

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

<b>APPLICANT AGENCY</b> - Use the legal name and full address of the fiscal agency with whom the grant will be executed.	<b>Contact Name and Address</b>
<b>Rural Minnesota CEP, Inc.</b> 803 Roosevelt Ave. Detroit Lakes, MN 56501	<b>Tina Jaster</b> Director of Operations 803 Roosevelt Ave. Detroit Lakes, MN 56501
<b>Director Name:</b> Vicki Leaderbrand <b>Telephone Number:</b> 218-847-0718 <b>E-Mail:</b> vickil@rmcep.com	<b>Contact Name:</b> Tina Jaster <b>Telephone Number:</b> 218-847-0720 <b>E-Mail:</b> tinaj@rmcep.com

Basic Organization Information

<b>Federal Employer ID Number:</b>	<b>Minnesota Tax Identification Number:</b>
41-0942639	7223300
<b>DUNS Number:</b>	<b>SWIFT Vendor ID Number (if known):</b>
07-651-7291	0000196982001

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

<b>Signature:</b>	
<b>Title:</b>	Executive Director
<b>Date:</b>	4-10-2020

## 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:	#2 Rural Minnesota CEP Inc.
E-Mail Address/Phone No:	<a href="mailto:nancyb@rmcep.com">nancyb@rmcep.com</a> 218-847-0732
Date Submitted (or Modified):	May 5,2020

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>	39,004	131,750	170,754	4,585	39,265	73,945	131,750
841 In-School Youth Work Experience Wages/Fringe	7,385	84,365	91,750	2,465	59,055	71,710	84,365
825 Out-of-School Youth Work Experience Wages/Fringe	25,794	153,631	179,425	6,897	99,860	115,223	153,631
872 In-School Youth Work Experience Staff Costs	25,248	89,850	115,098	4,620	27,865	51,110	89,850
855 Out-of-School Youth Work Experience Staff Costs	51,150	182,050	233,200	1,800	50,958	100,116	182,050
874 In-School Youth Direct Services (Non-Work Exp.)	11,202	38,505	49,707	3,080	12,740	22,400	38,505
877 Out-of-School Youth Direct Services (Non-Work Exp.)	51,191	197,220	248,411	1,975	55,225	108,475	197,220
848 In-School Youth Support Services	451	6,990	7,441	0	2,450	4,895	6,990
862 Out-of-School Youth Support Services	557	49,100	49,657	1,085	12,275	31,915	49,100
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	7,210	7,210	0	2,885	6,130	7,210
838 Out-of-School Youth Training	26,720	376,834	403,554	7,530	256,250	301,470	376,834
<b>Total:</b>	238,702	1,317,505	1,556,207	34,037	618,828	887,389	1,317,505
<b>Estimated Percentage of NEW WIOA Funds Expended on Out-of-School Youth (Must be at least 75 percent):</b>							80.86%
<b>Estimated Percentage of NEW WIOA Funds Expended on Work Experience (Must be at least 20 percent):</b>							43.0%
<b>Estimated Total Number of Youth to be Served With WIOA Youth Funding:</b>							304

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

WDA Number and Contact:	Rural Minnesota CEP Inc #2 Nancy Bisek
E-Mail Address/Phone No:	<a href="mailto:nancyb@rmcep.com">nancyb@rmcep.com</a> 218-847-0732
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%)	57,310	9,325	23,650	37,975	57,310	
881 Youth Participant Wages and Fringe Benefits	253,266	101,530	114,620	138,646	253,266	
885 Direct Services to Youth	204,222	11,363	75,653	139,943	204,222	
860 Outreach to Schools (Direct Services; This can be up to 20 percent of your budget.)	46,848	0	15,615	31,230	46,848	
891 Support Services	11,462	2,865	5,730	8,595	11,462	
<b>Total:</b>	573,108	125,083	235,268	356,389	573,108	

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

Estimated No. of MYP Youth Served:	191
Outreach to Schools (OTS) Youth + Families Served (Note that OTS is an optional activity):	48
<b>Estimated Total Number of MYP Youth and Families Served:</b>	239
Estimated Cost Per MYP Participant:	3000
Estimated Cost Per OTS Participant-Family:	976

## 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)**  
**REVISED 7-13-2020**

WDA/Contact:	Tina Jaster
E-Mail Address/Phone Number:	<a href="mailto:tinaj@rmcep.com">tinaj@rmcep.com</a> 218-847-0220
Date Submitted (or Modified):	7/6/2020

<b>WIOA Youth Performance Measure</b>	<b>PY 2018 (STATE ACTUAL)</b>	<b>PY 2019 (NEGOTIATED STATE GOAL)</b>	<b>PY20-21 DOL SAM Adjusted Performance Level***</b>	<b>PY 2020 (NEGOTIATED STATE GOAL)</b>	<b>PY 2021 (NEGOTIATED STATE GOAL)</b>	<b>PY 2020 (PLANNED)</b>	<b>PY 2021 (PLANNED)</b>
<b>Employment/Training 2nd Quarter After Exit:</b>	79.5%	67.0%	77.4%	<b>75.0%</b>	<b>76.0%</b>	<b>75%</b>	<b>76%</b>
<b>Employment/Training 4th Quarter After Exit:</b>	76.5%	62.5%	N/A	<b>73.0%</b>	<b>74.0%</b>	<b>73%</b>	<b>74%</b>
<b>Credential Attainment:</b>	65.3%	47.7%	N/A	<b>62.0%</b>	<b>62.5%%</b>	<b>62%</b>	<b>62.5%</b>
<b>Median Earnings:</b>	\$3,984	Baseline**	\$3,852	<b>\$3,700</b>	<b>\$3,700</b>	<b>\$3,700</b>	<b>\$3,700</b>
<b>Measurable Skills Gain:</b>	45.6%	Baseline**	53.4%	<b>49.0%</b>	<b>49.0%</b>	<b>49%</b>	<b>49%</b>

**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 Statement:**

The goal of the Workforce Innovation & Opportunity Act (WIOA) program for youth in Local Workforce Development Area 2 (LWDA 2) is to establish a comprehensive development system that will assist youth to achieve economic self-sufficiency and empower them to act as solid contributors to community growth. The system will provide effective learning environments linking education and employment; leadership development; nurturing mentors; and sustained support.

## **Key priorities for 2020**

### **Youth Council Key priorities for 2020**

- 1) **Resiliency:** Staff will understand the causes of Adverse Childhood Experiences and its long- term effects on employability. Staff will have the knowledge to respond appropriately.
  - a) Staff will discuss, promote and work with the youth to identify one caring adult relationship that models healthy development, expects responsibility and success in meaningful and relevant activities and roles.
  
- 2) **Financial Literacy:** Teach financial literacy as a life-long practice to promote financial responsibility.
  
- 3) **Leadership:** Expand leadership opportunities for participants through community connections.
  - a) Staff will work with youth identify and access leadership roles through connecting with others, improving communication skills and taking advantage of opportunities with more responsibility.
  
- 4) **Employability Skills:** Establish clear directives that define and reward employability skills.
  
- 5) **Career Planning:** Provide career planning and development to launch life-long successful decision making.

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?
<b>Chair: Sue Boehland</b> <b>Phone Number:</b> 218-924-2414 <b>E-Mail:</b> <a href="mailto:sueb@arvig.net">sueb@arvig.net</a>	Secondary Education/Career and Technical Education	Yes
<b>Member Name: Terry Blake</b> <b>Phone Number:</b> 218 494-3651 <b>E-Mail:</b> <a href="mailto:Dblake539@feltontel.net">Dblake539@feltontel.net</a>	Employer; Small Business	Yes
<b>Member Name: Angela Bartolomeo</b> <b>Phone Number:</b> 320-762-7800 <b>E-Mail:</b> <a href="mailto:angelab@rmcep.com">angelab@rmcep.com</a>	Youth Services Coordinator	No
<b>Member Name: Maureen Lilleby</b> <b>Phone Number:</b> 218-847-0724 <b>E-Mail:</b> <a href="mailto:Maureen.lilleby@state.mn.us">Maureen.lilleby@state.mn.us</a>	Transition Age Youth with Disabilities	No
<b>Member Name: Doug Carlson</b> <b>Phone Number:</b> 218 847-6591 <b>E-Mail:</b> <a href="mailto:Richwoodhorse.6591@gmail.com">Richwoodhorse.6591@gmail.com</a>	Foster Parent	No
<b>Member Name: Arlyce Cucich</b> <b>Phone Number:</b> 218-847-0735 <b>E-Mail:</b> <a href="mailto:ArlyceC@rmcep.com">ArlyceC@rmcep.com</a>	Workforce Innovation and Opportunity Act (WIOA), Program Manager	No
<b>Member Name: Troy Haugen</b> <b>Phone Number:</b> 218-737-6511 <b>E-Mail:</b> <a href="mailto:thaugen@lcsc.org">thaugen@lcsc.org</a>	Career and Technical Education	No
<b>Member Name Victoria McWane-Creek</b> <b>Phone Number:</b> 218-371-8653 <b>E-Mail:</b> <a href="mailto:nymvista@gmail.com">nymvista@gmail.com</a>	Youth Leadership/ At-Risk Youth/ Post-Secondary Education	No
<b>Member Name: James O'Donnell</b> <b>Phone Number:</b> 218-299-5175 <b>E-Mail:</b> <a href="mailto:James.odonnell@co.clay.mn.us">James.odonnell@co.clay.mn.us</a>	Juvenile Justice	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><b>Name of Service Provider:</b> <i>Rural Minnesota CEP, Inc.</i></p> <p><b>Address:</b> <i>803 Roosevelt Ave, Suite 301</i></p> <p><b>City, State, ZIP:</b> <i>Detroit Lakes, MN 56501</i></p> <p><b>Contact Person:</b> <i>Tina Jaster</i></p> <p><b>Contact Person Phone:</b> <i>218-847-0720</i></p> <p><b>Contact Person E-Mail:</b> <i>tinaj@rmcep.com</i></p> <p><b>Service Provider Website:</b> <i>rmcep.com</i></p>	<table border="1"> <tr> <td></td> <td><b>Yes</b></td> <td><b>No</b></td> </tr> <tr> <td><b>ISY:</b></td> <td>x</td> <td></td> </tr> <tr> <td><b>OSY:</b></td> <td>x</td> <td></td> </tr> </table>		<b>Yes</b>	<b>No</b>	<b>ISY:</b>	x		<b>OSY:</b>	x			<table border="1"> <tr> <td></td> <td><b>Yes</b></td> <td><b>No</b></td> </tr> <tr> <td><b>Summer ONLY:</b></td> <td>x</td> <td></td> </tr> <tr> <td><b>Year-Round (incl. summer):</b></td> <td>x</td> <td></td> </tr> </table>		<b>Yes</b>	<b>No</b>	<b>Summer ONLY:</b>	x		<b>Year-Round (incl. summer):</b>	x		<table border="1"> <tr> <td></td> <td><b>Yes</b></td> <td><b>No</b></td> </tr> <tr> <td><b>Outreach to Schools:</b></td> <td>x</td> <td></td> </tr> </table>		<b>Yes</b>	<b>No</b>	<b>Outreach to Schools:</b>	x	
		<b>Yes</b>	<b>No</b>																									
<b>ISY:</b>		x																										
<b>OSY:</b>	x																											
	<b>Yes</b>	<b>No</b>																										
<b>Summer ONLY:</b>	x																											
<b>Year-Round (incl. summer):</b>	x																											
	<b>Yes</b>	<b>No</b>																										
<b>Outreach to Schools:</b>	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.**

WIOA Notice of Proposed Rule Making Section 681-400 states that eligible providers of youth services be selected by awarding a grant or contract on a competitive basis does not apply to the design framework services when these services are more appropriately provided by the grant recipient/fiscal agent. Design framework services include intake, objective assessments and the development of individual service strategy, case management, and follow-up services.

WIOA law Section 123(b) states that a local board may award grants or contracts on a sole-source basis if such board determines there is an insufficient number of eligible providers of youth workforce investment activities in the local area involved (such as a rural area) for grants and contract to be awarded on a competitive basis under subsection (a). Based on the insufficient number of eligible providers of youth workforce investment activities in the local area, the local board will award the WIOA youth program to a sole-source provider as allowed in WIOA law Section 123(b).

- See [Attachment A](#) for copy of board minutes to support WIOA Final Rules at 20.CFR681.400.

- 2. Describe outreach and recruitment of:**

Outreach and recruitment services are provided to assure that interested youth are aware of the program, informed of its general goals and objectives, and given the necessary information to apply for the program. All youth desiring employment, regardless of economic status, will be encouraged to utilize a CareerForce location.

- **Out-of-School Youth (“OSY”)**

The Youth Committee developed the following strategies for recruiting out-of-school youth: Youth Coordinators routinely make personal contacts at agencies such as: Adult Basic Education, Alternative Learning Centers, Vocational Rehabilitation, clergy, community centers, community and technical colleges, court systems, group homes, half-way houses, high schools, probation departments, shelters, social services and other agencies serving youth to provide program information and opportunities and determine the best contact person.

Youth staff provides youth brochures and business cards with key contact people in businesses, schools and organizations. Youth staff provides brochures at community locations frequented by youth (i.e. Community centers, fast food restaurants, gas stations, gyms/health clubs, malls, public health, sports functions, YMCA/YWCA's).

RMCEP Youth Coordinators recruit from other programs operated by RMCEP. Such programs include MFIP, SNAP, WIOA Adult, TANF Teen parent, and MYP. Youth staff contacts county attorneys, judges and diversionary workers to request that they consider a referral to CareerForce services as a part of the youth's plan. RMCEP has a number of Career Advisors working with 28 school districts in our area. These Career Advisors are assisting our Youth Coordinators with referrals to our youth programs through meeting with seniors who will be graduating as well as close connections the faculty and administration to reach out to youth who have left school prior to graduating.

Outreach and recruitment include public service announcements, posters or fliers, and personal contact with agencies and schools serving youth. The following agencies are informed of the program and used as outreach resources: CareerForce partners, Community Action Agencies, County Social Service Offices, Probation Offices, and Public Schools/Area Learning Centers/Alternative Education/Adult Basic Education.

Under WIOA, youth enrolled in post-secondary school at enrollment are considered in-school youth. Youth enrolled in Area Learning Centers at time of enrollment in WIOA are considered in-school youth.

- **In-School Youth ("ISY")**

Youth Coordinators develop and maintain strong relationships with area schools, including Alternative Learning Centers to conduct outreach and recruitment of in-school youth. Youth Coordinators communicate through counselors, teachers, superintendents, principals and other school officials via face-to-face meetings and providing written material about the program. We work closely with CTIC groups to provide program information and recruitment of youth who have disabilities. Relationship development is essential to outreach and recruitment for in-school youth and many schools contact us with referrals.

**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.**

RMCEP will follow the eligibility policies and procedures written in the state administrative manual for youth services and provide the Youth Coordinators with internal policies and processes which align with the states' policies. Compliance with policy is confirmed during state monitoring visits.

The term **"In-School Youth"** means an individual who is—

- a) Attending school (as defined by State law), including secondary and postsecondary school; **AND**
- b) not younger than age 14 or older than age 21 at time of enrollment. Because age eligibility is based on age at enrollment, participants may continue to receive services beyond the age of 21 once they are enrolled in the program; **AND**
- c) a low-income individual; **AND** one or more of the following barriers: a) Basic skills deficient.
- d) An English language learner.
- e) An offender.
- f) A homeless individual aged 14 to 21 who meets the criteria defined in sec. 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6)), a homeless child or youth aged 14 to 21 who meets the criteria defined in sec. 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)), or a runaway;
- g) An individual in foster care or who has aged out of the foster care system or who has attained 16 years of age and left foster care for kinship guardianship or adoption, a child eligible for assistance under sec. 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement;
- h) An individual who is pregnant or parenting;
- i) An individual with a disability; or,
- j) An individual who requires additional assistance to complete an educational program or to secure or hold employment.

An **"Out-of-School Youth"** refers to an individual who is—

- a) Not attending any school (as defined under State law); **AND**
- b) Not younger than age 16 or older than age 24 at time of enrollment. Because age eligibility is based on age at enrollment, participants may continue to receive services beyond the age of 24 once they are enrolled in the program; **AND**
- c) one or more of the following: a) A school dropout.
- d) A youth who is within the age of compulsory school attendance but has not attended school for at least the most recent complete school year calendar quarter. School year calendar quarter is based on how a local school district defines its school year quarters. In cases where schools do not use quarters, local programs must use calendar year quarters;
- e) A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is either basic skills deficient or an English language learner;
- f) An offender;

- g) A homeless individual aged 16 to 24 who meets the criteria defined in sec. 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6)), a homeless child or youth aged 16 to 24 who meets the criteria defined in sec. 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)) or a runaway;
- h) An individual in foster care or who has aged out of the foster care system or who has attained 16 years of age and left foster care for kinship guardianship or adoption, a child eligible for assistance under sec. 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement;
- i) An individual who is pregnant or parenting;
- j) An individual with a disability; or i) A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

**High Poverty Area:**

A youth who lives in a high poverty area is automatically considered to be a low-income individual. A high poverty area is a Census tract, a set of contiguous Census tracts, an American Indian Reservation, Oklahoma Tribal Statistical Area (as defined by the U.S. Census Bureau), Alaska Native Village Statistical Area or Alaska Native Regional Corporation Area, Native Hawaiian Homeland Area, or other tribal land as defined by the Secretary in guidance or county that has a poverty rate of at least 25 percent as set every 5 years using American Community Survey 5-Year data.

**Additional Assistance Barrier:**

Local Workforce Development Boards must define in their Local Youth Plan their definition of “an individual who requires additional assistance to enter or complete an educational program or to secure or hold employment” for OSY.

The definition is slightly different for ISY; Local Workforce Development Boards must define in their Local Youth Plan their definition of “an individual who requires additional assistance to complete an educational program or to secure or hold employment” for ISY. This definition must be reasonable, quantifiable, and based on evidence that the specific characteristic of the youth identified objectively requires additional assistance. RMCEP’s Additional assistance barriers as defined by the local Workforce Development Board and the Youth Committee includes any of the following:

- Single parent household member
- Unemployed more than 15 weeks
- Not in the labor force
- Persons of color
- Geographically isolated
- Migrant youth
- Behavior problems at school
- Domestic violence
- High School Graduation Incentive (HSGI)
- Member of family receiving Supplemental Social Security
- One or more grade level behind peers
- Lacks significant work history
- History of substance abuse
- A refugee household member
- English as a second language
- Incarcerated parent
- Family literacy problems
- Chronic health condition(s)

The RMCEP client services team in the CareerForce locations makes the eligibility determination upon completion of a client intake form and verification of selected

documentation. The basic eligibility and characteristic information is collected on the application form. The staff member who assists the applicant in completing the intake form makes the initial determination. One or more members of the client services team then review the intake form and then confirm the eligibility determination.

The intake form is forwarded to the Operations Service Department as soon as possible, but no later than 30 days after the application date. A thorough review for completeness, accuracy, and consistency is conducted. This process is completed within one week, although it usually only takes one or two days. The intake data is then entered in the computer applicant master files, where a third eligibility review is accomplished by computer software. The data collected on the application forms, including necessary age, social security number, and Right to Work documents, allows RMCEP to determine eligibility for the WIOA Young Adult and MYP programs, and to determine priority for selection. The information on the application is generally regarded as a snapshot in time of several facts about each of the applicants. All age and school status criteria for eligibility must be met at time of enrollment.

Eligible 14-24-year-olds who live in the LWDA may be served. RMCEP will serve persons who are not residents when the local labor market for that individual lies within LWDA2, and travel to the service provider in the applicant's LWDA would cause hardship. RMCEP estimates that fewer than 2% of these participants will be non-residents. These clients will be enrolled on the same priority scale as any other client; those most in need and who can benefit from RMCEP services will be selected first. The local RMCEP manager must approve exceptions and a release form must be attained from the LWDA in which the youth resides.

Youth must meet income guidelines to be enrolled in MYP. Eligibility can also occur through meeting the definition of at-risk youth. For purposes of determining eligibility, the following list of situations identifies a youth to be at-risk:

Youth who:

- are pregnant or parenting;
- have Limited English Proficiency;
- are dropouts or potential dropouts (as identified by school professional);
- are juvenile offenders/diversion program youth;
- are receiving public assistance and/or group home services;
- have disabilities including learning disabilities;
- are homeless or runaway youth;
- are chemically dependent or children of drug or alcohol abusers/dependents;
- have basic skills deficiency;
- have educational attainment one or more levels below grade level appropriate for age;
- are foster children.

Documentation is required for all of the above at-risk categories. MYP and WIOA male participants 18 years of age or older must be in compliance with the Military Selective Service Act registration requirement. Staff use three general approaches to documenting eligibility: Source documentation, secondary documentation, and counselor/applicant attestation.

- 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.**

In our service area, our Workforce Development Board and the Youth Committee have identified the following characteristics as meeting the definition required for additional assistance: Single parent household member, member of a family receiving MFIP, geographically isolated, member of a family receiving food support, individual with a disability, American Indian, Hispanic, African American, one or more grade levels behind their peers, English as a second language, unemployed more than 15 weeks, lacks significant work history, not in the labor force, member of family receiving Supplemental Security Income, history of substance abuse, or refugee.

- 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.**

RMCEP's person-centered assessment starts at the time of intake with a participant. A document called the Youth Assessment questionnaire (See RMCEP [Attachment 1](#)) is used by the intake staff person. This structured and guided interview with the youth is used to determine strengths, needs and vocational potential for inclusion in the Individual Employment Plan (EP) that is developed with each young adult. The assessment includes an examination of basic skills, occupational skills, educational background, prior work experience, employability, interests, attitudes towards work, motivation, behavioral patterns affecting employment potential, and family situation. The assessment includes an evaluation of the participant's barriers to employment, including financial resources and supportive service needs. Basic skills assessment will consist of current school records such as proficiency or achievement tests. When these are not available, the Comprehensive Adult Student Assessment System (CASAS) may be used.

The Youth Assessment questionnaire content has been organized to correspond with the five Guideposts for Success. The revised Guideposts for Success 2.0, released in 2019 contains a new "Youth Competencies" section in order to further define what knowledge, skills, and attitudes are constructive for youth development. This allows staff to gather information about the youth and their current situation in the domains of home, school, and community. It also provides a means of further identifying community partners and providers that may play a role in delivering inter-dependent services to youth and who may fund services we cannot. With the proper releases in place, RMCEP can request assessments conducted by other human service, education, or employment and training programs that have been completed within the year of application for service. This can eliminate duplication or provide supplemental information relevant to the development of the ISS/Employment Plan.

Upon the completion of the questionnaire and intake paperwork, the RMCEP staff who work with the WIOA Young Adult programs begins a career planning process with the

participant. This involves discussion and assessments with career interest inventories, career pathways information, LMI information, training and skill requirements for occupations, the availability of training and the financial options to cover the cost of such training. Assessment and career planning tools that are available for staff to use include:

- Minnesota Career Information System (MCIS)
- O\*Net Interest Profiler
- LMI data on the DEED website
- FAFSA Website
- My Skills, My Future
- Handouts with information on Career Laddering, Job Shadowing, Occupational Interview Questions, and Informational Style of Decision Making

In January 2019, RMCEP increased our subscription to MCIS for all eight locations and over 16 staff received a full day on-site training from MCIS Training Specialists from the Minnesota Department of Education (MDE) to help maximize the efficacy of this technology and to enable staff to strengthen collaboration with our education partners. Youth can access their personal portfolio into adulthood and can leverage the information it contains to further guide post-secondary pursuits or a career recalibration.

The Minnesota Career Information System (MCIS) is an Internet-based system that combines a wealth of career, educational and labor market information into one comprehensive, easy-to-use exploration tool. With MCIS, students and clients can:

- Learn about over 520 occupations
- Develop a personal portfolio and personal learning plan
- Research colleges, universities, and career schools
- Find scholarships and financial aid
- Improve job search skills and create a resume

Young adults who are out of school at the time of enrollment and present with barriers related to the English language are referred to ESL classes as appropriate. ESL assessments are administered through the ESL provider. MYP participants are assessed for work interests and supportive service needs for predominantly summer employment.

**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 evidence-based approaches and practices of the Round 7 Disability Employment Initiative (DEI) project have been imbedded in RMCEP’s youth policies and operations because they apply to all youth, not just youth with a disability.

RMCEP’s assessment questionnaire begins the discovery process that leads to the creation of the Individual Service Strategy (ISS) or what RMCEP calls the Employment Plan (EP). Agency approved templates using the framework of Guideposts for Success 2.0 and Integrated Resource Teams (IRTs) were created during Round 7 in WorkForce One for WIOA In-School-Youth, WIOA Out-of-School Youth and MYP programs. The Goal section of the EP

template lists an immediate goal, a long-term employment goal, a snapshot or summary of the youth situation at time of enrollment, needs related to each of the five Guideposts for Success, and an Integrated Resource Team (IRT) Partner list of potential partners by agency. This ensures a richly resourced plan. This is especially important for a youth with a disability because it helps address how that disability impacts various life domains of the participant. Using identified strengths and limitations or barriers, the EP is modified as the youth proceeds through their career pathway toward self-sufficiency, at minimum once per year.

Use of the template is required and has been embedded in program policies. Staff are trained on policies and practices annually through a Youth Coordinator Training. At times these trainings include subject matter experts such as John Olson from DEED. RMCEP is expanding this training to mobile formats, training events using peer mentors, and increasing the frequency as training needs dictate. Our staff are well versed on Guideposts #1 School Based Preparatory Experiences and Guideposts #2 Career Preparation and Work Based learning Experiences. Guideposts #3 pertains to activities and interests outside of school and work that help a youth become well-rounded and gain maturity. Participation in volunteer or service-learning opportunities, teams or clubs, civic groups, faith-based groups, and opportunities to interact with multi-generational people contribute to social-emotional learning and self-confidence. This is here a mentor relationship can be forged. Guideposts #4 Connecting Activities represents a participant who received a service from another partner or provider other than RMCEP (GP#2) or a school team (GP#1). Some of these services are county waiver funded such as a Personal Care Attendant (PCA) a Job Coach, or Community Living Specialist or HUD or HRA funded such as a housing agency. The goal is to help the participant understand what services are available to them in the community which they may need into adulthood. Other examples are Community Action Agencies, crisis shelters, public transit, even the public library. Financial Literacy falls under GP#4. We may teach budgeting and money management basics, but young adults will need some knowledge of banking, credit union, or other financial planning entities. Guideposts #5 Family Involvement and Supports describes and promotes who the youth describes as a person he/she can go to for advice, encouragement, or help. This can be a parent, grandparent, foster parent, stepparent, sibling. Anyone in the immediate or extended family connected to the youth who can model accountability, communication, and contribute to an IRT if needed. The reality is that there are times a youth cannot identify a single family member who serves in that role. That is when a mentor can make the difference. Knowing this, a Youth Coordinator can try to match the youth with a work-site supervisor who has proven to be a strong mentor in the past. All it takes is one caring adult to make a difference.

RMCEP created a Disability Resource Library with topical content and use of this self-serve library enables staff to expand their expertise around key youth-serving topics such as Guideposts for Success, Integrated Resource Team, Adverse Childhood Experiences (ACEs), Autism Spectrum Disorder, Youth mental health, Juvenile Justice, Foster Care, Homelessness, and issues that impact youth and families. The types of content include webinar power points, FAQ sheets, research articles, links to pertinent websites, and the like. Staff have been encouraged to subscribe to electronic newsletters and monthly notifications from such national partners as Workforce GPS, PACER Center, WINTAC, askEARN, among others.

The EP incorporates information from the previously mentioned assessments, MCIS as well as NCRC results, IEP components released by the school to develop a sequence of interventions, a timetable for services, referral to other services and assignment of responsibility. Goals are set to assist youth develop competencies in basic skills, work readiness skills and/or occupational skills such the ability to make career decisions, to conduct an effective job search, competence in meeting employers' expectations on the job, demonstrating appropriate job behavior, and life skills to equip youth to live independently. Those who are basic skills deficient have a goal and strategy to develop basic skills. The EP for youth without a high school diploma or GED includes a strategy for secondary school completion. If additional occupation training is needed, the EP reflects the participant training and related financial needs, and the mix of WIOA and other funds.

Specific to MYP, In LWDA2, eighty percent (80%) of our MYP funding is currently focused on a summer program designed to provide meaningful work and basic skills to enhance the future employability of youth participants. Twenty percent (20%) of our funding is dedicated for the school year with a focus on those participants who have a disability who can benefit from work experience activities. Within this configuration, up to twenty percent (20%) will be used for Outreach to Schools, particularly in providing career advising services. The primary activity for our summer participants is Work Experience. The EP will focus on the four criteria below:

- 1) Work interests and skills to be developed (i.e., basic work ethics), career exploration, occupational experience;
- 2) Worksite information;
- 3) Supportive service needs; and
- 4) Return to school for youth lacking high school diploma or GED.

Building on over 30 years of research and experience, the National Collaborative on Workforce and Disability for Youth (NCWD/Youth), in collaboration with the U.S. Department of Labor's Office of Disability Employment Policy (ODEP), created the Guideposts for Success which was updated in 2019 as Guideposts for Success 2.0. Excerpted from the Guideposts for Success 2.0, the Principles are:

- High expectations for all youth, including youth with disabilities;
- Equality of opportunity for everyone, including nondiscrimination, individualization, inclusion, and integration;
- Full participation through self-determination, informed choice, and participation in decision-making;
- Independent living, including skills development and long term supports and services;
- Competitive employment and economic self-sufficiency, which may include supports;
- Individualized, person-driven, and culturally and linguistically appropriate transition planning; and
- Universal Design of environments, programs, and services to enable all individuals to access and participate in opportunities.

Guideposts for Success describe the person, not the program. WIOA elements describe program requirements. A key resource provided to staff to fortify DEI best practices is the DEI-funded PACER publication, "***Incorporating Guideposts for Success into Minnesota's Personal Learning Plan Process.***" It also has student scenarios to illustrate how these

concepts and principles play out in real life. It clarifies the inter-dependency of roles of the participant, his/her family, and other collaborative partners and stakeholders in achieving graduation and employment goals.

Once goals are set through the Employment Plan, staff select program specific activities that describe interventions and strategies that will be leveraged to move the participant along their career pathway. The MN Partners for Youth Action Plan (RMCEP [Attachment 2](#)) was revised through the DEI grant to create Integrated Resource Team (IRT)-driven action steps to resolve a career pathway setback or roadblock that would benefit from a more immediate, directed response with input from the participant and specific IRT partners. This is a less formal style of partner intervention than the school driven IEP which is highly formalized and structured around school statutory regulations. We see the Youth Action Plan most readily in the work experience setting when a youth is struggling to meet specific work readiness skills. This Youth Action Plan is intended to compliment the Employment Plan by resolving short term issues within the long-term youth Employment Plan goals. The PACER publication, youth policies, and the Youth Action Plan all contain the crosswalk between WIOA program elements and Guideposts for Success developmental assets to emphasize the interdependence of these concepts.

PACER's *"Incorporating Guideposts for Success into Minnesota's Personal Learning Plan Process"* has also been provided to Career Advisor staff who provide career pathway services in the High School or Alternative Learning Center (ALC) environment. This can be found at <https://www.pacer.org/transition/resource-library/publications/ST-42.pdf>

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

The Workforce Development Board has set high-growth, in-demand jobs as a focal point in all services provided to youth. This includes a focus on work readiness skills as well as academic and occupational learning for employment in high-growth, in-demand jobs. RMCEP's Youth Council has helped shape five key priorities for 2020 which include Resiliency, Financial Literacy, Leadership, Employability Skills, and Career Planning. Through career exploration, job shadowing, work experience, internships and apprenticeships, participants have an opportunity to match their interests, values, and assets to potential careers and as much as possible due to age or capability, experience the tasks, environment, and responsibilities that might come with such a career or industry. Some of the growth that takes place through these opportunities is measurable, and some is intangible. Growth can come through a less-than-successful work experience as well as a successful one.

Employability skills are the outcome of work-based learning as well as social and emotional learning. The Collaborative for Academic, Social, and Emotional Learning (CASEL) describes social and emotional learning as "the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."

Integrated experiential learning is typically arranged through a student's IEP and may provide academic credit for a work experience. For this type of activity, RMCEP and school personnel are more closely engaged to align outcomes and measurables toward the student's transition plan and RMCEP's Employment Plan.

RMCEP's use of staff through Outreach to Schools and Career Advisors plays a significant role in assisting youth with in-demand occupations and work experiences that are in-demand. Youth may spend time job shadowing at a job site with a person employed in a career which interests the youth. The participant observes, asks questions and perhaps provides limited assistance to the person whom the youth is shadowing. Participants may receive wages through WIOA funds or MYP.

RMCEP has a highly structured work experience policy to maximize results. Our success comes from historically collegial relationships with local businesses and industry. There are approximately 900 worksites that have been developed across the RMCEP service area that can be recruited for use in any given year. Through various summits, workshop panels, and job fairs, we are able learn from our business partners which specific skills sets they require to conduct business. A work experience has a greater chance of success when we match the placement of a youth by incorporating strategies identified elsewhere in this plan. It also leads to a more prepared employee once a young adult completes a post-secondary degree or credential for a particular employer or industry.

Participants perform meaningful work limited to 29 hours per week in well-supervised worksites with public or private sector employers. Work training is a temporary activity which provides individuals with opportunities to acquire basic work skills (i.e., reliability, interpersonal relations, work site appropriateness, problem solving, communication skills, productivity, accuracy, and safety). Worksites are encouraged to provide opportunities for decision making. Older youth may acquire specific job skills. Staff and worksite supervisors communicate high expectations for the youth's performance and hold them accountable for their decisions. This is an environment where mentoring opportunities abound. At times, it may be a worksite supervisor that is willing to provide a mentoring role, at other times it may be a seasoned employee or some other worker who shares an interest or passion. An example is an older welder who mentored a youth at the worksite, who was willing to continue that mentor role after the participant secured un-subsidized fulltime employment since they had connected over welding art.

The Employment Plan will identify the purpose and duration of a work experience based on the participant's need. A work readiness or education goal is set. RMCEP develops opportunities for basic work training with government or non-profit agencies as well as within the private sector to provide youth with opportunities to explore occupations and gain work skills. The participant will interview with the potential employer. Prior to placement, the work site supervisor and the participant go through the World of Work orientation with the RMCEP staff using the Youth at Work Reference booklet. World of Work reaffirms the behavioral expectation for the worksite as well as provides specific information about program operations, youth rights and responsibilities, and the supervisor's role and expectations. Complaint procedures, the Minnesota Data Privacy Act, rules of conduct, labor laws, safety policies, injury reporting and other required information

is provided and explained. Additionally, timekeeping, rate of pay and similar work-related topics are discussed.

Within the first three months and at least one other time during the work experience, the Evaluation of Trainee Performance and Behaviors (RMCEP [Attachment 4](#)) form is completed, and results are discussed with the worksite supervisor and participant. If goal measurables are not met, RMCEP has additional curriculum modules including *Job Retention Modules: Workplace Principles* that can be utilized. During their work experiences, the participant can gain the CASEL social-emotional skills of “social awareness, setting goals, and taking responsibility for oneself that are imperative to maintaining healthy relationships and practicing self-care.” Woven into the work experience are an array of other program activities to build lifelong competencies of money management (banking, budgeting, and credit), self-advocacy and leadership opportunities (which come with increased pay). Work sites are randomly reviewed on an annual basis which gives RMCEP and the worksite supervisor an opportunity to solidify the benefit of work experience to both parties. (RMCEP [Attachment 7](#))

Training is also provided by private sector employers through OJT contacts. During OJT opportunities, input is solicited from the employer. Private sector employers are invited to speak to youth about workplace expectations and job qualifications. Of note is the input provided by the LWIB to the Youth Council, as the membership of the LWIB is made up of individuals and private industry. Very few apprenticeship opportunities exist in our rural areas. Apprenticeship is discussed during career planning with the youth and if youth are interested, staff assist them in contacting the appropriate union or organization specific to the occupation of interest that requires an apprenticeship. In certain occupations, youth who attend post-secondary education in apprenticeship trades may receive credit for that training toward completing the apprenticeship. Examples include electrical line-worker and electrician.

**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.**

RMCEP conducts intensive research to identify the skills needs and occupations in demand by regional employers, as well as trends that affect the regional economies. In addition to labor market information, the Local Workforce Development Board members provide updated information at its regular monthly meetings. Every other year, we conduct regional Occupations in Demand focus sessions at which we invite members of local Chambers of Commerce, Economic Developers, Secondary and Post-Secondary institutions, ABE and business and industry to validate the most recent labor market information and provide updated information regarding the local economic trends and employment needs. These meetings are conducted for each of the three Economic Development regions in our service area. This information is then compiled and provided to our Youth Service Coordinators and other stakeholders to ensure career counseling and related career training has a focus on the skill needs of industries important to our regional economies. The Workforce Development Board and the Youth Committee have set a priority to focus on the regional needs as we provide career counseling to our youth as well as our adult clients. This is a key factor in the development of the Employment Plan for every customer we serve.

- RMCEP approaches client service with a strength-based and holistic approach. Integrating local needs with career counseling, developing a relevant ISS/Employment Plan and providing the support services needed to promote success in that plan is at the core of our approach to providing employment and training services.
- RMCEP works closely with post-secondary institutions to help develop programs and courses of study that promote career pathways. Among many initiatives are the several FastTRAC programs or other industry-specific initiatives we have developed focusing on the healthcare, manufacturing, and trades sectors. These are key industries in our service region.
- RMCEP has worked proactively for years with our post-secondary partners in developing stackable credentials, which are a core component in a career pathway model.
- As noted above, RMCEP uses this information within the objective assessment and career counseling to assist youth in identifying career pathways that meet their interests as well as internships to youth who are determined ready for such an experience.

**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.**

The WDA does not plan to use ITAs for WIOA Youth Participants.

**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 served under WIOA will receive follow-up services for one year after exit. RMCEP's follow-through system supports our Youth Committee goal for self-advocacy. These services focus on the youth's need for support, intervention, or new strategies to enable them to follow their plans. They can focus on job keeping and job satisfaction for those transitioning from school to work and provide referral to resources to continue their education.

Follow-up services may include leadership development, supportive services, mentoring, assistance with job retention or job advancement, and referral to resources to continue employment and/or education. Follow-up services focus on job keeping and satisfaction for those transitioning from school to work. Follow-up may also include skills for independent living, i.e. getting connected in the community, budgeting, renting, buying a car, and other life skills.

Support services are also available during the year of follow-through services after program exit. Supportive services are provided based on individual need and may include such supports as transportation, work tools not provided by the employer, or other reasonable expenses required to sustain their employment or continue their educational training.

For youth transitioning from high school to post-secondary education, follow-up services provide support for them to remain in school. Examples of these services include how to

advocate for themselves with instructors, fitting into college life, managing work and school responsibilities, and getting connected to mentors in their career fields. Youth input as to what will best support his or her plan make services more meaningful. A series of brief letters provide encouragement to youth, reminding them of staff's presence and available resources.

Once a year, each Youth Coordinator will gather a group of up to 12 youth for a Peer to Peer Focus group meeting. A survey has been developed to gather information on each of the Guideposts topics from youth input on their needs, knowledge, thought processes and experiences as they transition to adulthood. The input given by youth from this survey will assist our youth staff and Youth Committee to better understand what kinds of services are important and needed for youth to be successful during their program involvement. This information will also provide RMCEP with additional information to develop relevant follow-up and retention strategies.

RMCEP does not have a policy relating to extending beyond the statutory requirement of offering follow-up for at least 12 months after exit.

**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.**

Although currently not providing any incentives in our Youth programming, the policy used when incentives are incorporated in programming focuses on the activities that are tied to goals in the Individual Employment Plan (see RMCEP [Attachment 5](#)). Staff may also provide non-monetary recognition such as ribbons, certificates or premiums donated from the community to reward attendance, outstanding worksite evaluations, success in school or other accomplishments of the EP. Staff utilize opportunities to recognize youth progress with encouragement and praise.

**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.**

Young adults who are enrolled in the WIOA and MYP youth programs will have co-enrollment options available, dependent upon eligibility determination, for the following programs offered by RMCEP. These programs include DEI, MFIP, SNAP, WIOA Adult, Youthbuild, Youth at Work, and TANF Teen Parent. As other funding or program options arise, they will be considered as well. It is RMCEP's practice to determine and indicate on the intake form each individual applicant's eligibility for as many funding sources as possible at the time of intake. This helps to ensure for a smoother co-enrollment process later on.

**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

The LWDA will provide a combination of work, learning and personal support to encourage dropouts to complete a high school diploma or GED. This ISS/EP may include working toward diplomas or GEDs in local alternative education programs, Area Learning Centers, or traditional high school programs. RMCEP will work with our local Adult Basic Education (ABE) programs to introduce the new **Minnesota Adult Diploma** option that may serve as an alternative to getting a GED for young adults over the age of 21. WIOA funds may be used to pay registration fees for GED programs, purchase materials and pay test fees. RMCEP staff may contract with local education partners to provide applied learning opportunities. Staff also work closely with local school districts, service cooperatives, and education districts throughout the area for dropout recovery and to support school completion.

In addition, the Moorhead Youthbuild project typically serves potential dropouts, pregnant or parenting youth, adjudicated youth or youth living on their own. In the Youthbuild project, youth construct homes for low-income individuals, learn work skills and develop academic skills through application. In the past, these opportunities have led to offers for full time jobs for some participants.

RMCEP Youth Coordinators collaborate with alternative learning centers, group homes, and residential facilities which serve dropouts, pregnant or parenting youth, youth with chemical dependency and mental issues, and youth now are in out-of-home placement as a result of county or court order. Subsidized jobs, career exploration and instruction in basic work skills are among the strategies used by Youth Counselors.

The Youth Council has also identified the following needs for out-of-school youth and focused services to address these needs:

- Resiliency through trauma sensitive practices and procedures
  - Mentoring and the value of one caring adult
  - Financial Literacy Skills to promote life-long financial responsibility
  - Leadership Skills through self-advocacy and community connections
  - Employability Skills including social-emotional learning opportunities
  - Career Planning to launch life-long successful decision-making
- **Youth with language and/or cultural barriers to employment**

Youth Coordinators tailor services and activities to meet the needs of the youth with language or cultural barriers in their geographic areas. Examples of this include identifying and utilizing culturally specific worksites and community centers such as the Centro Cultural (Hispanic) and Wesley (Native American) Centers in Moorhead. RMCEP staff work closely with area cultural organizations that work within the community to increase cultural awareness and knowledge of interpreter services especially in areas with high concentrations of new Americans or refugee populations.

Youth Coordinators also take full advantage of utilizing area ESL services. Alternative and Area Learning Centers are accessed to provide vocational training, English as a Second Language, remedial education, GED, and diploma programs. RMCEP will provide interpreter services, as needed, for program orientations, one on one

meetings and workshops. Worksite supervisors are informed of language and cultural needs prior to a youth being placed at their site. In the worksite, youth are encouraged to practice their English skills whenever possible. For example, for youth who work in nursing homes or day care centers, one of the goals is to help them work on their reading skills by reading to residents or toddlers.

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

RMCEP Youth Coordinators collaborate with youth who are in out-of-home placement as a result of county or court order, those who have aged out of foster care and organizations who can identify youth that could benefit from RMCEP's youth program services. Examples of entities are: Human Services, corrections/probation, foster care agencies, foster parents, mental health professionals and schools. Due to the abrupt nature of foster placements and family reunification, RMCEP can at times have a participant transferred out of our service area with no previous notice and with no ability to follow through with someone at the ultimate destination. This can often interrupt a successful work experience with no assurance that the youth will be connected to this same type of opportunity in the new location.

The "Skills for Adult Living" curriculum is used for foster care and aging out of foster care. Delivered individually, or in a group setting, this curriculum addresses specifics of living skills including:

- Transportation plans
- Driver's License
- Buying a vehicle
- Car maintenance
- Directions

**Money Management**

- Budgeting
- Consumer management
- Savings
- Checking
- E-banking
- Credit
- Income Tax

**Housing and Independent Living**

- Housing options
- Tenant rights and obligations
- Roommates
- Living on your own

**Health**

- Healthy lifestyle
- Health insurance
- Low-cost Health care options
- Routine Health Care

**Relationships**

- Standing up for yourself

- Improving self-image
- Healthy relationships
- Connections with family and community

- **Homeless youth or runaways**

RMCEP staff collaborate with school district liaisons serving students under the McKinney-Vento Act. We also learn of “couch-surfing” youth from self-report and anecdotal information. Staff participate in community homeless prevention groups or coalitions or attend local conferences such as Detroit Lake’s “Nowhere to Lay Their Head” forum. It can be difficult to maintain communication while serving youth experiencing homelessness due to their mobility, but new technology can reduce this social disconnect.

RMCEP Youth Counselors work closely with youth shelters and other organizations in the service area of LWDA2. The housing section of the “Skills for Adult Living” curriculum is especially targeted when working with homeless youth. Referrals to various local agencies are made to assist homeless youth with housing and emergency assistance.

Most often, homeless youth need job readiness and job-seeking skills to assist them in finding employment. Work experience provides them with job readiness skills and much needed income as they prepare for unsubsidized employment. Support services can provide clothing, shoes/boots, job-specific uniforms or attire, bus passes, and other items they might not have.

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

A strong emphasis is placed on developing pride in community and personal accomplishments as one method to help reduce recidivism. Through one-on-one career and life skills counseling, youth are assisted in reaching personal goals, skills attainment, self-sufficiency and increased self-esteem. Skills attainment includes OJT internships, completing a high school diploma or GED, or completing post-secondary classroom training.

Mentoring is a key component in working with youth who have been adjudicated and RMCEP Youth Counselors work with supervisors in work experience activities to help the supervisor serve as a mentor. Through work experience, the youth is able to develop a connection to his or her community. This helps to foster pride in contributing positively to that community.

Youth Counselors also develop a strong connection with probation officers and coordinate efforts. The “Skills for Adult Living” curriculum is used to help youth gain skills and confidence with daily living, problem-solving and self-advocacy skills. Treatment (if any), education and employment development plans are coordinated.

Youth will also access Community Action Agency (CAA) programs such as energy assistance, Head Start, food shelves, home and rental assistance, and weatherization through referrals and staff follow-through. CAAs also make referrals to the youth

program from their programs.

- **Youth with disabilities**

RMCEP recently ended Round 7 DEI and has ensured sustainability of the best practices through policy, operations, trainings, professional development of staff, and a subtle, yet impactful culture change within our organization. Reinforcing the correlation between the Guideposts for Success and the WIOA program elements impacts personal growth and developmental assets as well as program outcomes for each participant. Our most frequent and formal version of Integrated Resource Teams (IRTs) remains the Individualized Education Plans (IEP) meeting arranged and facilitated semi-annually by the schools. Technically, parents are tasked with inviting RMCEP staff, but school officials often give a heads up so we can also make a request to attend to a student or parent when necessary. Due to the collegial relationships we have developed with our 68 school districts, we are welcome partners at the table. More recently staff are being invited to county case management meetings for youth on waivers. Staff trained by DHS (MNDB101) and SSA (Cornell University) are able to address questions related to SSI benefits or promote SSA's Ticket to Work program for an SSA beneficiary since we are an Employment Network. Youth with disabilities and Youth Counselors work closely with Vocational Rehabilitation Counselors onsite at CareerForce locations and the Integrated Resource Team process. Expanding awareness of organizations and providers in the community contribute to self-advocacy skills for young adults transitioning to independence. This is extremely valuable for transportation, banking, housing, and other independent living needs. The PACER Center in Minnesota is available for assistance to our participants and their families for assistive technology and transition needs. RMCEP is also an active partner with the seven Community Transition Interagency Committees (CTICs) CTICs have evolved from the former MDE statute-driven format, but still remain a valuable collaborative tool for consumers, families, and professionals. CTIC Projects taken on in the past include opportunities to reach students and families with workshops, provider fairs, special speakers, college and career expo events, fund raisers, and live-stream events. Listening to students and their families is key since families often have a different perspective on needs than professionals. The intent of CTIC legislation has been the same as with IEP or IRT teams: the student/parent dreams and goals drives the interventions and services.

- **Teen parents**

The focus with teen parents is completing secondary education through partnerships with ABE, Alternative Learning Centers and public-school systems. Career planning and information regarding post-secondary training opportunities are also provided and encouraged. Often housing, transportation, household budgeting and day care are specific issues for this population. In addition to services normally received through the youth programs, the Youth Coordinators may make referrals to other agencies that can provide needed services such as food banks, mental health counseling, day care, etc. We focus on developing work history through work experiences.

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

LWDA2 partners with Red Lake Indian Reservation, Leech Lake Reservation and White Earth Indian Reservation schools whenever possible to coordinate services and work programs for Native American youth. Recruitment efforts are coordinated with area tribal communities as well. Mentors and worksites at the Wesley Center for Native Americans have been utilized on a regular basis whenever appropriate and available.

**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, see [Attachment 4](#).**

- **Approach to assuring work readiness skill attainment for youth participants**  
The attainment of proficiency or competency in the foundational and worksite specific skills necessary to be successful in the workplace are determined by the employer or site supervisor based on the youth attainment of work behaviors outlined in a worksite evaluation tool administered to all work experience participants to include WIOA and MYP. This tool clearly states the overall criteria necessary to achieve work readiness proficiency. For example, worksite evaluation tools could state that the work readiness proficiency can only be attained after: a) the supervisor indicates satisfactory performance; and, b) a minimum numerical score for determining proficiency is achieved. In addition, the Work Readiness Indicator evaluation is included in each youth's EP.
- **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.**  
RMCEP provides a worksite evaluation tool measuring performance in the workplace to each employer/supervisor at an appropriate time in the youth's employment (RMCEP [Attachment 7](#)). This is required to assess work readiness for the Work Readiness Indicator. The worksite supervisor who regularly observes performance at the worksite is in the best position to assess the quality of a person's work performance and signs the form which documents the skill. During the supervisor orientation, supervisors are trained in how to conduct an evaluation of the work readiness skills of the youth participating in work at their site. In follow-up visits to the worksite, the youth staff and the supervisor discuss an appropriate time to schedule the evaluation.

RMCEP staff follow-up with the employer/supervisor to ensure this documentation is understood, completed and returned.

**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.**

The WDA2 continues to operate the Outreach to Schools Initiative. The Outreach to Schools Initiative focuses on addressing a major unmet need in this region: a strategy for delivering

effective career counseling with an emphasis on regional occupations in demand. This builds on the work of the LWIB and Youth Committee in identifying and high-growth, in-demand occupations and industries. Trained RMCEP staff serve as Career Advisors to provide career planning support to schools with limited career counseling resources. This year, we are operating this program in 23 school districts within our service area. MYP funds will be used to provide career advising services to additional underserved school district.

**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.**

On-the-Job Training (OJT) is available within WIOA Youth Programs. RMCEP has developed an internal policy for administering OJT’s. An OJT must be provided through a written contractual arrangement. OJT contracts may be written with employers in the private sector, the private non-profit sector, and public employers. The OJT contract must identify the occupation, the skills and competencies to be learned, and the length of time the training will be provided. The OJT contract is a training alternative suitable for participants who may benefit from, or prefer, a hands-on learning environment over a classroom situation. OJT also provides a good incentive for employers to hire and train an individual for an occupation not requiring classroom-situation learning.

Mentoring is a key element of service and within each Youth Counselor’s goals for participating youth. Youth counselors encourage mentorship and assist each participant to develop relationships with supportive appropriate adults.

Job Shadowing is an activity with RMCEP’s career planning curriculum. Participants are given the options to “Job Shadow” as a way to gain knowledge of career options. Youth Counselors will assist to develop opportunities where job shadowing will result in “real life” work decision.

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

N/A

- **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.**

DEI Round 7 expired March 31, 2020. RMCEP ended with 187 DEI cumulative enrollments, far exceeding our grant goal of 100. All were co-enrolled with WIOA or MYP programs. Additionally, some were also co-enrolled in TANF Youth Innovations, Youth at Work, Youthbuild, Bi-Cap YouthBuild, Career Navigator Partner, Career Advisor,

and Ticket to Work programs. RMCEP will continue to use the ISS/Employment Plan agency approved templates which organize goal setting within the framework of the five Guideposts for Success areas and capitalizes on the wealth of problem-solving capabilities that comes with “group think.” Post-DEI grant, these best practices are now being applied to all enrolled youth for holistic, interwoven service plans. RMCEP staff intersect with educators in 68 high schools, VRS counselors who are co-located with RMCEP in most of our eight (8) locations, post-secondary campuses, seven (7) Community Transitions Interagency Committee (CTIC) groups comprised of local agencies, and 19 County Human Service Agencies. The consensus goal of these relationships and communications are more seamless services and an awareness of each partners contribution to the whole. Through CTIC groups we are able to deliver multiple Parent Workshops throughout the region on topics that families themselves have identified as priorities. We will continue to use local workshops and resource fairs to strengthen family engagement with service providers and encourage family to family peer support. RMCEP was able to disburse 24 ECHO Livescribe Smartpen kits to specifically identified students who had need for assistive technology in high school and post-secondary settings. Through the Round 7 DEI grant, staff have a greater grasp of workplace accommodations, assistive technology including smartphone apps and where to get technology or training on them. Promoting PACER literature and resources is key, especially their publication PHP-c257 “*What is CareerForce*” (RMCEP [Attachment 6](#)) PACER continues to be the highest deliverer of livestream webinars and other no-cost local workshops across MN which is crucial for our rural locations.

One key DEI grant deliverable of PACER is the new publication, “*Incorporating the Guideposts for Success into Minnesota’s Personal Learning Plan Process.*” This has been made a go-to resource for youth-serving staff and leadership. It has been shared with board members, Youth Council members, CTIC members, and other collaborative partners. It is both a document and a planning process to provide middle and high school age students career development opportunities. It is likely that RMCEP’s Employment Plan (EP) and the school’s Individualized Learning Plan (ILP) mirror each other in many ways. By adding more specialized partner services to address barriers of poverty, homelessness, and culture, a rich and person-centered plan acts as a motivation and support while youth and young adults explore and move along their career pathway. RMCEP is leveraging the plethora of resources at its disposal to prepare youth for employment. At the same time, we are called to prepare employers to be more inclusive. Two invaluable links for employers and worksites are [askearn.org](#) and [askjan.org](#) which provide employers toolkits, Q and A sessions, blogs, and human resource content.

With high-risk youth, Integrated Resource Teams (IRTs) are a key strategy. By helping a youth leverage all supports from all sources, blending and braiding funding, and augmenting services, success can become exponential rather than incremental. It takes the insight and creativity of the team to focus attention on the needs expressed by the youth rather than make assumptions. The value comes in balancing what is important “*to*” the participant with what is important “*for*” the participant. Self-empowerment that can result from an IRT is a lifelong asset most important for the previously marginalized. DEI approaches a youth with a disability as a youth first, so strategies that positively impact all youth often just need a recalibration to navigate any extra barriers

associated with a disability type.

- **Strategies for coordinating with after-school and out-of-school time programming.** During the school year, youth who are on work experience sites typically work after their school day is done for a couple hours per day. When they have scheduled time off from school during the school year, they are able to put in more of a full day at their worksites if they have pre-arranged this time. Some of our participants also do work experience at worksites that have the youth work on the weekends.

Job Shadowing, Occupational Interviews, Leadership Development, Life Skills types of training and NCRC testing for certification are generally not during the school day for secondary participants. At times, if necessary and appropriate, the Youth Coordinator will work with the school staff to allow a participant to complete an activity as needed if it has to be during school time.

All youth participants are encouraged to become involved in an organization or activities within their communities. This can include school or community education related opportunities.

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

RMCEP contracts with 17 counties in our LWDA to provide MFIP and SNAP participants with employment and training services. Because of this direct connection to participants age 18-24, we can work with our MFIP and SNAP counselors to coordinate services to this population.

**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.**  
See [WIOA Youth Program 14 Elements Matrix](#)
- 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.**  
See [WIOA Youth Program 14 Elements Matrix](#)
- 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.**

Our general practice is to complete all youth service applications with the goal of securing eligibility for as many programs as we have available. In this way, the participant may be deemed eligible for multiple funding sources. It is common for a youth participant to be dual enrolled within WIOA In-School-Youth, MYP, DEI, and occasionally, TANF YOUTH. As services progress and opportunities arise for education,

work training, on-going services etc., we are able to access funds and resource from programs already deemed eligible. SEE [WIOA Youth Program 14 Elements Matrix](#).

**d. Summarize how the required program element is delivered to participants and any “best practices” associated with that element.**

The 14 elements are embedded in our internal policy as required practices with youth participants. Within each element a description is provided along with the coordinating Work Force One activities recommended.

**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:

This program element includes tutoring, study skills training, instruction and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized post-secondary credential.

Education history is a part of the initial youth assessment. From this assessment, plans are developed that address any barriers that may be holding back the student from success. Youth counselors use their contacts within the school, community, and support resources to jointly build the individual employment plan with each participant. Completion of secondary school is a primary goal of all youth once secondary training is achieved. Counselors are highly skilled in Career Planning services that are designed to assist our participants in becoming knowledgeable in careers, employment options, and educational resources.

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

Alternative secondary school services, such as basic education skills training, individualized academic instruction, and English as a Second Language training are those that assist youth who have struggled in traditional secondary education. Dropout recovery services, such as credit recovery, counseling, and educational plan development are those that assist youth who have dropped out of school.

Throughout our 19-county service delivery area, Youth Counselors are working with students to reach education goals. Alternative secondary services (ALC) can be the best option for our participants who struggle with mainstream high school. Both our Youth Counselors and Career Advisors provide counseling, educational plan development and career planning with ALC students. Youth counselors are working closely with ALC staff to identify students at risk of drop-out to assist in strategies for retention.

- iii. Program Element 3: Paid and unpaid work experience:

Work experience is defined as a planned, structured learning experience that takes place in a workplace for a limited period of time. Work experience may be paid or unpaid, as appropriate. A work experience may take place in the private for-profit sector, the non-profit sector, or the public sector. Work experiences provide the youth participant with opportunities for career exploration and skill development.

Work experience is an activity available within our MYP, WIOA In-School-Youth, WIOA Out-of-School Youth, MYP, TANF Youth and DEI programs. As participants are assessed and employment goals determined, our Youth Counselors work with them to develop work training sites where they can gain employability skills, establish a work history, and gain employment references. See RMCEP [Attachment 8](#) for a list of participating work sites active in 2020.

iv. Program Element 4: Occupational skill training:

Occupational skills training is defined as an organized program of study that provides specific vocational skills.

Youth Counselors advise youth on occupations skills training available locally and within the region work through the use of assessment tools such as MCIS and LMI data to structure education plan.

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

This program element reflects an integrated education and training model and describes how workforce preparation activities, basic academic skills, and hands-on occupational skills training are to be taught within the same time frame and connected to training in a specific occupation, occupational cluster, or career pathway.

IEP Case Managers and RMCEP Youth Counselors work together to develop, as part of the IEP, curriculum that results in credits earned for specific work experience. Youth Coordinates meet with the student, work sites and school to assure that all required training document are completed to meet the IEP/School requirements.

vi. Program Element 6: Leadership development opportunities:

Participants are encouraged to join groups such as: Community service projects, participation in organizations such as Kiwanis, National Honor Society, Lions club etc., sports teams- leadership roles, volunteering, peer to peer mentoring, youth groups, scouting.

vii. Program Element 7: Supportive services:

This activity is universal to active participants. Participants are advised to discuss barriers and needs with youth counselors. Youth Counselors are

equipped with referral knowledge and have the ability to provide supportive services as deemed appropriate and allowed.

- viii. Program Element 8: Adult mentoring- site supervisors, agree to serve as mentor. Co-workers, Youth pastor, Foster parents:  
Adult mentoring must last at least 12 months and may take place both during the program and following exit from the program and be a formal relationship between a youth participant and an adult mentor that includes structured activities where the mentor offers guidance, support, and encouragement to develop the competence and character of the mentee. Group mentoring activities and mentoring through electronic means are allowable as part of the mentoring activities, at a minimum, the local youth program must match the youth with an individual mentor with whom the youth interacts on a face-to-face basis. Mentoring may include workplace mentoring where the local program matches a youth participant with an employer or employee of a company. Local programs should ensure appropriate processes are in place to adequately screen and select mentors. Case managers may serve as mentors in areas where adult mentors are sparse.
- ix. Program Element 9: Follow-up services:  
All youth participants must be offered an opportunity to receive follow-up services that align with their individual service strategies. Furthermore, follow-up services must be provided to all participants for a minimum of 12 months, unless the participant declines to receive follow-up services.
- x. Program Element 10: Comprehensive guidance and counseling:  
Comprehensive guidance and counseling provide individualized counseling to participants. When referring participants to necessary counseling that cannot be provided by the local youth program or its service providers, the local youth program must coordinate with the organization it refers to in order to ensure continuity of service.
- xi. Program Element 11: Financial literacy education:  
This program element may include the following activities:
- Support the ability of participants to create budgets, initiate checking and savings accounts at banks, and make informed financial decisions.
  - Support participants in learning how to effectively manage spending, credit, and debt, including student loans, consumer credit, and credit cards.
  - Implement other approaches to help participants gain the knowledge, skills, and confidence to make informed financial decisions that enable them to attain greater financial health and stability by using high quality, age-appropriate, and relevant strategies and channels, including, where possible, timely and customized information, guidance, tools, and instruction.

- xii. Program Element 12: Entrepreneurial skills training:  
This program element provides the basics of starting and operating a small business. Such training must develop the skills associated with entrepreneurship. Through the use of MCIS, students can gain knowledge of self-employment concepts, plans, resources.
- xiii. Program Element 13: Services that provide labor market information:  
RMCEP will provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services.
- xiv. Program Element 14: Postsecondary preparation and transition activities-  
Through group and one-on-one counseling, Youth Counselors and Career Advisors provide youth career planning services. RMCEP uses a number of assessment tools, as well as established contacts within area training facilities to help students to transition.

**WIOA Youth Program 14 Elements Matrix**

17e ELEMENTS	17 <sub>1</sub> Who provides the services	17 <sub>1</sub> Who ensures services	17 <sub>2</sub> Selection Process	17 <sub>3</sub> Selection Type	17 WIOA Youth	17 MN Youth	17TANF Youth Innovations Project	17 RC3	17 Source Well (Region 5- Cass, Crow Wing, Morrison, Todd, Wadena)
17. Element 1: Tutoring, study skills training, instruction and dropout prevention services.	RMCEP, Local educational institutions (see Attachment 3 for site specific details)	Youth Services Coordinators, School Staff, IRT, Individual Service Strategy	RMCEP Youth Services Coordinators, RMCEP Career Advisors, Partners	Service Provider Agreement; Referral Form; Individual Service Strategy	X	X	X	X	X
17. Element 2: Alternative secondary school services or drop out recovery services.	Alternative Learning Programs, Adult Basic Education (see Attachment 3 for site specific details)	Youth Services Coordinators, School Staff, IRT, Individual Service Strategy	RMCEP Youth Services Coordinators, RMCEP Career Advisors, Partners	Service Provider Agreement; Referral Form; Individual Service Strategy	X	X	X		
17. Element 3: Paid and unpaid work experience.	RMCEP, local employers and organizations (See Attachment 8 for list of sites)	Youth Services Coordinators, Site Supervisors, Internship Supervisor, RMCEP Operations Services, Individual Service Strategy	RMCEP Youth Services Coordinators, RMCEP Career Advisors, RC3 Specialist, Partners	Service Provider Agreement; Work Experience Agreement; Individual Service Strategy	X	X	X	x	X
17 Element 4: Occupational Skills Training.	RMCEP, local employers, secondary and post-secondary educational institutions	Training provider, Youth Services Coordinator, ETPL Approval, RMCEP Individual Certification of Classroom Training, Individual Service Strategy	Youth Council, RMCEP Youth Services Coordinators, RMCEP Career Advisors, Partners, RMCEP Classroom Training Internal Policy	Individual Training Account; Individual Service Strategy, Certificate of Classroom Training	X	X	X		
17 Element 5: Education offered concurrently with	RMCEP, Local Educators and Training Facilities.	Training provider, Youth Services Coordinator,	Youth Council, RMCEP Youth Services Coordinators,	Service Provider Agreement; Individual	X	X	X		

workforce preparation and training for a specific occupation.	Private facilities offering training opportunities i.e. nursing homes that offer CNA training,	ETPL Approval, RMCEP Individual Certification of Classroom Training, RC3 Specialist, Schools with Career and Technical Education Licensure (CTE), Individual Service Strategy	RMCEP Career Advisors, Partners, CTE Schools, RC3 Specialist	Service Strategy					
17. Element 6: Leadership development opportunities.	RMCEP, Youth Council, Local employers, secondary and post-secondary educational institutions, Work-Site Supervisors and sites, Community service groups, Religious affiliations	Youth Services Coordinators, School Staff, IRT, Individual Service Strategy groups (IRT), Work-Site Supervisors, Service Groups, Service Groups Community Transition Interagency Committee (C-TIC)	Youth Council, RMCEP Youth Services Coordinators, RMCEP Career Advisors, Partners, Educators, Community Service groups	Service Provider Agreement; Individual Service Strategy	X	X	X	X	x
17 Element 7: Supportive Services.	Rural MN CEP	RMCEP Youth Services Coordinators, RMCEP Career Advisors, RMCEP Operations Services, Individual Service Strategy	Youth Council, RMCEP Youth Services Coordinators, RMCEP Career Advisors, Partners	Service Provider Agreement; Individual Service Strategy; Vendor Accounts	X	X	X		
17 Element 8: Adult Mentoring.	RMCEP, local employers, secondary and post-secondary educational institutions, C-TIC	Youth Services Coordinators, School Staff, IRT, Individual Service Strategy groups (IRT), Work-Site Supervisors, Service Groups, Service Groups Community Transition Interagency Committee	Youth Council, RMCEP Youth Services Coordinators, RMCEP Career Advisors, Partners	Service Provider Agreement; Work Experience Agreement; Individual Service Strategy	X	X	X	X	x

17 Element 9: Follow-up Services.	Rural MN CEP	Youth Services Coordinators	Youth Council, RMCEP Youth Services Coordinators, RMCEP Career Advisors, Partners	Service Provider Agreement; Individual Service Strategy; Vendor Accounts	X	X	X		
17 Element 10: Comprehensive guidance and counseling.	RMCEP, RMCEP Disability Resource Coordinator (DRC) local services providers, local educators	Youth Services Coordinators, School Staff, Area Mental Health Provider partners, IRT, Individual Service Strategy groups (IRT), Service Groups, Service Groups Community Transition Interagency Committee (C-TIC)	Youth Council, RMCEP Youth Services Coordinators, RMCEP Career Advisors, Partners	Service Provider Agreement; Individual Service Strategy	X	X	X	X	x
17 Element 11: Financial Literacy Education.	RMCEP Youth Services Coordinators, RMCEP referrals to area resources such as: Mahube- OTWA, local financial institutions; and on-line resources (see attachment 3 for further details)	RMCEP, area providers, Youth Council, local educators, Individual Service Strategy	Youth Council, RMCEP Youth Services Coordinators, RMCEP Career Advisors, Partners	Service Provider Agreement; Individual Service Strategy	X	X	X	X	x
17 Element 12: Entrepreneurial skills training	RMCEP, Small Business Development Center, M-State Entrepreneurship resources, local post-secondary educators	Youth Services, Coordinator, DEED ETPL Approval, RMCEP Individual Certification of Classroom Training, area service providers, Individual Service Strategy	Youth Council, RMCEP Youth Services Coordinators, RMCEP Career Advisors, Partners	Service Provider Agreement; Individual Service Strategy; Referral Form	X	X	X	X	x
17 Element 13: Services that provide labor market information (LMI).	RMCEP, Minnesota Department of Employment and Economic Development	Youth Council, Workforce Council, Partners	Youth Council, RMCEP Youth Services Coordinators, RMCEP Career Advisors, Partners	Service Provider Agreement; Individual Service Strategy	X	X	X	X	x

<p>17 Element 14: Postsecondary preparation and transition activities.</p>	<p>RMCEP Youth Services Coordinators, RC3 Specialist, RMCEP Career Advisors and Disability Resource Coordinator, local educational institutions</p>	<p>Training provider, Youth Services Coordinator, DEED ETPL Approval, RC3 Specialist, Schools with Career and Technical Education Licensure (CTE), Individual Service Strategy</p>	<p>Youth Council, RMCEP Youth Services Coordinators, RMCEP Career Advisors, Partners</p>	<p>Service Provider Agreement; Individual Service Strategy</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>x</p>
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**Rural Minnesota CEP, Inc.**  
**WORKFORCE DEVELOPMENT BOARD MEETING**  
**803 Roosevelt Ave, Detroit Lakes, MN**  
**Emergency Meeting**  
**April 8, 2020**

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**Conference Call Attendees:** Carol Anderson, Terry Blake, Sue Boehland, Ed Bolas, Matthew Gordon, Kathy Guess, Amanda Hanson, Rebekah Kent, Sandy King, Darrell Lende, Don Martodam, Lori Meader, Julie Sachs, Tammy Schatz, Durant Thoen Sr, Sandy Voigt and Eric Wittbrodt

**Member Excused:** Jerry Arneson, Eloise Graves-Jallen, Teresa Johnson and John Tormanen

**Staff present:** Dana Gulson, Tina Jaster and Vicki Leaderbrand (CC)

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**MINUTES**

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**Call to Order – Carol Anderson**

Ms. Anderson called the meeting to order at 10:03 a.m.

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**Eligible provider of Youth Services - Ms. Leaderbrand**

**Motion:** RMCEP may award grants or contracts on a sole-source basis as the Workforce Development Board determines there is an insufficient number of eligible providers of youth workforce investment activities in the local area involved for grants and contracts to be awarded on a competitive basis.

**Moved by Terry Blake and seconded by Don Martodam to approve Eligible Provider of Youth Services. Motion carried.**

Ms. Leaderbrand commented on how the RMCEP staff has stepped up during this pandemic. All Offices are closed to the public and working with a skeleton crew. Governor Walz is carrying out the “Stay at Home” order until at least the end of next week.

Ms. Leaderbrand and Julie Sachs updated information on Unemployment Insurance. Discussion followed.

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**Adjourn – Ms. Anderson**

Ms. Anderson adjourned the meeting at 10:23 a.m.

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**Respectfully submitted,**

**Terry Blake**  
**Secretary, Workforce Development Board**

Youth Assessment

RMCEP Staff: Please read aloud the following statement to the youth completing the Youth Assessment questionnaire: "THE QUESTIONS BELOW ARE VOLUNTARY. YOU MAY BE ELIGIBLE FOR SERVICES SHOULD YOU CHOOSE NOT TO ANSWER THE FOLLOWING QUESTIONS."

Name: \_\_\_\_\_

SSN: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ Alternate/Cell Phone: \_\_\_\_\_ Email: \_\_\_\_\_

1<sup>ST</sup> Contact Information Name: \_\_\_\_\_ Relationship \_\_\_\_\_

Contact Information Email & Phone: \_\_\_\_\_

2<sup>ND</sup> Contact Information Name: \_\_\_\_\_ Relationship \_\_\_\_\_

Contact Information Email & Phone: \_\_\_\_\_

3<sup>RD</sup> Contact Information Name: \_\_\_\_\_ Relationship \_\_\_\_\_

Contact Information Email & Phone: \_\_\_\_\_

What do you know about the Youth Program? \_\_\_\_\_

Why do you want to be a part of the Youth Program and what do you want to Learn from it? \_\_\_\_\_

SCHOOL-BASED PREPARATORY EXPERIENCES:

Attending High School \_\_\_\_\_ Attending ALC \_\_\_\_\_ Working on GED \_\_\_\_\_ Dropped Out \_\_\_\_\_ Current Grade \_\_\_\_\_

School \_\_\_\_\_ When Will You Graduate \_\_\_\_\_ Are You On Track \_\_\_\_\_

Have you Passed All Graduation Test Requirements for Reading and Math? \_\_\_\_\_ If No, Which One(s) \_\_\_\_\_

Graduated from High School \_\_\_\_\_ If Yes, Date of Graduation \_\_\_\_\_ GPA or Average Grades \_\_\_\_\_

Enrolled in Post-Secondary School \_\_\_\_\_ Program Enrolled In \_\_\_\_\_

Name of Post-Secondary School \_\_\_\_\_ Location \_\_\_\_\_

CAREER PREPARATION:

What are your Future Plans? \_\_\_\_\_

Vocational School \_\_\_\_\_ College \_\_\_\_\_ Working Full-Time \_\_\_\_\_ Working Part-Time \_\_\_\_\_ Military \_\_\_\_\_ Not Sure \_\_\_\_\_

Do you know what Career Pathway you prefer? \_\_\_\_\_ If Yes, What & Why \_\_\_\_\_

Have you ever taken an Interest Assessment? \_\_\_\_\_ If Yes, What & When \_\_\_\_\_

Have you ever taken any Skills Tests that tell you what you are good at? \_\_\_\_\_ If Yes, What Test \_\_\_\_\_

What were the Results? \_\_\_\_\_

Name five (5) things you are good at doing: \_\_\_\_\_

What was/is your Favorite Class? \_\_\_\_\_ What is your Dream Job? \_\_\_\_\_

What do you like to do in your Spare Time? \_\_\_\_\_

If you plan to attend Post-Secondary Schooling, where would you like to go? \_\_\_\_\_

What Career do you plan to study for? \_\_\_\_\_

Have you Toured any Colleges or Post-Secondary Programs? \_\_\_\_ If Yes, Where \_\_\_\_\_

Have you completed any Post-Secondary Applications? \_\_\_\_ Have you completed a FAFSA? \_\_\_\_ When \_\_\_\_\_

Approximate Date you plan on Attending Post-Secondary School?(Semester & Year) \_\_\_\_\_

**WORK-BASED LEARNING EXPERIENCES:**

Have you worked before? \_\_Yes \_\_No If Yes, Was It: \_\_Full-Time \_\_Part-Time \_\_Summer \_\_Other

1. Name of Employer/Business \_\_\_\_\_ Name of Supervisor \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Job Title \_\_\_\_\_ Wage Per Hour \_\_\_\_\_

Start Date \_\_\_\_\_ End Date \_\_\_\_\_ Reason for Leaving \_\_\_\_\_

2. Name of Employer/ Business \_\_\_\_\_ Name of Supervisor \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Job Title \_\_\_\_\_ Wage Per Hour \_\_\_\_\_

Start Date \_\_\_\_\_ End Date \_\_\_\_\_ Reason for Leaving \_\_\_\_\_

How do you get along with your Supervisor? \_\_\_\_\_

What did you like about working? \_\_\_\_\_

What didn't you like about working? \_\_\_\_\_

Have you completed any Job Applications? \_\_\_\_ If Yes, Where \_\_\_\_\_ Outcome \_\_\_\_\_

Have you had any Job Interviews? \_\_\_\_ If Yes, Where \_\_\_\_\_ Outcome \_\_\_\_\_

Do you feel you need more Work Experience? \_\_\_\_ If Yes, Why? \_\_\_\_\_

What kind of job are you looking for? \_\_\_\_\_

What Hours are you available for work? Mornings \_\_\_\_ Afternoons \_\_\_\_ Evenings \_\_\_\_ Weekends \_\_\_\_ Other \_\_\_\_\_

Are you registered for the Selective Service? \_\_\_\_ or N/A \_\_\_\_ If Not Yet, When is your 18<sup>th</sup> Birthday? \_\_\_\_\_

Do you have your Paper Social Security Card? \_\_\_\_ Do you have a Driver's License or Permit? \_\_\_\_ Which \_\_\_\_\_

Do you have a Vehicle? \_\_\_\_ Other Transportation? \_\_\_\_ How will you Get to Work? \_\_\_\_\_

Do you have any Legal Issues? \_\_\_\_ If Yes, What? \_\_\_\_\_ Are you part of a Diversion Program \_\_\_\_

Are you on Probation? \_\_\_\_ For What Offense? \_\_\_\_\_

Have you had a problem with Alcohol or Drugs? \_\_ If Yes, Did you do Treatment? \_\_ Completed Satisfactorily \_\_\_\_

Are you or have you been in Counseling to deal with any issues? \_\_\_\_ If Yes, Have those issues been resolved? \_\_\_\_

Do you have a Disability? \_\_\_\_ If Yes, Do you need an Accommodation & Describe \_\_\_\_\_

Do you have an IEP? \_\_\_\_ Are you working with Rehabilitation Services? \_\_\_\_ Do you have a Social Worker? \_\_\_\_\_

**YOUTH DEVELOPMENT AND LEADERSHIP:**

Do you have an Adult (Mentor) who you go to for Advice or Guidance? \_\_\_Yes \_\_\_No

If Yes, Name and Relationship\_\_\_\_\_

How have they helped you?\_\_\_\_\_

Describe any Community, Church or School Activities you are or have been in?\_\_\_\_\_

Are you or have you been in a Leadership Position?\_\_\_ Explain\_\_\_\_\_

Have you done Volunteer Work?\_\_\_ If Yes, Where\_\_\_\_\_ Did you choose to do it?\_\_\_

What did you Learn and How did you Feel?\_\_\_\_\_

Have you ever had to "Stand Up For" yourself?\_\_\_ Explain\_\_\_\_\_

How do you try to Solve Conflicts between yourself and someone else?\_\_\_\_\_

Do you have a Role Model?\_\_\_ Who and Why?\_\_\_\_\_

Describe how you Make Decisions?\_\_\_\_\_

**FAMILY INVOLVEMENT AND SUPPORTS:**

What is your Family Situation? \_\_\_One Parent \_\_\_Two Parents \_\_\_Independent \_\_\_Foster Child \_\_\_Other

Parent/Guardian's Name(s)\_\_\_\_\_

Where do they work?\_\_\_\_\_

How long have you lived at the present Address?\_\_\_\_\_

If Recent Address Change, Why?\_\_\_\_\_

Are you the Oldest, Youngest, a Middle Child, an Only Child?\_\_\_\_\_

What Responsibilities are you expected to do at home?\_\_\_\_\_

What are your plans related to Schooling, Training, and Employment?\_\_\_\_\_

What does your family think about you going to work?\_\_\_\_\_

What Expectations do your Parents have of you Related to Schooling, Training, and Employment?\_\_\_\_\_

Are your plans different than what your Parent's Think you should do?\_\_\_ If So, How\_\_\_\_\_

Are your Parents Supportive of your needs and plans? \_\_\_Yes \_\_\_No How or How Not? \_\_\_\_\_

**CONNECTING ACTIVITES:**

Which of the following do you see as Challenges to you Becoming Self-Sufficient? Check All That Apply.

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Past or Potential School Dropout         | <input type="checkbox"/> Low Income              | <input type="checkbox"/> Pregnant Or Parenting |
| <input type="checkbox"/> Basic Skills Deficient                   | <input type="checkbox"/> Offender                | <input type="checkbox"/> Lack of Child Care    |
| <input type="checkbox"/> Language Barrier                         | <input type="checkbox"/> On Probation            | <input type="checkbox"/> Lack of Living Skills |
| <input type="checkbox"/> Disability (Mental, Physical, Emotional) | <input type="checkbox"/> No Transportation       | <input type="checkbox"/> No Telephone          |
| <input type="checkbox"/> No Work History                          | <input type="checkbox"/> Homeless/Runaway        | <input type="checkbox"/> Health Concerns       |
| <input type="checkbox"/> Lack of Job Skills                       | <input type="checkbox"/> Foster Care             | <input type="checkbox"/> Chemical Dependency   |
| <input type="checkbox"/> Unemployed or Underemployed              | <input type="checkbox"/> Personal/Family Factors | <input type="checkbox"/> Motivation            |
| <input type="checkbox"/> Other – Specify _____                    |  |  |

**AGENCIES/PROVIDERS YOU HAVE WORKED WITH:**

- School IEP Case Manager/Contact Name: \_\_\_\_\_
- School Counselor/Contact Name: \_\_\_\_\_
- Probation Worker/Contact Name: \_\_\_\_\_
- Social Worker/Contact Name: \_\_\_\_\_
- Child Support Worker/Contact Name: \_\_\_\_\_
- Financial Worker/Contact Name: \_\_\_\_\_
- Public Assistance/Contact Name: \_\_\_\_\_
- Housing Agency/Contact Name: \_\_\_\_\_
- Rehabilitation Services/Contact Name: \_\_\_\_\_
- Work Coordinator/Contact Name: \_\_\_\_\_
- Adult Basic Education/Contact Name: \_\_\_\_\_
- Alternative Learning/Contact Name: \_\_\_\_\_
- Social Security/Contact Name: \_\_\_\_\_
- \_\_\_\_\_/Contact Name: \_\_\_\_\_
- \_\_\_\_\_/Contact Name: \_\_\_\_\_

What things cause you Stress or Anxiety (Worry) and Why? \_\_\_\_\_

Using a Sentence or Two, how would you Describe Yourself: \_\_\_\_\_

Name two (2) things about yourself, of which you are most proud (examples: You Help Others A Lot, You Won an Award, You Have Children, You Get Good Grades in School, etc.): \_\_\_\_\_

**What kind of support do you feel you might need as you work towards your Goal(s):**

- |   |                                     |                                       |                                     |  |
|---|-------------------------------------|---------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> School Tuition   | <input type="checkbox"/> Uniforms   | <input type="checkbox"/> Clothing     | <input type="checkbox"/> Utilities  | <input type="checkbox"/> Driver's Training |
| <input type="checkbox"/> Books & Supplies | <input type="checkbox"/> Child Care | <input type="checkbox"/> Housing/Rent | <input type="checkbox"/> Phone      | <input type="checkbox"/> Car Insurance     |
| <input type="checkbox"/> Tools            | <input type="checkbox"/> Groceries  | <input type="checkbox"/> Gas          | <input type="checkbox"/> Car Repair |  |
| <input type="checkbox"/> Other: _____     |                                     |                                       |                                     |  |

# MN Partners for Youth Action Plan

Revised Nov./2018

Participant Name:	Date:
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## The Guideposts for Success

The National Collaborative on Workforce and Disability for Youth (NCWD-Youth) has identified five **Guideposts for Success** based on what research tells us that all youth need to transition to adulthood successfully. They can be used by Youth Coordinators to identify and organize specific activities in youth programming. For more information about the Guideposts for Success, visit [www.ncwd-youth.info](http://www.ncwd-youth.info). **This Youth Action Plan is intended to create IRT-driven action steps to resolve a career pathway setback or roadblock that would benefit from a more immediate, directed response with input from the participant and IRT partners. It is intended to compliment the Employment Plan by resolving a short term issue within long term Youth Employment Plan goals.**

The Guideposts to Success are as follows:

1. **School-Based Preparatory Experiences** (WIOA Program Elements: 1, 2, 4, 5, 12, 13 & 14)  
*What school-based activities is a youth participating in to help prepare them to transition to employment, postsecondary education, and independent living?*
2. **Career Preparation and Work-Based Learning Experiences** (WIOA Program Elements: 4, 5, 11, 12, 13 & 14)  
*What activities are being offered to youth that help them explore careers, identify career goals, and provide meaningful work experiences?*
3. **Youth Development Leadership** (WIOA Program Elements: 4, 5, 6, & 12)  
*How are youth being helped to direct their own lives, to make informed decisions, and to be connected to caring adults?*
4. **Connecting Activities** (WIOA Program Elements: 4, 5, 8, 9, 10, 11, 12, 13 & 14)  
*How are youth and their families being connected to needed programs, services and activities within their community?*
5. **Family Involvement and Supports** (WIOA Program Elements: 4, 5, 7, 8, 9 & 10)  
*How are families and caregivers of youth given information and support so they can be partners in the transition and career planning process?*

**Participant:**

Use this mobile tool to keep you on track by identifying specific next steps for you and your IRT support team to complete within the next 3 months. Be creative and flexible. Use the check off feature as steps are completed to reflect progress. The Youth Action Plan document should be implemented in response to newly identified situations as they occur throughout your enrollment in youth-serving programs.

Check when Completed	Target Date	Potential Action Steps and Resources	Person(s)/Agency Responsible	Associated Guidepost
				

<i>Identified concern or challenge:</i>	
<i>Participant Signature:</i>	<i>Date</i>
<i>Staff Signature:</i>	<i>Date</i>

## Attachment 3

## MINNESOTA BLUEPRINT FOR SHARED VISION FOR YOUTH

## Interagency Projects Supporting Positive Outcomes for At-Risk Youth

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

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

Outcomes				
Improve Transition Outcomes for Ex-Offenders	Improve Transition Outcomes for Youth Aging Out of Foster Care	Improve Transition Outcomes for Youth with Disabilities	Prevent and End Homelessness	Reduce High School Dropout Rates
Strategies				
Research occupations that employ ex-offenders. Become knowledgeable of local businesses that can and will hire ex-offenders. Inform participants of 2 <sup>nd</sup> Chance career fairs that take place in our SDA.  <a href="http://www.mnsecondchancecoalition.org">www.mnsecondchancecoalition.org</a>	Communicate and coordinate with local county Social Service agencies who work with this population. Become familiar with the rules and assistance resources that are still available to foster and aged-out of foster care.	Coordinate referrals and services with the Department of Vocational Rehabilitation, local school districts IEP managers, Occupational Development and Day Activity centers, post-secondary training institutions, 6 Community Transition Interagency Committee (CTIC) groups and PACER .	<b>Homes &amp; Communities, U.S. Department of Housing and Urban Development</b> <b>Key Resource</b> Provides a list of shelters and emergency housing in	Continue to keep close partnerships with local school districts to include ALC programs, YouthBuild programs, ABE’s for GED and MN Adult High School diplomas, to support and collaboratively in reducing dropout rates.
New Leaf workshops are offered at the WFC’s in our SDA by DEED staff. The NWICDC (Northwest Indian Community Development	Youth in foster care and youth who left foster care at age 18 can be at greater risk of homelessness than other youth.	Continue to provide the services that the Disability Employment Initiative (DEI) project does and continue to use the tools.	Lutheran Social Services Hope Housing and youth homeless program, Evergreen Inc., Churches United, Housing &	Possible connections through <a href="http://www.mnyouth.net/work/gradminnesota/">www.mnyouth.net/work/gradminnesota/</a> and <a href="http://www.mnliteracy.org/hotline">www.mnliteracy.org/hotline</a>

Outcomes				
Improve Transition Outcomes for Ex-Offenders	Improve Transition Outcomes for Youth Aging Out of Foster Care	Improve Transition Outcomes for Youth with Disabilities	Prevent and End Homelessness	Reduce High School Dropout Rates
Strategies				
Center) they offer a Reintegration Program which assists individuals recently released from the Department of Correction system and those who will be released in the near future. <a href="http://www.nwicdc.org/services-and-programs">http://www.nwicdc.org/services-and-programs</a>	The Healthy Transition and Homeless Prevention program aims to help these youth, ages 16 through 21, transition from foster care to adulthood and prevent homelessness. Pay the Bills: free materials through ODEP- <a href="mailto:pueblo@gpo.gov">pueblo@gpo.gov</a>	Vocational Rehabilitation Services <a href="https://mn.gov/deed/job-seekers/disabilities/find-vrs/">https://mn.gov/deed/job-seekers/disabilities/find-vrs/</a> -Bemidji Regional Interdistrict Council (BRIC) <a href="https://www.brick12.com/">https://www.brick12.com/</a>  “Options” Interstate Resource Center for Independent Living (IRCIL) is a Resource Center for Independent Living. They provide services to maximize the independence of individuals with disabilities. <a href="http://www.myoptions.info/">http://www.myoptions.info/</a>	Redevelopment Authorities, Community Action agencies, Stepping Stones Resource Center, Homeless Coalitions, Websites that offer connections to include: <a href="http://www.health.state.mn.us/divs/orhpc/pubs/hmlessyth.pdf">www.health.state.mn.us/divs/orhpc/pubs/hmlessyth.pdf</a> , <a href="http://www.180degrees.org/youth-residential.php">www.180degrees.org/youth-residential.php</a> Minnesota. Housing Matters <a href="https://www.housingmattersmn.org/about">https://www.housingmattersmn.org/about</a>	Red River Alternative Learning Center, Outreach, Youth Educational Services program  The Upward Bound Program at Bemidji State University. <a href="https://www.bemidjistate.edu/services/upward-bound/">https://www.bemidjistate.edu/services/upward-bound/</a>  Minnesota Association of Alternative Programs (MAAP). Their mission is to lead, promote, and support innovative learning experiences for all Minnesota students. <a href="http://www.maapmn.org/RegionNorthwest.html">http://www.maapmn.org/RegionNorthwest.html</a>  Bemidji Area Alternative Education Center (AEC) is a state-approved alternative program. The Minnesota Department of Education alternative education mission is to provide viable educational options for students who are experiencing

Outcomes				
Improve Transition Outcomes for Ex-Offenders	Improve Transition Outcomes for Youth Aging Out of Foster Care	Improve Transition Outcomes for Youth with Disabilities	Prevent and End Homelessness	Reduce High School Dropout Rates
Strategies				
				<p>difficulty in the traditional system.  <a href="https://www.bemidji.k12.mn.us/aec/aec-resources/about-us/">https://www.bemidji.k12.mn.us/aec/aec-resources/about-us/</a></p> <p>Northwest Indian Occupational Development Center also offers a ABE program that allows participants to earn their GED at their own pace.  <a href="http://www.nwicdc.org/assets/docs/NWICDC_ABE%20Flyer5.pdf">http://www.nwicdc.org/assets/docs/NWICDC_ABE%20Flyer5.pdf</a></p> <p>Oshkiimaajitahdah, also known as New Beginnings is located on the Red Lake Reservation in Redby, MN and they assist many of my Red Lake Nation enrolled youth clients who are having trouble at school or are at risk of dropping out of high school and need alternative education routes  <a href="http://www.redlakenation.org/tribal-programs/human-services/oshkiimaajitahdah#teen-parent-program">http://www.redlakenation.org/tribal-programs/human-services/oshkiimaajitahdah#teen-parent-program</a></p>

Outcomes				
Improve Transition Outcomes for Ex-Offenders	Improve Transition Outcomes for Youth Aging Out of Foster Care	Improve Transition Outcomes for Youth with Disabilities	Prevent and End Homelessness	Reduce High School Dropout Rates
Strategies				
Work with local worksites that are willing to offer work training experiences to persons who have offenses in their backgrounds.	Coordinate services with area Lutheran Social Services, Evergreen Youth and Family Services, Lake Land Mental Health, North Homes, Stepping Stones Resource Center, the Village, local Tribes, County Social Services and Path, Inc. staff who work with foster care youth.	<b>Legal Services Corporation</b> Legal Services Corporation located in Minnesota. Provides free or low cost legal advice or representation for low income individuals or families.	Connect young adults to YMCA, United Way, Catholic Charities, HRA/Section 8 housing, Salvation Army, American Red Cross	
In Bemidji, there is a connection with the Bemidji Area OIC who runs a program for ex-offenders. Also connect with Restorative Justice and Re-entry programs. In Wadena area – Community Concern for Youth.	Hold Integrated Resource Team (IRT) meetings with other agencies that a participant is working with to create a common plan and coordinate the provision of supports and services.	Access resources from Lakeland Mental Health, Solutions, Freedom Resource Center, State Services for the Blind, Place for Hope, Heartland, Productive Alternative, SSA and the Disability Linkage line at <a href="http://www.MinnesotaHelp.info">www.MinnesotaHelp.info</a>	Hold Integrated Resource Team (IRT) meetings with other agencies that a participant is working with to create a common plan and coordinate the provision of supports and services.	
Assist program participants to inquire about the possibility of having offenses expunged from their records. Also explore the Federal Bonding program and process for employment needs.		Hold Integrated Resource Team (IRT) meetings with other agencies that a participant is working with to create a common plan and coordinate the provision of supports and services	<b>Free Medical Clinics and Free Dental Clinics</b> This site brings you the most recent information about Free Medical Clinics and Free Dental Clinics that are available in Minnesota.	

Outcomes				
Improve Transition Outcomes for Ex-Offenders	Improve Transition Outcomes for Youth Aging Out of Foster Care	Improve Transition Outcomes for Youth with Disabilities	Prevent and End Homelessness	Reduce High School Dropout Rates
Strategies				
Work closely with probation officers of participants.		Lakeland Mental Health **Voc Rehab **Productive Alternatives **Solutions **Summit **CCRI **Access **MCRS	<b>U.S. Department of Health and Human Services, Health Resources and Services Administration</b> Federally-funded health centers care for you, even if you have no health insurance. You pay what you can afford, based on your income.	
Hold Integrated Resource Team (IRT) meetings with other agencies that a participant is working with to create a common plan and coordinate the provision of supports and services.			<b>Minnesota Health Insurance Network</b> Subsidized health care program for people who live in Minnesota and do not have access to health insurance.	
<b>Legal Services Corporation</b> Legal Services Corporation located in Minnesota. Provides free or low-cost legal advice or representation for low income individuals or families.			<b>Prevent and End Homelessness</b> <ul style="list-style-type: none"> <li>Peoples Church is a homeless shelter located in Bemidji <a href="http://www.peopleschurch-elca.org/">http://www.peopleschurch-elca.org/</a></li> <li>Wolfe Center is a homeless shelter</li> </ul>	

Outcomes				
Improve Transition Outcomes for Ex-Offenders	Improve Transition Outcomes for Youth Aging Out of Foster Care	Improve Transition Outcomes for Youth with Disabilities	Prevent and End Homelessness	Reduce High School Dropout Rates
Strategies				
			<p>located in Bemidji  <a href="http://www.crcinform.org/directory/listing/wolfe-center">http://www.crcinform.org/directory/listing/wolfe-center</a></p> <ul style="list-style-type: none"> <li>Village of Hope is a long term homeless shelter for people 18 and older who have children  <a href="https://www.villageofhopebemidji.org/">https://www.villageofhopebemidji.org/</a></li> </ul>	



## Attachment 4

## Evaluation of Trainee Performance and Behaviors

Work Site: \_\_\_\_\_ Trainee's Name: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Job Title: \_\_\_\_\_

Directions: Please put a  check mark in the box which most closely describes the trainee's performance for each skill area.

Skill Area	4	3	2	1
<b>Reliability</b>	Consistently on time. No absences. <input type="checkbox"/>	On time. Acceptable attendance. No absence without notifying supervisor. <input type="checkbox"/>	Occasionally late. Attendance below business standards. <input type="checkbox"/>	Frequently late. Absent without notifying supervisor. <input type="checkbox"/>
<b>Interpersonal Relations</b>	Deals with co-workers professionally, gets along well with others. <input type="checkbox"/>	Usually gets along with others, is cooperative. <input type="checkbox"/>	Has trouble relating to co-workers, occasionally is uncooperative. <input type="checkbox"/>	Uncooperative, inflexible with co-workers or supervisor. <input type="checkbox"/>
<b>Work Site Appropriateness</b>	Consistently exhibits appropriate appearance and hygiene. <input type="checkbox"/>	Usually exhibits appropriate appearance and hygiene. <input type="checkbox"/>	Frequently has difficulty with appropriate appearance and hygiene. <input type="checkbox"/>	Does not exhibit appropriate appearance or hygiene. <input type="checkbox"/>
<b>Problem Solving</b>	Consistently exhibits good problem solving skills. <input type="checkbox"/>	Usually exhibits good problem solving skills. <input type="checkbox"/>	Has some difficulty using problem solving skills. <input type="checkbox"/>	Has considerable difficulty with problem solving skills. <input type="checkbox"/>
<b>Communication Skills</b>	Uses language to convey/clarify complex messages. Solicits listener feedback. <input type="checkbox"/>	Communication is appropriate to listeners/ situations. Asks questions as necessary. <input type="checkbox"/>	Occasionally has problems communicating with customers or co-workers. <input type="checkbox"/>	Considerable difficulty communicating with customers or co-workers. <input type="checkbox"/>
<b>Productivity</b>	Consistent effort goes beyond expectations. Demonstrates initiative. <input type="checkbox"/>	Consistently completes assigned tasks on time. <input type="checkbox"/>	Inconsistent effort, sometimes does not complete assigned tasks or meet deadlines. <input type="checkbox"/>	Frequently does not follow through with assigned tasks or meet deadlines. <input type="checkbox"/>
<b>Accuracy</b>	Work exceeds minimum business standards. <input type="checkbox"/>	Work meets business standards. <input type="checkbox"/>	Work does not consistently meet business standards. <input type="checkbox"/>	Frequently does not follow through with assigned tasks or meet deadlines. <input type="checkbox"/>
<b>Safety</b>	Demonstrates safety consciousness. <input type="checkbox"/>	No safety violations. <input type="checkbox"/>	Minor safety infractions. <input type="checkbox"/>	Frequent minor or a major safety infraction. <input type="checkbox"/>

Other Skills Developed: \_\_\_\_\_

Comments: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Attachment 5**

Policy Memo #446

March 18, 2018

Page 1 of 1

**POLICY MEMORANDUM**

TO: Policy Memo Book Holders

FROM: *Vicki Leaderbrand*

RE: Incentive Payments for *WIOA* Adult, Dislocated Workers and *WIOA* Youth titles.

CATEGORY OF AGENCY ACTIVITY: Client Service Guidelines/General Compliance

EFFECTIVE DATE: Immediately

EXPIRATION DATE: None

REFERENCE: *Workforce Innovation and Opportunity Act (WIOA) of July 22, 2014*; Final Rules published in the August 19, 2016 Federal Register.

RESCINDS: *Policy Memo #446 April 27, 2016*

CHANGES: Removed the term “payment” from description; added rule #3

BACKGROUND: Incentives to clients may be allowed under federal and state funding sources when they are approved by the local *Workforce Development Board*.

- 1) Incentives awarded result from completion of activities that are tied to goals in the Individual Service Strategy.
- 2) The incentive must apply equitably to all eligible participants.
- 3) Awarded incentives may not include entertainment, such as movie or sporting event tickets or gift cards to movie theaters or other venues whose sole purpose is entertainment
- 4) Incentive will be excluded from federal income tax, social security, etc.
- 5) Incentive will be tracked through the RMCEP check register.
- 6) This policy coordinates with [Policy Memo #203](#).



## What is CareerForce?

### Information for Minnesota Families of Youth with Disabilities

#### Introduction

Minnesota CareerForce locations (formerly known as WorkForce Centers) help people develop skills, look for work, keep jobs, and build careers. When the federal Workforce Innovation and Opportunity Act (WIOA) passed in 2014, it placed an increased emphasis on employment programs for youth with disabilities. This handout helps families of youth with disabilities learn more about employment services they may be able to access through their local CareerForce location.

#### What are CareerForce locations?

The American Job Center system is a WIOA-funded network of local centers in each state. In Minnesota, these centers are known as CareerForce locations. The services for both job seekers and employers differ from center to center, based on local needs. Often, other community programs such as vocational rehabilitation, unemployment insurance, and adult basic education are also located at, or hold activities in partnership with, CareerForce locations.

#### What types of services do CareerForce locations provide?

CareerForce locations provide job training, education, and employment services at a single neighborhood location.

**Youth programs** serve out-of-school youth between the ages of 16 and 24, and in-school youth between the ages of 14 and 21. The programs focus on helping youth complete high school and gain post-secondary credentials that lead to good paying jobs. Various programs fund different services that include helping eligible youth:

- Develop basic skills
- Get a summer job
- Work in construction or other trades
- Develop their decision-making, problem-solving, and negotiating skills
- Receive year-round competitive integrated employment and training

**Core services** are available to all adults 18 years and older. Core services include:

- Job search and placement assistance
- Labor market information
- Initial assessment of skills and needs
- Information about available services
- Adult basic education
- Follow-up services to retain jobs

**Intensive services** are available for people who are unable to find jobs through core services alone, or who meet additional eligibility criteria. Having a disability is one factor that is considered when determining access to intensive services such as training, individual assistance, and case management. Specific services vary by CareerForce location.

### **Who is eligible to receive services from CareerForce locations?**

Every individual, including a person with a disability, can access “core services.”

Youth programs have a priority to serve youth who face multiple barriers to employment. Having a disability is considered to be a barrier. Other risk factors include lack of basic skills, involvement in the juvenile justice system, or placement in foster care.

Some services also have income eligibility criteria. However, for youth with a disability, only their individual income, *not* their family’s, is considered. Youth who meet the income eligibility criteria for receiving cash payments under any federal, state, or local public assistance program (such as Social Security Disability Income [SSDI]; Supplemental Security Income [SSI]; Supplemental Nutrition Assistance Program [SNAP]; or Temporary Assistance for Needy Families [TANF]) are eligible for youth services.

### **What specific services may be available for transition-age youth with disabilities?**

Minnesota CareerForce locations can provide any youth with a basic level of assistance, including:

- Information on training and education options in the local area
- Information and access to early work experiences such as internships, apprenticeships, mentor programs, cooperative education programs, and summer work programs
- Job listings, help with resume writing, and developing interview skills
- Job search assistance
- Referral to other agencies

Youth and young adults with disabilities will also likely be eligible to receive expanded services such as:

- Career exploration and guidance
- Help graduating from high school or obtaining a General Education Diploma (GED)
- Access to training for in-demand industries and occupations
- Post-secondary enrollment
- Support finding a job in that pathway

CareerForce locations must offer the following WIOA youth program activities; some services may be provided directly at the CareerForce location, while others may be provided by partner organizations. Specific services provided to youth are based on individual assessments and goals. Not every youth will need each of these services:

- Tutoring, study skills training, and dropout recovery and prevention
- Alternative high school services
- Paid and unpaid work experience (such as internships, job shadowing, or summer employment)
- Occupational skill training (including apprentice and certificate programs)
- Education related to workforce preparation activities and training
- Leadership development activities (including volunteering, peer mentoring, and life skills training)
- Supportive services (including school fees, child care, transportation, and other work costs needed for youth to participate in WIOA program activities)
- Adult mentoring for at least 12 months

- Follow-up services for not less than 12 months as appropriate (including case management, support services, or regular contact)
- Comprehensive guidance and counseling (including for mental health, career, education, or drug and alcohol)
- Financial literacy education
- Entrepreneurial skills training
- Labor market and employment information on in-demand occupations and industries
- Activities helping youth prepare for and transition to post-secondary education and training

When needed, youth with disabilities are entitled to reasonable accommodations that are necessary to use any CareerForce location services.

Additionally, all Minnesota CareerForce locations offer youth services funded by sources other than WIOA, which provide them with additional program options. Because the services offered can vary by location, the best way to determine whether youth are eligible for particular programs is for families to connect with their local CareerForce location: [careerforcemn.com/locations](http://careerforcemn.com/locations).

### **What is the role of the Vocational Rehabilitation (VR) agency?**

Individuals with disabilities who may need more extensive vocational rehabilitation (VR) services can apply for them at the CareerForce location. Youth whose disability results in multiple “functional limitations” and significantly impacts their ability to work may be eligible for VR services. In many sites, vocational rehabilitation staff are located on-site at CareerForce locations.

Vocational rehabilitation agencies now have an increased emphasis on assisting youth with disabilities before they leave high school. Newly required VR services, called “Pre-Employment Transition Services” or “Pre-ETS,” are being provided statewide to students in grade 9 through age 21 by contracts with local providers, including some CareerForce locations. To access Pre-ETS, families can ask their student’s high school special education case manager for a referral to the local Pre-ETS provider, or directly apply for vocational rehabilitation services. Pre-ETS include:

- Career exploration and guidance
- Work-based learning such as job shadowing or internships
- Counseling on post-secondary education opportunities
- Workplace readiness training
- Training on self-advocacy

You can also learn more about other VR services for transition-age young adults at [mn.gov/deed/job-seekers/disabilities](http://mn.gov/deed/job-seekers/disabilities).

### **What are other service providers located within the CareerForce locations?**

In addition to WIOA youth programs and vocational rehabilitation services, other state and federal programs are partners in the CareerForce system, and may also be located at CareerForce locations. All partners provide services that can benefit eligible people with disabilities. These programs include:

- “One-stop” employment office that provides re-employment services for adults
- State unemployment insurance programs
- Adult education and literacy programs
- Post-secondary vocational education
- Welfare-to-work programs
- Veterans employment and training programs

### How do I start?

Visit your nearest CareerForce location or call to make an appointment with a youth counselor. You can find yours at [careerforcemn.com/locations](https://careerforcemn.com/locations). Tell the person you speak to that your son or daughter would like to sit down with someone to fill out an application for individualized services. Once eligibility is confirmed, a youth case manager will assess your son or daughter's needs and develop an Individualized Service Strategy (ISS) that outlines services that match his or her strengths, interests, employment goals, and support needs.

### Additional resources

The following websites provide additional information about workforce services for youth and young adults with disabilities:

#### **PACER Center's National Parent Center on Transition and Employment**

[PACER.org/transition](https://PACER.org/transition)

PACER's National Parent Center on Transition and Employment (NPCTE) website contains valuable information on a variety of topics related to transition and employment for youth with disabilities.

(952) 838-9000; (800) 537-2237; [Transition@PACER.org](mailto:Transition@PACER.org)

#### **Find an American Job Center**

[careeronestop.org/LocalHelp/local-help.aspx](https://careeronestop.org/LocalHelp/local-help.aspx)

Find the nearest CareerForce location anywhere in the country and locate other valuable government services.

#### **Minnesota Department of Employment and Economic Development (DEED)**

- DEED's Office of Youth Development: [mn.gov/deed/programs-services/office-youth-development](https://mn.gov/deed/programs-services/office-youth-development)
- WIOA Young Adult Program: [mn.gov/deed/assets/wioa-youth-factsheet\\_tcm1045-270156.pdf](https://mn.gov/deed/assets/wioa-youth-factsheet_tcm1045-270156.pdf)
- Minnesota Youth Program: [mn.gov/deed/assets/myp-fact-sheet\\_tcm1045-134258.pdf](https://mn.gov/deed/assets/myp-fact-sheet_tcm1045-134258.pdf)
- Minnesota's Partners for Youth Career Pathways Disability Employment Initiative: [mn.gov/deed/programs-services/office-youth-development/special/disability-employment-initiative](https://mn.gov/deed/programs-services/office-youth-development/special/disability-employment-initiative)

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**Attachment 7**

**Work Site Review:**

Private Sector     Public Sector     Private Non-Profit

**Work Site:** \_\_\_\_\_ **Supervisor:** \_\_\_\_\_

- 1. Does the work site supervisor have a copy of the work site agreement?  Yes  No
- 2. Did the work site supervisor attend supervisor training?  Yes  No
- 3. Are the youth adequately supervised?  Yes  No
- 4. Are Child Labor Restrictions followed for job assignments and time keeping?  Yes  No
- 5. Did the supervisor provide a safety orientation for youth?  Yes  No
- 6. Are the safety standards of the agency and the work site properly enforced?  Yes  No
- 7. Have there been any accidents?  Yes  No
- Have accident reports been filed?  N/A  Yes  No
- 8. Are supervisors following RMCEP procedures for verifying time keeping?  Yes  No
- If no, describe the process used: \_\_\_\_\_
- 9. Is a mentoring relationship developing?  Yes  No
- 10. What opportunities have youth had to develop skills? \_\_\_\_\_
- 11. How can the summer experience be improved for supervisors and youth? \_\_\_\_\_

12. Supervisor comments: \_\_\_\_\_

**Youth:** \_\_\_\_\_ **Job or Position:** \_\_\_\_\_

- 1. Is there meaningful work, sufficient equipment and/or material to do the job?  Yes  No
- 2. Are paychecks on time (within 10 days of accurate time card) and for the right amount?  Yes  No
- (If no, explain problems on back)
- 3. Is the youth developing skills?  Yes  No
- List the skills: \_\_\_\_\_
- 4. Is this experience related to the youth's career goals?  Yes  No
- 5. Is a mentoring relationship developing?  Yes  No
- 6. Would the youth work here again?  Yes  No

Why or why not? \_\_\_\_\_

7. Youth comments: \_\_\_\_\_

**Staff comments or corrective action:** \_\_\_\_\_

**RMCEP Staff** \_\_\_\_\_ **Team** \_\_\_\_\_ **Date** \_\_\_\_\_

## Attachment 8

WORK SITES - ISY  
4-1-19 THRU PRESENT

PLACEMENT NAME	ADDRESS	CITY	STATE	ZIP	PHONE
ANYTIME FITNESS	2526 HANNAH AVE NW	BEMIDJI	MN	56601	(218) 444-5529
ARC ATTIC TREASURES	255 N UNIV DR	FARGO	ND	58102	(701) 232-6641
AUTO FIX	302 INDUSTRIAL	HENNING	MN	56551	(218) 548-5480
BARRETT CARE CENTER	800 SPRUCE AVENUE	BARRETT	MN	56311	(320) 528-2527
BEMIDJI FIRE DEPARTMENT	318 5TH ST NW	BEMIDJI	MN	56601	(218) 751-8001
BETHANY HOMES	201 UNIVERSITY DRIVE SOUTH	FARGO	ND	58103	(701) 239-3246
BI-CAP YOUTHBUILD	3023 MILL ST NE	BEMIDJI	MN	56601	(218) 333-9668
BOYS & GIRLS CLUB LEECH LAKE AREA	105 TOWER AVE PO BOX 327	WALKER	MN	56484	(218) 547-7853
BOYS & GIRLS CLUB OF AMERICA	PO BOX 191	BEMIDJI	MN	56619	(218) 444-4171
CAMPBELL TINTAH HIGH SCHOOL	430 CONNECTICUT AVE	CAMPBELL	MN	56522	(218) 630-5311
CENTRAL LAKES COLLEGE-STAPLES	1830 AIRPORT ROAD	STAPLES	MN	56479	(218) 894-5100
CORRAL AUTO REPAIR	303 W WASHINGTON ST	BRAINERD	MN	56401	(218) 829-5273
CUSTOM AUTO BODY & REPAIR	210 3RD AVE NE	BAUDETTE	MN	56623	(218) 634-2214
CUYUNA COUNTRY AUTO CARE CENTER	22014 CO RD 135	DEERWOOD	MN	56444	(218) 546-5577
EAGLE RIDGE RANCH	19937 430TH ST	CLARISSA	MN	56440	(218) 924-4092
ECUMEN	1415 MADISON AVE	DETROIT LAKES	MN	56501	(218) 844-7137
EVENTIDE-ACTIVITY	1405 7TH ST S	MOORHEAD	MN	56560	(218) 291-2258
EVERGREEN CEMETERY	209 7TH ST S E	LONG PRAIRIE	MN	56347	(320) 630-0755
FRAZEE VERGAS ELEMENTARY	305 NORTH LAKE ST	FRAZEE	MN	56544	(218) 334-3181
FRAZEE VERGAS HIGH SCHOOL	305 NORTH LAKE STREET	FRAZEE	MN	56544	(218) 334-3181
FRAZEE VERGAS HIGH SCHOOL	305 NORTH LAKE	FRAZEE	MN	56544	(218) 334-3181
GALEN'S SUPER MARKET	19 MAIN ST	BAGLEY	MN	56601	(218) 694-6212
GALEN'S SUPERMARKET	19 MAIN ST	BAGLEY	MN	56601	(218) 694-6212
H.A.R.T.	15494 DELLWOOD DR	BRAINERD	MN	56401	(218) 829-4141
HEADWATERS SCIENCE CENTER	413 BELTRAMI AVE NW	BEMIDJI	MN	56601	(218) 444-4472
HEARTLAND MOTORS	1 EAST HWY 28	MORRIS	MN	56267	(320) 589-2223
IND SCHOOL DIST #818	411 S BROWN ST	VERNDALE	MN	56481	(218) 445-5184
KOUNTRY KORNER KAFE	PO BOX 499	HENNING	MN	56551	(218) 583-2100
LARL-MHD PUBLIC LIBRARY	118 5TH ST SOUTH	MOORHEAD	MN	56560	(218) 233-7594
LARRYS SUPERMARKET	1007 S BROADWAY	PELICAN RAPIDS	MN	56572	(218) 863-5750
LITTLE FALLS HS	1001 5TH AVE S E	LITTLE FALLS	MN	56345	(320) 632-2021
LITTLE FALLS RADIO	16405 HAVEN ROAD	LITTLE FALLS	MN	56345	(320) 632-2992
M & M AUTO RECYCLERS	7640 GRANGE RD NW #22	BEMIDJI	MN	56601	(218) 751-5925
MORRISON CTY HUMANE SOCIETY	200 7TH AVE NE	LITTLE FALLS	MN	56345	(320) 632-0703
MULTI CULTURAL RESOURCE CENTER	30 W MILL AVE	PELICAN RAPIDS	MN	56572	(218) 316-4183
NORTHERN SPORTS & MACHINE	651 COUNTY ROAD 1 SW	BAUDETTE	MN	56623	(218) 634-1089
NORTHLAND ARBORETUM	14250 CONSERVATION DR	BAXTER	MN	56425	(218) 829-8770
NUMBER NINE	915 HWY 9	CAMPBELL	MN	56522	(218) 630-5555
OSAKIS PUBLIC SCHOOL	PO BOX X	OSAKIS	MN	56360	(320) 859-2191
REACH REUSABLES	208 6TH STREET	HAWLEY	MN	56549	(218) 483-4225
REACH RURAL ENRICHMENT AND COUNSEL	421 5TH ST SOUTH	HAWLEY	MN	56549	(218) 483-3145
RED LAKE NATION BOYS & GIRLS CLUB	23810 HWY 1	RED LAKE	MN	56671	(218) 679-2556
RED OAKS PET INN	209 28TH ST E	BRAINERD	MN	56401	(218) 829-1902
SOMEPLACE SAFE THRIFT STORE	708 ATLANTIC AVE	MORRIS	MN	56267	(320) 585-6614
THE HANGOUT	211 CENTRAL AVE	BERTHA	MN	56437	(218) 924-3272
WALKER-AKELEY HIGH SCHOOL	PO BOX 4000	WALKER	MN	56484	(218) 547-4212