training Provider List (ETPL). Credentials must be able to be obtained within 2 years or less. Individuals who do not have a bachelor's degree are priority for LTT. WIOA Youth funds are provided to youth based upon availability and will pay for tuition and fees; however, student will need to be able to pay for books and supplies. Tools for training and/or before starting employment after graduation is handled case-by-case.

Requirements for Long-Term Training Plan Approval

1. Complete the Youth and Young Adult Occupational Research Packet.
2. Provide college entrance test results and/or college transcript documenting that you are ready for college level coursework.
3. Provide a letter from the school stating that you have been accepted into the program/major and the start date of training.
4. Apply for federal financial aid annually and provide a copy of your financial aid award letter.
5. Have a valid plan for meeting household expenses while in school without working fulltime.
6. Labor market research must show that this occupation/industry is projected to have average or above average growth.
7. The wages of the occupation must be enough to meet your financial needs upon graduation, and high enough to justify the time and expense of training.

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. Based on funding, funding can be used only for tuition, fees, and books and supplies.
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, and Release of Information at the beginning of every school year.
10. Attend all meetings and appointments with your Counselor as scheduled and/or requested.
11. Respond promptly to emails and calls from your Counselor.
12. Inform your counselor immediately **before** you drop, withdraw from, or fail a class or you may be held liable for tuition, books, and fees.
13. 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.
14. Upon graduation, provide your Counselor with documentation from the school of the degree/credential awarded.

15. 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 and 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, and start date.
4. Cooperate with quarterly post-placement follow-up with the youth coordinator for the first year on your new job.

Youth and Young Adult Occupational Research Packet

The purpose of this packet is to help you explore different careers, make well informed choices regarding training, and validate your occupational choices. Please follow the six steps below. After completing these steps, you should be better informed and knowledgeable about your career decisions. This research packet is an important part in the possible approval of your training plan request.

1. Complete TABE Test
2. Complete O'Net Interest assessment
3. Review assessment results and identify potential career interests.
4. Research the local labor market, fill out research data page, and print copies of your findings to demonstrate demand and job availability for the occupation you are interested in using the following resources:

- **Department of Employment and Economic Development (DEED)
Occupational Employment Statistics**

<http://mn.gov/deed/oes>

- Use the link above to use this tool
- Select Minnesota Planning Area, then click select
- Enter in a job title and click find or
 - Select Occupation Category and hit view detail occupations
 - Select Occupation Title and click on view selected data
- Lists projected growth and wage data regional vs. state, and occupation tasks
Note: A 10% increase or above meets one of the demand occupation demand

- **Occupations in Demand**

<http://mn.gov/deed/oid>

- Use the link above to use this tool
- Select Data Tools
- Select, Start New Search
- Select EDR 10 – South East and click view data
- Provides a list of jobs with the most current demand for South East MN
- You can sort the list by different categories

- **Career One Stop**

<http://careeronestop.org>

- Use the link above to use this tool
- Click on Browse occupations under Explore Careers
- Type in a keyword or click on an occupation group title
- Select a state and click continue
- Lists details of the occupation, video clips with people in the field and allows you to access career information from other states

- **Minnesota State CAREERwise Education**

<http://careerwise.minnstate.edu>

Career Descriptions

- Use the link above to use this tool
 - From homepage select Ready to Explore Careers
 - Search Careers: and enter occupation
 - Select Career
 - OR go to Browse Career Clusters to search careers
 - Lists description of career, wages, employment, outlook and change
- Note: A 10% increase or above meets one of the demand occupation criteria

Find School

- From homepage select Ready to Plan Your Education
 - Choose to search by college, fields of study, programs, and/or courses
 - Fill in a keyword
 - Choose up to three different schools to compare the same program
 - Lists program length, costs, completion rates, and employment and wages after graduation
 - You can also compare similar programs at the same school
- Note: Employment rates do not determine if graduates found employment in their field just that they are employed

- **Occupational Outlook Handbook**

<http://bls.gov/oco>

- From Homepage click on A-Z index at the top right of the screen
 - On left, go to occupations, click on Occupational Outlook Handbook
 - Go alphabetically to your occupation of interest
 - Lists description of the occupation, nature of the work, working conditions, employment, training, outlook, earnings, and other related occupations
- Note: Helpful for national prospective but does not provide localized information

5. Bring in want ads or job announcements from local newspaper or internet sites.

Minnesota Works: <http://minnesotaworks.net> **Indeed:** <http://indeed.com>

6. Complete the **Career Goal** page: write a short career goal, list your experience and knowledge of your chosen field, and list schools in which you are interested in.

7. Complete informational interviews with two different people who are currently working in the field you have selected. Use the **Informational Interview** form to interview an employee and the **Employer Survey** form for someone who is responsible for hiring.

Research Data

1. How many workers are employed in your chosen field of work according to the latest Minnesota Labor Market info?

2. What is the labor market outlook for your chosen field of work?

3. Where will you be looking for your chosen field of work?

4. Name three companies in the area you are looking that would be able to use the skills you will gain in training.

5. What are three related occupations that can use the skills you will gain in training?

6. How much money do you need to support yourself and/or family each month?

7. Calculate the hourly rate of pay you are receiving this month. Divide the total amount of income you have from all sources this month by 160 hours. The rate of pay you are receiving at this time is \$_____per hour.

8. What is the average hourly rate of pay for the career you have chosen? \$_____per hour.

Career Goal

Write a short description as to why you want to complete this training Program.

What experience or knowledge do you have in this career field that leads you to believe you would enjoy it and be successful in it? (Include: personality traits, personal interests, and transferable skills)

Do you have one or more schools in mind that offer training for your selected occupation/field? If so, name the schools and the titles of the schools' training programs.

Informational Interview

(Interview with someone employed in your chosen field)

Name of person interviewed: _____

Job Title: _____

Job Location: _____

1. Describe a typical day on the job and your main duties and responsibilities.
2. What is rewarding about your job?
3. What is your work schedule?
4. How much education or training is required?
5. Where did you get your training? How long did it take you to find your job after completing your training?
6. What could I expect for entry level pay and benefits? Are there advancement opportunities and if so, what are they?

7. What do you like most about your job?

8. What do you like least about your job?

9. What advice would you give to someone considering this occupation? If you were repeating your training what do you wish you would have paid attention to in school?

Employer Survey

(Interview with someone who hires or supervises employees in your chosen field)

Sample introduction: Hello my name is _____ and I am interested in pursuing training in _____. I would like to ask you some questions about is occupation. Do you have a few minutes to discuss this? If the employer says no, ask when a better time would be to call or is there someone else within your company that I should contact.

Name of person interviewed: _____

Name of Business: _____

1. Are there any job openings in _____ with your company?
Occupation
2. About how many _____ have you hired in the past year?
Occupation
3. About how many applicants do you get for each opening?
4. What wage could I expect to earn if I do not have experience?
5. What education, experience, or qualifications do you look for when you hire someone for this occupation?
6. Is there anything that would prevent you from hiring someone for this type of position?
7. How do you see this field changing?
8. What advice can you give me concerning this career choice?

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				
Coach ex-offenders in specifics of the job search	Help youth identify community resources and connect with resources while in foster care	If WOTC is reauthorized for Vocational Rehabilitation clients (and youth is a vocational rehabilitation client), make sure employers know how to use this incentive	Improve financial literacy of youth. Provide presentations on budgeting, checking accounts, objective information on pay day loans and use of credit.	Coordinate services with high school teachers – only allow youth to work if they attend school
Work with all partners to increase awareness of ex-offender job search	Arrange for regular (monthly, biweekly) meetings of youth with support person to identify problems early	Work with employer groups to increase hiring of individuals with disabilities	Verify that youth have access to web-based information on housing support options and how to access them	Communicate incentives to youth and high school teachers as motivation
CareerForce (Winona) has membership on Winona County’s Criminal Justice Coordinating Council (that is made up of policy	Work with youth to identify warning signs that they need additional assistance – help them	Work cooperatively with on-site vocational rehab services to help youth identify career choices/on-going support people and	Coordinate with Winona Volunteer Services for short term housing needs and with SEMCAC and Winona Housing Redevelopment	

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				
makers, and law enforcement to parole officers and judges).		resources	Authority for longer term needs.	
Providing job search and job skills training to offenders while they are still incarcerated.				