

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

Due April 13, 2018


PY 2018 WIOA Youth Formula Funds  
 SFY 2018 Minnesota Youth Program (MYP)  
 Cover Sheet/Signature Page

<b>APPLICANT AGENCY</b> - Use the legal name and full address of the fiscal agency with whom the grant will be executed.	<b>Contact Name and Address</b>
<b>NORTHEAST MINNESOTA OFFICE OF JOB TRAINING</b> 820 N. 9 <sup>TH</sup> ST., PO BOX 1028 VIRGINIA, MN 55792	<b>Michelle Ufford</b> <b>NORTHEAST MINNESOTA OFFICE OF JOB TRAINING</b> 820 N. 9 <sup>TH</sup> ST., PO BOX 1028 VIRGINIA, MN 55792
<b>Director Name:</b> Michelle Ufford  <b>Telephone Number:</b> 218/735-6173  <b>Fax:</b> 218/741-5424  <b>E-Mail:</b> Michelle.Ufford@nemojt.org	<b>Contact Name:</b> Randy Back  <b>Telephone Number:</b> 218/735-6105  <b>Fax:</b> 218/741-5424  <b>E-Mail:</b> Randy.Back@nemojt.org

### Basic Organization Information

<b>Federal Employer ID Number:</b>	<b>Minnesota Tax Identification Number:</b>
41-1344671	5533149
<b>DUNS Number:</b>	<b>SWIFT Vendor ID Number (if known):</b>
123511532	128407

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>	4/10/2018

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

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

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

## Attachment 2

### PY 2018 Budget Information Summary:

### WIOA Youth Formula Grant Program

(See page 6 for definitions of cost categories)

WDA Number and Contact:	WDA-3, Randy Back, Operations Director
E-Mail Address/Phone No:	<a href="mailto:Randy.back@nemojt.org">Randy.back@nemojt.org</a> / 218-735-6105
Date Submitted (or Modified):	06/01/2018

Cost Category	Carryover From PY17 (Cannot exceed 20% of PY 17 Amount.)	New WIOA Funds	Total Funds Available	Estimated Expenses 4/1/18 to 6/30/18	Estimated Expenses 4/1/18 to 9/30/18	Estimated Expenses 4/1/18 to 12/31/18	Estimated Expenses 4/1/18 to 3/31/19
764/833 Administration (Cannot Exceed 10%)	0	90,484	90,484	22,621	45,242	67,863	90,484
841 In-School Youth Work Experience Wages/Fringe	998	93,836	94,834	23,708	47,416	71,124	94,834
825 Out-of-School Youth Work Experience Wages/Fringe	32,825	196,478	229,573	57,384	114,768	172,152	229,573
872 In-School Youth Work Experience Staff Costs	0	79,560	79,560	19,890	39,780	59,670	79,560
855 Out-of-School Youth Work Experience Staff Costs	0	98,549	98,549	24,636	49,272	73,908	98,549
874 In-School Youth Direct Services (Non-Work Exp.)	49,432	0	49,432	12,358	24,716	37,074	49,432
877 Out-of-School Youth Direct Services (Non-Work Exp.)	12,919	179,245	192,164	48,041	96,082	144,123	192,164
848 In-School Youth Support Services	1,131	369	1,500	375	750	1,125	1,500
862 Out-of-School Youth Support Services	0	4,000	4,000	1,000	2,000	3,000	4,000
860 In-School Youth Other Services	2,076	2,021	4,097	1,024	2,048	3,072	4,097
878 Out-of-School Youth Other Services	4,097	0	4,097	1,024	2,048	3,072	4,097
847 Individual Training Accounts (NEW) (Out-of-School Yth ONLY)	0	160,029	160,029	47,507	95,014	142,521	160,029
<b>Total:</b>	103,478	904,841	1,008,319	259,568	519,136	778,704	1,008,319
<b>Estimated Percentage of NEW WIOA Funds Expended on Out-of-School Youth (Must be at least 75 percent):</b>							78%
<b>Estimated Percentage of NEW WIOA Funds Expended on Work Experience (Must be at least 20 percent):</b>							58%
<b>Estimated Total Number of Youth to be Served With WIOA Youth Funding:</b>							250

## Attachment 2

### SFY 2019 Budget Information Summary:

### Minnesota Youth Program

(See attached pages for definitions of cost categories)

WDA Number and Contact:	WDA-3, Randy Back, Operations Director
E-Mail Address/Phone No:	<a href="mailto:Randy.back@nemojt.org">Randy.back@nemojt.org</a> /218-735-6105
Date Submitted (or Modified):	5/14/2018

Cost Category	Total Funds Available	Estimated Expenses 7/1/18 to 9/30/18	Estimated Expenses 7/1/18 to 12/31/18	Estimated Expenses 7/1/18 to 3/31/19	Estimated Expenses 7/1/18 to 6/30/19	Estimated Expenses 7/1/18 to 9/30/19	Carryover
764/833 Administration (Cannot Exceed 10%)	18,836	3,767	7,534	11,301	15,068	18,836	
881 Youth Participant Wages and Fringe Benefits	92,500	18,500	37,000	55,500	74,000	92,500	
885 Direct Services to Youth	45,627	9,125	18,250	27,375	36,500	45,627	
860 Outreach to Schools (Direct Services; This can be up to 20 percent of your budget.)	30,900	6,180	12,360	18,540	24,720	30,900	
891 Support Services	500	100	200	300	400	500	
<b>Total:</b>	188,363	37,672	75,344	113,016	150,688	188,363	

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

MYP Summer ONLY Youth Served:	39
MYP Year-Round Youth Served:	39
Outreach to Schools (OTS) Youth + Families Served (Note that OTS is an optional activity):	500
<b>Estimated Total Number of MYP Youth and Families Served:</b>	578
Estimated Cost Per MYP Participant:	\$1185.90
Estimated Cost Per OTS Participant-Family:	\$67.80

## Definitions of Cost Categories

**(WIOA and MYP) Administration** – Costs are defined by WIOA Final Rules and Regulations (20 CFR, Section §667.220) and are generally associated with the expenditures related to the overall operation of the employment and training system. Administrative costs are associated with functions not related to the direct provision of services to program participants. These costs can be both personnel and non-personnel and both direct and indirect.

Specifically, the following functions are considered to be “administrative”:

- Accounting, budgeting, financial and cash management functions;
- Procurement and purchasing functions;
- Property management functions;
- Personnel management functions;
- Payroll functions;
- Audit functions
- Incident reports response functions;
- General legal service functions;
- Costs of goods and services required for the administrative functions of the program including such items as rental/purchase of equipment, utilities, office supplies, postage, and rental and maintenance of office space;
- Systems and procedures required to carry out the above administrative functions including necessary monitoring and oversight;
- Travel costs incurred for official business related to the above administrative functions;
- (WIOA and MYP) Youth Participant Wages and Fringe Benefits – Wages and benefits paid directly to youth participants while engaged in program activities. Stipends provided for educational activities should be included in this cost category.

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

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

**(WIOA and MYP) Support Services** – Items that are necessary for a youth to participate in WIOA, such as transportation, clothing, tools, child care, housing/rental assistance, school-related expenses, etc. These expenses may be paid directly to the youth or to a third-party vendor.

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

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

**PY 2018-2019 WIOA Performance\***

<b>WDA/Contact:</b>	<b>Randy Back Operations Director</b>
<b>E-Mail Address/Phone Number:</b>	<b>Randy.back@nemojt.org</b>
<b>Date Submitted (or Modified):</b>	<b>06-28-2018</b>

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

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



## Youth Committee Information For PY 2018/SFY 2019

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

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

YOUTH COMMITTEE MEMBER NAME	ORGANIZATION/REPRESENTING (examples: business, education, community-based organizations, youth, parent, etc.)	Full LWDB Member?	Voting Member of LWDB
<b>Chair:</b> Allen Rasmussen <b>Phone Number:</b> 218/283-8111 <b>E-Mail:</b> arasmussen@rainyriver.edu	Education: Self-employed Educational Consultant	Yes	Yes
<b>Member Name:</b> Eric Peterson <b>Phone Number:</b> 218/245-1593 <b>E-Mail:</b> Eric.j.peterson@state.mn.us	Education & Government: Greenway High School & Vocational Rehabilitation Services	No	No
<b>Member Name:</b> Kelly Zink <b>Phone Number:</b> 218/8791551 <b>E-Mail:</b> kzink@cloquet.com	Business: Cloquet Area Chamber of Commerce	Yes	Yes
<b>Member Name:</b> Jason Quiggin <b>Phone Number:</b> 218/7412482 <b>E-Mail:</b> lu589bm@uanet.org	Trade Union/Education: Plumbers and Pipefitters Union Local 589, Business Manager	Yes	Yes
<b>Member Name:</b> Shawn Herhusky <b>Phone Number:</b> 218/302-8408 <b>E-Mail:</b> Shawn.herhusky@state.mn.us	Government: Workforce Strategy Consultant Minnesota Department of Employment and Economic Development	No	No
<b>Member Name:</b> Heath Boe <b>Phone Number:</b> 218/735-6174 <b>E-Mail:</b> Heath.boe@nemojt.org	Education: Advanced Minnesota / NE MN Training Consortium	No	No
<b>Member Name:</b> Randy Back <b>Phone Number:</b> 218/735-6105 <b>E-Mail:</b> Randy.back@nemojt.org	Community Based Organization: Northeast Minnesota Office of Job Training	No	No

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

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

Youth Service Provider/Contact	WIOA	MYP
<p><b>Name of Service Provider:</b> Northeast Minnesota Office of Job Training</p> <p><b>Address:</b> 820 N 9<sup>th</sup> Street Ste.240</p> <p><b>City, State, ZIP</b> Virginia, MN 55792</p> <p><b>Contact Person:</b> Randy S. Back, Operations Director</p> <p><b>Contact Person Phone:</b> 218-735-1605</p> <p><b>Contact Person E-Mail:</b> Randy.back@nemojt.org</p> <p><b>Service Provider Website:</b> www.nemojt.org</p>	<p>ISY? <input checked="" type="checkbox"/> <b>Yes</b> No</p> <p>OSY? <input checked="" type="checkbox"/> <b>Yes</b> No</p>	<p>Summer only? Yes</p> <p><input checked="" type="checkbox"/> <b>No</b></p> <p>Year-Round? Yes <input checked="" type="checkbox"/> <b>No</b></p> <p>Outreach to Schools?</p> <p><input checked="" type="checkbox"/> <b>Yes</b> No</p>

## Attachment 1

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

**IMPORTANT NOTE: The narrative section covers PY 2018 WIOA Young Adult and SFY 2019 for MYP. Please provide an answer after each question. This information becomes a part of both grant agreements with DEED.**

1. Attach a copy of the most recent Request for Proposal(s) (RFP) issued by the WDA for WIOA Young Adult and the Minnesota Youth Program, as appropriate.

The Northeast MN Office of Job Training will provide all Youth services for 2018 and 2019.

Should the local WDB wish to identify a new service provider, a competitive Request for Proposals process would be instituted. The RFP process includes solicitation for bids that request comprehensive information addressing the following elements: knowledge of identified need, experience of administration and staff, services to be provided, performance outcomes, commitment to partnership and collaboration, budget and costs, and operational capability. Each one of these criteria is assigned a point value and ranked for a total score. The solicitation contains a description of program requirements and basic design elements to which bidders respond. Eligibility for bidding includes organizations which have adequate administrative controls and personnel to achieve the goals and objectives of the program. This includes but is not limited to governmental units, public or private non-profit corporations, educational institutions, a tax supported organization or a private or for-profit entity. A copy of the RFP is available on our website, [www.nemojt.org](http://www.nemojt.org).

2. Describe outreach and recruitment of:

### **Out-of-School Youth (“OSY”)**

The Northeast Minnesota Office of Job Training (NEMOJT) actively recruits those not attending school/Out of School youth through coordinated services with partners across the five Workforce Centers in Northeast Minnesota. Within WDA-3 the Office of Job Training receives assistance with outreach and recruitment from community-based groups including social service departments, faith-based organizations, rehabilitation services, corrections, homeless shelters, and those providing services/activities for youth.

Workforce Center partners such as Vocational Rehabilitative Services (VRS) and Arrowhead Economic Opportunity Agency (AEOA) allow for aligned programming in a one-stop setting to reach potentially eligible youth. VRS services allow those with work limitations to receive coordinated services and referrals to NEMOJT youth services. Those participating in YouthBuild, GED or ABE services provided by AEOA also receive the same type of coordinated services. NEMOJT, AEOA, and the Minnesota Chippewa Tribe Employment & Training provide regional employment and training services for those on public assistance. Outreach and recruitment for MFIP/DWP & SNAP participants along with referrals from county public health nurses allow youth and young adult family members’ access to OSY programming. Outreach has included

providing information to local Women, Infants, and Children (WIC) Food and Nutrition Service offices for referrals as well. Outreach to corrections programming such as New Leaf for Offenders, juvenile probation contacts, and by NEMOJT staff attending offender reentry/transition events as a successful method of reaching new OSY prospects.

WDA-3 has made a concerted effort to engage local community colleges and advising staff to encourage those that may be considering a return to school for referrals. NEMOJT staff are working onsite at many regional campuses: Lake Superior College, Hibbing Community College, Rainy River Community College, Mesabi Range Technical College, Fond-du-Lac Tribal and Community College, and Itasca Community College to recruit and engage potential participants. NEMOJT actively recruits at college and technical school open houses and career fairs. Staff coordinates with TRIO and Upward Bound programs in the region as well. The on-campus presence by NEMOJT has allowed those not attending school the extra help and attention they need to craft a successful career plan. By providing the extra hands-on guidance, a roadblock that keeps many from attending school has been eliminated. With their career counseling insights, knowledge of financial aid, and student success resources, NEMOJT staff have brought many that would not otherwise attend school into a career pathway and ultimately to employment.

Notable referring partnerships for NEMOJT OSY engagement include Range Runaway & Homeless Youth Program, The Range Youth Shelter, Oh No Eighteen (ONE) Independent Living Skills Program, Lutheran Social Services Family Resource Centers, Carlton Youth Shelter, Boys & Girls Clubs, The Salvation Army, Northeast Regional Corrections, Woodland Hills, Life House, AEOA Free at Last, Minnesota Adult & Teen Challenge, and The United Way.

Periodic dissemination of information on recruitment occurs through the use of newspaper articles and announcements, public gatherings, radio and TV spots, and a thorough review of participant data and meetings with community leaders and organizations. Through the use of technology, youth and young adults can now make direct inquiries to staff with their smart phones or the internet through the NEMOJT website. By using methods geared to youth's preferred communication styles, outreach and inquiries have been enhanced in both more urban and rural areas.

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

Youth outreach to in-school youth is built around relationships established with Northeast Minnesota Office of Job Training Career EdVenture programming, which provides large classroom presentations for grades 8-12 in addition to individual student career counseling. The classroom programming and presentations are incorporated into EdVenture services (individual and group) throughout our service area in over 40 districts. In addition to program-driven outreach strategies, applications and information are distributed to county human service agencies, community based organizations, and mental health facilities in our seven county service area. Active partnering and collaborations with special youth events such as the Northland Career Expo, Mining Industry Day, and Construct Tomorrow broadens outreach efforts in targeted venues.

Career EdVenture places counselors in high schools providing career and job seeking information to broad cross-section of students by providing group presentations and individualized career counseling opportunities. The scope of EdVenture has allowed principles,

instructors, and counselors to identify and refer eligible in-school youth. The spectrum of youth served starts at grade eight and follows through to graduation and beyond.

In addition, the WDB's Skilled Trades career pathway committee is developing a marketing campaign to promote construction occupations that will be targeted to youth, guidance counselors, and parents which we anticipate will also support outreach for ISY programming by creating more awareness of the public workforce development system. Our recent work providing VRS Pre Employment and Training services to special education students will also enhance outreach to in-school youth.

With enhanced agency inquiry methods, potential ISY youth can utilize their smart phones and internet to engage services. Especially in rural areas, WDA-3 staff are capturing more referrals and allowing for connections geared to youth's preferred communication styles.

3. Describe eligibility determination process, include WDA's strategy for use of the "5% window" for non-income eligible ISY and OSY participants (reminder: up to 5% of ISY and OSY participants served by WIOA Young Adults may be individuals who do not meet the income criteria for eligible in-school participants, provided they fall within one or more of the categories described in WIOA Sec. 129 (C). See Chapter 2 of the WIOA Youth Administrative Policy.

The 5% window will be used very sparingly to serve youth who do not meet income eligibility requirements but do have some serious barriers to employment. These barriers may include, but are not limited to:

- Individuals who are school dropouts
  - Individuals who are basic skills deficient
  - Individuals with educational attainment that is one or more grade levels below the grade level appropriate to the age of the individuals
  - Individuals who are pregnant or parenting
  - Individuals with disabilities, including learning disabilities
  - Individuals who are homeless or runaway youth
  - Individuals who are offenders
  - Other eligible youth who face serious barriers to employment as identifies by the Local Board
  - Individuals who have problems completing a career plan because of personal or financial reasons
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.

The Northeast Minnesota Workforce Development Board has determined that the sixth criteria

for eligibility will conform to **Minnesota State Statute 124D.68**, which concerns youth who are considered to be at risk of dropping out of school or may have already dropped out of school. A youth who meets this definition under the statute is identified as an individual who requires additional assistance to complete an educational program or to secure and hold employment. These individuals will be encouraged and mentored to complete high school or acquire a GED, explore career awareness, prepare for job competition, develop personal goals, pursue post-secondary education and gain work experience. The Northeast Minnesota Workforce Development Board further defines criteria as a youth who has no realistic plan for reaching a career goal because of personal or financial problems; or a youth who is experiencing academic or personal difficulties in school; or who has minimal or no private sector work history. These youth are identified through relationships with school guidance counselors, teachers, and delinquency officers.

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.

An objective assessment includes an examination of basic skills, occupational skills, educational background, prior work experience, employability, interests, aptitudes, attitudes towards work, motivation, behavioral patterns affecting employment potential, and family situations. In addition, the objective assessment includes an evaluation of the participant's barriers to employment including financial resources and supportive service needs. A strength-based approach is used to assess youth assets to support each individual plan. If appropriate, the objective assessment also includes assisting the participant to establish eligibility for PELL Grants, student loans and other forms of financial aid.

The examination of capabilities, vocational potential, barriers to employment, and supportive service needs of a participant is used to develop a realistic employment goal and a service strategy. The objective assessment is an ongoing process and is not viewed as a one-time event. The objective assessment is revised regularly when additional needs are identified or goals achieved. Assessments conducted by other human service, education, and employment and training programs that have been completed within the year of application for service are sometimes used rather than requiring the participant to undergo duplicate assessment.

Assessment tools used for out of school youth include the Test of Adult Basic Education (TABE), an agency Program Self-Assessment that surveys program needs, marketable skills, job search & placement abilities, interests, education & training information, financial & housing resources, transportation, family care, mental & emotional health, physical health, and legal needs. The Self-Assessment is an integral part of developing an Individualized Service Strategy (ISS or Youth ISS). To assist in the career decision making process, WDA-3 uses a variety of tools, most often the computer-based Career Scope assessment that surveys interests and abilities, the Career Assessment Inventory (CAI), Holland Personality Types, Minnesota Careers and Keirsey Temperament/Please Understand Me. As part of comprehensive services, counselors meet individually with youth to interpret and identify related programming, jobs, and insights gained from the assessment process.

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

An Office of Job Training staff member and the participant develop an Individual Service Strategy (ISS) that identifies an employment goal, appropriate achievement objectives, and an appropriate combination of services for the participant to reach the goal. The ISS/IEP is based on the objective assessment and reflects the expressed interests and needs of the participant. The comprehensive ISS is developed including both short- and long-term goals. ISS/IEP goals and strategies are updated as short-term goals are achieved or the youth's needs change. Skill attainment goals may be established for all in-school and out-of-school youth needing basic skills, work readiness skills and/or occupational skills training.

The ISS/IEP is the basis for the entire case management strategy and is developed in partnership with the participant, reflecting the needs indicated by the objective assessment and the expressed interests and desires of the participant. It is not a formal contract and signatures are not a requirement as the ISS is the framework for justifying decisions concerning the appropriate mix and sequence of services.

The ISS/IEP reflects the participant's training and related financial assistance needs, including a mix of WIOA and other funds such as PELL Grants, student loans, and other forms of financial aid so that the participant can successfully complete a program. Participants are not required to apply for a student loan or incur personal debt as a condition of WIOA participation. If the participant chooses to take out a loan, the participant is advised on loan repayment obligations. If WIOA resources are not sufficient to provide the full range of training or supportive services identified in the ISS/IEP, WDA-3 staff will make every reasonable effort to identify funding available through other community agencies that support basic and occupational skills training, supportive services, pre-employment and work maturity skills training and work experience combined with skills training for participants.

The ISS/IEP and/or supplemental case notes are reviewed and updated periodically to reflect the participant's progress in meeting the objectives outlined in the ISS/IEP process including progress in obtaining basic skill attainment and the adequacy of the support services. For serving youth on MFIP, an ISS/IEP is built around an Employability Measures framework to leverage additional assistance and resources across all realms of a participant's life.

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

Experiential learning and work-based learning are addressed by counselors through interactions with Work Experience and Internship sites as part of the on-going youth development process. Both goals and projects are individualized to help youth build the necessary skills to be successful in the workplace. Special youth days are another way to gain new skills in a team building environment. Each year a special youth day is organized with those participating in youth work experiences or internships. Unique sites are chosen to bring most regional participants together with counselors to participate in team building exercises, learn safe work practices, discuss diversity in the workforce, address financial issues related to employment, and explore careers. Host sites have included the University of Minnesota Cloquet Forest Center, Duluth Workforce Center, and Positive Energy Outdoor Programming.

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.

Connecting individuals to education, providing support services, career navigation, and employment placement and retention after credential attainment is the foundation of what we already do and represents the career pathway model. When a WIOA-eligible individual who is seeking training meets with a Career Counselor, the first thing that occurs is a discussion of the ultimate goal of the client, or identifying the field they wish to enter or the skills they wish to improve or gain. Sometimes that goal requires several steps to reach, steps along a 'career pathway', where supports are built in along the way to improve the chances of obtaining that ultimate goal. Because of the limitations of WIOA funding we must identify the full career pathway at the outset in order to determine where WIOA resources are best plugged in. Many WIOA clients have plans to eventually build upon their vocational training by finishing a bachelor's degree or other specialized training. Ensuring that WIOA services provide the necessary foundation for those future plans precisely illustrates our capacity to provide career pathway services.

Another way to consider this capacity is through our partnership with ABE. Often WIOA eligible clients come to us wishing to enter a post-secondary training program but don't have the skills and discipline necessary to initially succeed in that environment. Instead of discouraging that client from their goal, we first ensure they have the developmental tools necessary to succeed in basic areas like math, reading for information, and critical thinking. Part of a successful career pathways strategy is ensuring clients are not set up for failure but rather have the appropriate skills in place before they set out on their pathway.

All WIOA-funded clients are closely followed through their career pathway and provided a myriad of necessary supports to keep them going. Critical among these supports for many non-traditional students is the provision of day care assistance and transportation assistance for those that travel a great distance to attend school. Chief among our services is the provision of placement assistance upon graduation. We offer a series of placement services including resume development, mock interviews, Creative Job Search, and other workshops designed locally including 'Accessing the Hidden Job Market' and 'Job Searching with Social Media'. Incidentally these workshops and services are also available to universal customers who may have been working on their own career pathway independently.

The Northeast Region has been fortunate to operate targeted Adult Career Pathways programs through our educational partners at Fond du Lac Tribal and Community College, Itasca Community College and Mesabi Range Technical College. These partners have enjoyed success particularly because of the strong partnerships that already exist between participating entities, including AEOA's Adult Basic Education and community organizations like Kootasca in Grand Rapids. The local collaboration of educational services to individuals seeking a career, support services, career navigation, placement and retention after credential attainment is seen as paramount to building a shared vision that all local partners will strive to achieve.

To this end, efforts are underway to solidify career pathways beginning as early as high school, where the Applied Learning Institute ([alimn.org](http://alimn.org)) offers introductory occupational and vocational



training that leads seamlessly into post-secondary vocational training at both the applied and bachelor's level. These career pathways will be promoted through our Northeast Career EdVenture project, an innovative centralized mechanism for delivering career guidance to schools including information precisely like the notion of career pathways. Ultimately this project represents a heightened local capacity for providing career pathway services to a younger population of high school students.

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 Northeast Minnesota Office of Job Training offers training assistance in the form of an Individual Training Account to eligible individuals who have been formally accepted into full-time WIOA vocationally certified (ETPL) training provider and programs offered by area vocational technical colleges, community colleges, some four year colleges and universities, and other accredited public and private training institutions. Priority will be given to youth who plan careers in high growth and "in-demand" occupations.

- Each year the student must sign and apply for Federal and State Financial Aid with the school the student is planning to attend or currently attends. The student who is applying for partial funding through the Northeast Minnesota Office of Job Training must complete Section I of the Individual Training Account (ITA) Application/Training Voucher. The ITA is supported with a financial award statement voluntarily by the participant for their student account. Training facility information is taken from the Student Aid Report (SAR) on the student. The financial need information (SAR) is reviewed by the Office of Job for analysis of the financial need of each student. The total unmet financial need is determined by subtracting books and tuition from the total unmet financial need, which is indicated on the Individual Training Account (ITA) application. All students must maintain satisfactory progress as determined by the training facility that the participant is currently attending.
- Application/Training Voucher is returned to the appropriate facility for the purpose of verifying enrollment and financial assistance. If at any time an individual student's amount of assistance exceeds the maximum amount of financial need determined by the training facility, the training facility should immediately contact the Northeast Minnesota Office of Job Training.
- Each training facility submits an individual tuition invoice voucher that includes tuition, books and fees to the Office of Job Training for payment. The Office of Job Training pays the training facility the amount equal to the authorized amount per student.
- All training payments are made to the training facility on behalf of the student. The Office of Job Training's fiscal department tracks all payments individually and only if an approved ITA is on file.
- Each Individual Training Account Application/Training Voucher is for a specific amount and for specified period in time.
- The ITA will only cover educational expenses. Any necessary additional support services must be requested separately.

- Individual Training Account Vouchers are developed for those in need of training supported by WIOA and are for trainings and courses listed on the Eligible Training Provider List (ETPL). MN Employment and Economic Development Career Profile lists eligible providers, schools, programs, courses that are WIOA certified trainings.

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

The Northeast Minnesota Office of Job Training will conduct youth follow-up services for a minimum of up to one year after program participation. Follow-up services are geared to help the youth stay in school and complete their educational objectives or retain employment. Follow-up services may include a full array of support services, including counseling, mentoring, and/or tutoring which will be available to all individuals who participated in the program. Active follow-up is performed by counselors at the three, six, nine, and twelve month intervals to determine if additional assistance or referrals are needed.

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

The Northeast Minnesota Workforce Service Area may use an incentive system for recognition and achievement to eligible youth. Incentives are intended to encourage and motivate youth to reach specific goals and obtain positive outcomes.

It is the policy of the Youth Committee and Office of Job Training that incentive payments result from the completion of activities that are tied to goals as outlined in the Individual Service Strategy. The Incentives are applied equitably to all eligible youth and avoids arbitrary or discriminatory practices.

For PY 2018-19, WDA-3 is considering developing a new incentive awards program. The Workforce Innovation and Opportunity Act (WIOA), section 129 (c)(1), states that WIOA Youth funds can be used to provide incentives for recognition and achievement to eligible youth. They are intended to be used to encourage and motivate youth to reach specific goals and obtain positive outcomes. Goals and incentives will be tied each participant's Individual Services Strategy (ISS) and will be awarded equitably to all eligible participants. Incentives shall be requested in the form of a Support Service. Incentives being considered for In School Youth and Out of School Youth: Grade completion, diploma, GED, Workforce Center classes such as Creative Job Search, Job or Credential upon exit of Youth Programming, and Follow-up after exit. Incentive amounts are yet to be determined. Consideration for determining amounts will be given to mirror like program providers such as WDA-4 to allow for consistency with providers that may be co-located in Workforce Centers.

Incentives may also include plaques, certificates of achievement or certificates of service, gifts, in-kind certificates or vouchers. The incentives will be documented, tracked and awarded as a result of evaluations of such accomplishments as attendance, effort, performance, cooperation, problem solving, teamwork or punctuality. Incentive payments to a youth while he/she is enrolled in classroom training will be considered a "training payment" and, as such, is excluded from federal income tax, Social Security, etc. This new incentive structure will be reflected in written policy to ensure consistency.

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

The Northeast Minnesota Office of Job Training uses one common 'Regional Application' for all programs. Based on the counselors' discretion, the appropriate program enrollments are determined; however, co-enrollments may be needed to provide funding for services. Co-enrollments may occur with the Minnesota Youth Program, WIAO, MFIP, Adult Career Pathways (18+), ABE & GED as well as Youth Build programming. Co-enrollments may often occur between multiple agencies such as AEOA and Vocational Rehabilitation to leverage all available resources to serve youth.

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**

WDA-3 staff work with youth who have dropped out of high school, youth enrolled in Alternative Learning Centers (ACL) and potential high school dropouts. The potential and actual dropouts are referred by teachers, including Adult Basic Education (ABE) instructors, school counselors who are aware of a young person's plan to leave school before graduation. Many schools have truancy officers who also relay information about youth at risk of dropping out. Youth Career Counselors recruit youth who have dropped out of school by advertising in the local Workforce Centers, youth centers and other areas that youth frequent. Another great recruiting tool has been word of mouth from former and present participants.

All youth enrolled receive the same services including in-depth interview, individualized assessment, ISS/IEP and support services to help them reach self-sufficiency. Other activities include paid Work Experience including YouthBuild, individualized services to obtain a GED, and tuition assistance for Post-Secondary education, private and public sector mentoring and internships and referral of job-ready youth to unsubsidized employment.

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

The distribution of youth in WDA-3 shows a significant number of Native American youth throughout the service region. Partnerships with the Fond du Lac, Red Lake, Bois Forte, Grand Portage and Leech Lake communities allows for additional engagement and partnerships to support all youth represented in the WDA-3 service area. However, in compliance with federal and state guidelines, all eligible youth are served regardless of ethnic or racial group and are provided the same program opportunities as any other group. Staff have received training in equal opportunity and affirmative action and are sensitive to providing for the needs of Native American individuals as well as those with cultural barriers. As northeastern Minnesota becomes more diverse staff actively seek those that can serve as "cultural brokers" to align services and act as liaisons to bridge different cultural backgrounds. In addition, the WDB's Equity Committee is working to develop cultural competency training for all regional WFC system staff, including our partners AEOA and DEED. This process will begin by utilizing the Intercultural Development Inventory (IDI) as a means to assess what training is needed for the system as a whole, but also

to help NEMOJT as an agency determine where on the spectrum of cultural competency staff lie in order to provide targeted professional development to ensure, in part, high quality services to youth with cultural barriers to employment.

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

In Minnesota, when children must enter foster care, relatives and kin are sought for care and to provide sense of safety and well-being. When relatives and kin are not available, county social services and private foster care agencies recruit community members to become foster families. In Minnesota, more than 70% of the children in out-of-home placement was in a home setting. WDA-3 youth staff have always worked closely with foster parents and county social service and private foster care agencies. Staff have long recognized that foster children need to feel safe and nurtured in order to learn and grow, remain in their communities, remain close to their siblings, attend the same schools and events. Staff utilizes work experience, mentoring, career exploration, leadership development and support services when working with foster care youth.

### **Homeless youth or runaways**

WDA-3 youth staff work closely with the various homeless shelters, schools, church staff, youth outreach workers, community youth organizations, and county human service staff to identify and make sure that homeless youth get the appropriate services and resources to assist them in finding housing and employment. Staff are always aware that many of the homeless youth from northern Minnesota end up on the streets in the Twin Cities. It is our goal to try to stop this out migration of Northeast Minnesota's best resource—our youth.

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

NEMOJT Career Counselors have relationships with Juvenile Probation Officers in each of our seven counties of northeastern Minnesota and share current information about the youth programs. In fact, a long-time member of our LEO, Carlton County Commissioner Tom Proulx, is also a juvenile probation officer and has provided much insight and support for these connections over the years. One of our internal goals is to continually strengthen relationships with probation by maintaining contact and updating any program changes. Before enrollment, all youth are asked if they are on probation or participating in a diversion program. If they answer yes, a release of information form must be completed and forwarded to the probation officer. Next, staff meet with the probation officer to coordinate services. If the client has court-ordered community services and restitution, the career counselor may assist with unpaid community service placement to satisfy the court order. If the community service was completed satisfactorily, a paid work experience with related career counseling can be developed to promote positive work ethic.

A Diversion Program is an approach to attempt to divert or channel out youthful offenders from the juvenile justice system. This is based upon a theory that processing certain youth through the juvenile justice system may do more harm than good. The basis of the diversion argument is that courts may inadvertently stigmatize some youth for having committed a relatively petty acts that might best be handled outside of the formal system. A part of the diversion programs

are also designed to improve the problem of overcrowded juvenile courts and overcrowded corrections institutions, so that the courts and institutions can focus on more serious offenders.

### **Youth with disabilities**

A disability is a physical, mental, learning, or emotional/behavioral disorder (including substance abuse). An individual who has a disability and for whom this disability constitutes a substantial barrier to applying for or holding a job may participate in the program as a family of one. Youth and young adults with disabilities, including learning, have a number of programs and agencies available to assist them, including education, Job Corps, vocational rehabilitation, social service, probation and corrections, social security, mental health agencies, and etc. Many youth with disabilities have not had the same opportunities as their non-disabled peers in terms of exposure to career planning.

The WDA-3 staff work and are in contact with the local special education cooperatives to develop a program that is universally acceptable by all agencies and is available to everyone, including persons with disabilities. This universal design refers to common strategies that provide a welcoming atmosphere and better customer service. This universal design is better able to serve youth with a wide range of learning styles, languages, educational levels, intelligence and abilities. It provides multiple and flexible learning styles to ensure that all learners acquire the information and knowledge they need. Together the Cooperative and WDA-3 staff assists the young adults in developing the needed workplace skills. These skills help the youth to develop confidence and demonstrate to potential employers their ability to perform a job. Many work experience opportunities are available including internships, work-based cooperative I learning on-the-job training, apprenticeships, mentoring programs and summer employment.

The Northeast Minnesota Office of Job Training is also a provider for Vocational Rehabilitation Pre-ETS services to regional school districts.. This alignment of services has allowed WDA-3 youth services to reach additional youth for co-enrollments throughout the region. In many ways the broader umbrella of services offered with Career EdVenture mirrors our youth services helping those with special needs through Pre-ETS.

### **Teen parents**

Staff from WDA-3 work very closely with schools, county health departments, medical and youth practitioners, peer educators, and social service departments, including the WIC program. Staff have created resources such as tutoring, career awareness, and job training opportunities that give youth better life options and decision-making skills and motivate them not to take sexual risks. WDA-3 staff help pregnant youth get adequate healthcare and nutrition for a healthy pregnancy and childbirth, now and on an ongoing basis. Staff provides comprehensive services both for adolescent mothers and fathers, including education, especially GED programs, placement, child care family counseling, sexual abuse and domestic violence counseling and life skills education. To break the cycle, pregnant and parenting youth need large amounts of support, comprehensive services and solid adult role models to help them transition into adulthood, raise healthy children and support themselves and their families.

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

An Equity Committee has been formed by WDA-3 as part of the Northeast Minnesota Regional Workforce Development Board. The goal of the committee is to identify, develop, and share successful strategies that reduce employment disparities, create more inclusive workplace cultures, and help employers to find, train and retain a diverse workforce. Themes the committee plans to address that can help youth of color and other under-served under-represented youth include alignment of organizations and service providers around diversity and disparity, training in cultural competency/diversity/equity, employer and educator engagement, and engaging more diverse populations to the Workforce Center system and related programming.

WDA-3 is actively involved with those participating with MFIP/DWP through program co-enrollment partners with community based agencies such as Arrowhead Economic Opportunity Agency (AEOA) to expand outreach to under-served and under-represented public assistance recipients. Relationships with regional Boys and Girls Clubs, campus based multicultural organizations, local YMCAs, GED & ABE providers, and Free at last Youth programming align those in need with youth services. An active agency presence on the Fond-du-Lac, Bois Forte, and Grand Portage reservations is providing services to under-represented youth in Native American communities. To enhance staff expertise to better address disparities and diversity, staff trainings occurred within the past year to address micro-aggression, Historical Trauma & Native Americans, and workplace and educational diversity and disparities.

In the recent economic recovery that Minnesota is experiencing under-served populations were not experiencing the same success rates or levels of engagement in the crafts and trades as the general population and was made one of Governor Mark Dayton's seven priorities for economic development that to "close the educational achievement and employment gap in Minnesota by working to end disparities, including but not limited to those based on race, ethnicity, class, disability and place". WDA-3 has engaged partners such as the local trade unions and leaders in industry to help those underserved to find access and highlight apprenticeships and education programs.

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

- Approach to assuring work readiness skill attainment for youth participants

Integral to the work readiness skill attainment is the relationship between the counselor, youth participant and worksite supervisor. As part of an ongoing process counselors monitor the worksite with in-person visits and from regularly completed worksite evaluations. When coaching or mentoring is required individualized interventions are offered. The Northeast Minnesota Office of Job Training also uses its own Success Unlimited curriculum with a pre- and post-test as an intervention option to address youth employee development issues such as "Getting Along With Co-workers."

All youth programs those being WIAO and MYP utilize a work readiness skills evaluation that is completed at each participant pay period by the worksite supervisor and participant. These evaluations are reviewed at each pay period by WDA 3 counselors

and by regularly visits to worksites are conducted for ongoing monitoring to gauge progress

- 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.

Before a work experience begins, worksite supervisors are given a handbook that details the importance of keen observation of work readiness, including the evaluation process. The handbook also outlines the overall goals of the youth program, responsibilities of the supervisor, The worksite supervisor completes a worksite evaluation which focuses on attaining satisfactory level of workplace proficiency/competency. The supervisor who regularly observes the performance at the worksite is in the best position to assess the quality of the youth's work performance. The attainment of the work readiness skills will be based upon worksite-specific skills and work behaviors necessary to be successful in the workplace. Timesheets include a work readiness evaluation that is completed by the site supervisor covering: attendance, punctuality, workplace appearance, initiative, quality of work , communication, teamwork, critical thinking, and safety. Each are rated on scale of: need improvement, proficient, or exemplary.

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

Northeast Career EdVenture is the Outreach to School Services is a component of youth programming offered by the Northeast Minnesota Office of Job Training to provide free career planning and guidance services to local school districts using the expertise that resides in the local Workforce Center system and the partnerships our system has developed over the years. Some districts have robust career planning resources to guide students and many, if not most, have very little to offer students for career planning. Career EdVenture offers a standardized menu of services from which any school district in our region can select resources needed for their students.

Services are divided into two categories: *services for individuals* (one-on-one career guidance, career assessment, postsecondary planning, resume development, personalized job search strategy, and transitioning from high school) and *services for groups/classes* (CEOs in the Classroom, Navigating Business Culture, Financial Literacy, business and industry speakers and tours, postsecondary planning, career interest and values assessments, and games and activities with career exploration themes, and more).

Office of Job Training youth counselors market this menu to school personnel who then select the services best suited to their student population. We make ourselves available to meet with students one-on-one in each district and have regular office hours at many schools so students can conveniently schedule appointments.

Guiding the undecided student to viable career pathways are part of group and

individualized services for youth offered through the Northeast Career EdVenture initiative. Assisting with and guiding students to FAFSA, scholarship opportunities, and unique training programs like Adult Career Pathways (18+) or trade apprenticeships are part of making career choices affordable and practical.

Under the umbrella of Career EdVenture, free career planning guidance and services are available to classrooms, groups or school wide, with resources recommended by grade level:

<i>8<sup>th</sup> Grade:</i>	EdVenture introductory in classrooms	Careers & Grades 9-12
<i>9<sup>th</sup> Grade:</i>	Career interest assessments Business and Industry Speakers	Financial Literacy I Business Tours
<i>10<sup>th</sup> Grade:</i>	Navigating Business Culture workshop Career interest and values assessments Business and industry speakers and tours	Financial Literacy II
<i>11<sup>th</sup> Grade:</i>	Navigating Business Culture workshop Job searching strategies Postsecondary planning and financing Social networking and the job search Business tours and industry speakers Career interest, values, and personality assessments	Financial Literacy III  Career or job fairs Mock interviewing
<i>12<sup>th</sup> Grade:</i>	Navigating Business Culture workshop Job search strategies Postsecondary planning and financing Business tours and industry speakers Career interest, values, and personality assessments	Financial Literacy IV  Mock interviewing Career or job fairs

*Services available to individual students:*

- Career assessments of interests, abilities and aptitudes
- Resume and application development
- Individualized job search strategies
- Practice interviewing
- College / postsecondary planning
- Financial aid/scholarship guidance
- Access to community resources
- Transition from high school planning

The scope of the services engage youth in individual and group settings ranging from grade 8 to out of school youth. Activities include assistance with career exploration, assessments and



planning activities, job search strategies, post-secondary planning, financial literacy, mock interviews, career fairs, apprenticeship and trades, financial aid guidance, social networking, mock interviews, community resource guidance, and eMentoring. Special youth events: CEO's in the Classroom, Mining Expo sponsored by IRRR at the Minnesota Discovery Center, Construct Tomorrow, and Minnesota Workforce Center tours.

WDA-3 continues to reach students in transition with the placement of staff to local community colleges with dedicated times and office space throughout the region. Currently staff are housed at Itasca Community College, Mesabi Range Technical & Community College (TCC), Rainy River (TCC), Fond-du-Lac Tribal & Community College, Hibbing Technical College, and Lake Superior College. Providing a next step and onsite college guidance is a key element of the overall success of outreach to schools activities. The ability to engage youth and parents at college events such as career fairs and open houses builds on the continuum of services that are initiated from the services provided in the local school districts.

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.**

All youth enrolled receive the same services including in-depth interview, individualized assessment, ISS/EDP and support services to help them reach self-sufficiency. Other activities include paid Work Experience including YouthBuild, individualized services to obtain a GED, and tuition assistance for Post-Secondary education, private and public sector mentoring and internships, and referral of job-ready youth to unsubsidized employment.

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

WDA-3 currently engages employers by hosting multi-agency counselor forums at regional Workforce Centers to learn of potential employer hiring needs and upcoming workforce demands. Strong relationships have been built with local crafts and trades to expose youth through pre-apprenticeship activities such as the Construct Tomorrow expo that has all major regional crafts and trades represented. Overall, the pathways to apprenticeships was the focus of the construct event. Across all WDA-3 programming (youth, dislocated worker and adult) an agency emphasis has been given to increase the number of on-the-job training contracts to help participants. E-mentoring, as well as virtual job shadowing and actual job shadowing opportunities, are being provided by WDA-3 staff coordinating with local school districts.

We are putting the final touches on a very comprehensive job shadowing handbook to help schools and employers maximize on-site time with students. The handbook has separate components specifically for teachers, parents, students, worksite coordinators, and worksite hosts (those to be shadowed) and includes information about the benefits of job shadowing for

both the student and participating business. For teachers/school coordinators, handbook elements include:

- A host of pre- and post- activities that teachers or Career EdVenture staff can facilitate to ensure students are prepared for their experience and make the most out of reflection afterwards.
- Forms for transportation plans, parent consent, and a sample liability release
- Sample emails for requesting worksites and following up after job shadowing
- Timeline activity checklists for staying on top of implementing job shadowing

The student/parent handbook contains a checklist to help prepare for job shadowing, sample email and phone scripts to request a job shadow, a worksite confirmation form with details on timing, hosts, location, etc., how to dress and behave on the worksite, questions to ask the host, a post-job shadow evaluation, sample thank you letter, a form for identifying parent volunteers who are willing to be shadowed and sample medical authorization and consent forms.

The employer handbook addresses items such as:

- The role of the worksite host, guidelines and conduct standards, such as activities and skills to demonstrate and what's not appropriate for job shadowing
- A worksite host profile form to track who is willing to be shadowed
- Activities to prepare the worksite host to maximize the time spent with students
- Suggested activities to further engage the student during the job shadow
- A timeline checklist for worksite coordinators
- A suggested plan of the day's activities

A post- job shadow evaluation We are proud of the effort to assemble such a comprehensive job shadowing guide that will be incorporated into our Career EdVenture initiative. The handbook is also meant as a stand-alone guide for schools to adopt if they wish, though Career EdVenture counselors will be positioned to assist with any aspect of implementing job shadowing. We are happy to share the finished product with other service providers who wish to dive into job shadowing in a deliberate way.

### **Pre-Employment Transition Services (Pre-ETS) project.**

WDA-3 counselors attend individualized education program meetings for students with disabilities, when invited to local high schools and coordinate services with the local Special Education Cooperative and Vocational Rehabilitation services partners. Working with the local workforce development partners, Minnesota Workforce Centers, and employers, opportunities for students with disabilities are created and maintained. These include internships, summer employment and other employment opportunities available throughout the school year. We see tremendous potential for Pre-ETS programming, including tailoring services to cater to different disabilities and more deliberately engaging parents and will be developing internal strategies to address these opportunities for next year.

**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.**

Elements essential for all youth including those with disabilities to transition into postsecondary education and employment follow “Guideposts for Success.” WDA-3 counselors and programming assist with school preparatory objectives by providing information about industry based career and technical information that is both timely, relevant with the necessary accommodations and learning supports. Providing actual work based learning experiences, soft-skill development, career goal assessments, exposure to postsecondary education and life-long learning opportunities are part of the WDA- 3 counselor’s services with youth. Team building is accomplished from specially coordinated events and are part of an individualized youth plan. The acquisition of new skills in a team environment from special events or individually is geared to foster personal growth and self-esteem. Connecting activities and resources by counselors is key to youth service planning. Often in the development of an individualized plan, new needs are identified and the appropriate service provider is leveraged for support. An integrated resource team allows for dissemination of new resource information to benefit all partners. Connecting activities and support can involve transportation, financial planning, mental & physical health, and assistive technologies. A strength based approach is used to help develop a climate of family involvement for self-sufficiency and independence. Stronger support networks are built with family involvement and partnerships that share a long-term model for success.

Integrated Resource Teams (IRTs) include school, community partners, and workforce resources. WDA-3 counselor involvement uses an approach where they serve as a liaison for an individualized participant plan. Reaching out to partnering agencies and services usually includes collaborations with Vocational Rehabilitation Services (VRS) as part of the continuum of services. Transitional service meetings bring together special education, workforce partners, and community based organizations for participants. Strong relationships with schools and special education instructors, as well as a regional special education cooperative, provide a system where regional expertise can be brought to the benefit of all. An Integrated Resource Team not only benefits the participant being served, it enhances the delivery of services for all involved partners region wide.

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

Directing youth to after school programming and out of school activities helps with academic achievement. After school hours are the peak times for juvenile crime, risky behaviors and place students in a timeframe (2pm – 6pm) to become a victim of or violence after school. WSA 3 provides many opportunities for work experience as an out of school activity. Referral and awareness to programming at local YMCAs, Boys’ and Girls clubs, Scouting, teen drop in centers, Iron Range Youth in Action, Summer Work Outreach Program(SWOP) or after school and out of school programming and mentoring opportunities used in the region. We have also joined an ongoing effort in Itasca County called SPARK designed in part to coordinate and develop after school options for students, lead by the Blandin Foundation (<http://www.sparkfutures.org/about-us/>). Through participating, we hope to watch how the after school component of this initiative unfolds in the hopes of replicating in other communities outside of Itasca county. We are fortunate to have recently hired a new youth counselor in Itasca county who was instrumental in implementing the REACH program in Austin, MN, who is engaging in this initiative to coordinate after school programming.

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

WDA-3 has built relationships with county social workers as part of a cross-functional team to assist teen and young adult parents. Counselors align services and service plans coordinated with county public health nurses and social workers to meet the participant's needs. In five of the seven counties served by WDA-3, the Northeast Minnesota Office of Job Training is contracted to provide employment and training services for those on DWP and MFIP programs. A close working relationship with Arrowhead Economic Opportunity Agency (AEOA), who provides SNAP in all seven counties, ensures partnerships to align and serve the needs of youth in the region.

**Leadership Development:**

WDA- 3 provides for youth leadership opportunities by directing youth to volunteer and community events to showcase NEMOJT programming and enrich the area where youth reside. Within the Career EdVenture curriculum, staff presents concepts for building leadership opportunities in group and individuals settings. Special youth events such as our annual summer youth program kick-off event give youth the opportunity to learn new skills through team building exercises and develop leadership skills. Youth participants from the seven county NEMOJT area that have been involved with work experience and internships are convened for a special events and activities that offer leadership and teamwork training.

**Program and Process Improvement:**

WDA-3 has incorporated The Youth Program Quality Assessment (YPQA) to determine the effectiveness and impact of youth programming. Overall YPQA provides tools for staff and youth to evaluate how programming operates. The element of YPQA to be of the greatest value by youth and staff is the reflection element. Overall, YPQA serves as a framework for participants and staff for on-going process improvement and program development.

**Entrepreneurial Skills Training:**

Self-employment or starting a business can be a viable career option. Support is available to explore career options which involves two key resources for youth and young adults. Available to counselors for referrals are the Northeast Entrepreneurial Fund and the University of Minnesota Center for Economic Development. Both offer free Business Start-up workshops and have resources to help youth explore the positives and negatives of entrepreneurship and provide assessments and business planning services. We have connected these resources to classrooms in the past through Career EdVenture.

**Financial Literacy Training:**

NEMOJT staff as part of the Career EdVenture curriculum provide individualized and group financial literacy training from basic concepts to planning for post-secondary training and adulthood. Formalized training opportunities exist primarily for our Out of School Youth through a collaborative effort with Arrowhead Economic Development Agency (AEOA). Monthly Financial Literacy trainings have been integrated into the GED and ABE sites throughout the

region. Youth can easily access the programming at any regional Workforce Center and teachers can request the Financial Literacy workshop series for their classroom as part of Career EdVenture.

### **Equity and Diversity, Serving Those Underserved:**

WDA-3 has embarked on the process of certifying staff to provide training for Adverse Childhood Experiences (ACEs). Historical trauma, poverty, abuse, and neglect are some of the common themes at-risk youth and those with diverse backgrounds are found to have experienced. Key NEMOJT youth staff are being trained to facilitate discussions and provide workshops to develop insights for themselves and partnering agencies to better serve those groups. The WDB Equity Committee is also about to implement a regional cultural competency initiative starting with the Intercultural Development Inventory (IDI) assessment for all system staff, Board and committee members in order to identify a sequence of training to address weak areas.

### **Self-Advocacy and Resource Engagement:**

Helping youth to learn the importance of self-advocacy and the importance of making decisions they feel are their own will ultimately have impact on their own lives. NEMOJT staff have developed a specialized curriculum to educate youth about how to access information, identify those that can provide support for their goals and ultimately find meaningful resources. The foundation for all of the self-advocacy goals is training to help youth speak up for themselves and make their own decisions.. The Self Sufficiency curriculum now being offered as a result of our involvement with Pre ETS includes three progressive units that cover topics such as helping students recognize and understand their learning style and how that related to the world of work, understanding how the brain works to empower students, and how to advocate for their needs both in school and on the job.

[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				
Community Corrections, Juvenile Justice Programs – Staff from WDA-3 maintains close working relationships with county correction agencies throughout northeast Minnesota. Youth participants who are court ordered to complete community service may be provided opportunities to engage in unpaid work experience that could lead to paid work experience, if the client is successful.	WDA-3 provides support for funding post-secondary education, work experience and internship opportunities. A comprehensive Applicant Self-Assessment identifies housing needs, aligns community resources, money management and budgeting, social support, parenting, legal skills, self-care and work & study habits. Career Counselors attend to the combined elements that may prove to be problematic to those aging out of foster care they assist with developing long and short-term employment and life goals.	For many a disability constitutes a substantial barrier to applying for or holding a job, may participate in the program as a family of one. Youth and young adults with disabilities, including learning, have a number of programs and agencies available to assist them, including education, Job Corps, vocational rehabilitation, social service, probation and corrections, social security, mental health agencies, and etc. WDA-3 serves as an integral part with services alignment.	WDA-3 youth staff work closely with the various homeless shelters, schools, church staff, youth outreach workers, community youth organizations, and counties human service staff to identify and make sure that homeless youth get the appropriate services and resources to assist them in finding housing and employment.	WDA-3 staff work with youth who are at risk or have dropped out of high school, youth enrolled in Alternative Learning Centers (ALC). The potential and actual dropouts are referred by teachers, including Adult Basic Education (ABE) instructors, school counselors who are aware of a young person’s plan to leave school before graduation. The Youth Career Counselors recruit youth who have dropped out of school by advertising in the local Workforce Centers, youth centers and other areas that youth frequent. Another great recruiting tool has been word of mouth from former and present participants.

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				
Additional supports include engaging New Leaf program throughout the region, a workshop developed through a partnership between DEED and the DOC. Positive outcomes involve a well defined job seeking strategy and ultimately gainful employment. By leveraging work experience and internships a pathway to employment can be created.	Traditional pathways to training programs are explored as well as alternatives such as Job Corps, Americorps, and the Military. The overall vision is to meet the challenge of independent living.	Pre-ETS integrated into Career EdVenture services as a broader way of providing youth services is allowing for one provider to work with all youth and eliminating confusion between programs.	WDA-3 staff co-enroll many young adults on MFIP and guide those struggling with meeting basic need of food and shelter to County resources for appropriate programming and services. Counselors adept at providing services to those in public assistance can guide new recipients to support services to prevent homelessness.	WDA-3 counselors often help with crafting plans to advocate and intervene for youth that may be struggling with academic, personal, or family problems that may lead to leaving high school. Many times NEMOJT counselors are able to stabilize issues and keep students on track to graduation.
Providing ongoing support from NEMOJT job clubs and support groups at regional Workforce Centers and the convening of regularly scheduled employer and counselor information sessions to assist with job placement and employers willing to work ex-offenders.	Youth aging out of the foster care system often have little or no income support, limited housing options and are at a higher risk to end up on the street. Work experience, internships and employment resources are leveraged to gain income and self-sufficiency.	<p>Many youth with disabilities have not had the same opportunities as their non-disabled peers in terms of exposure to career planning.</p> <p>The WDA-3 staff work and are in contact with the local special education cooperatives to develop a program that is universally acceptable by all agencies and is available to everyone, including persons with disabilities.</p> <p>This universal design refers to common strategies that provide a welcoming atmosphere and better customer service. This universal design is better able to serve youth with a wide range of learning styles, languages, educational levels, intelligence and abilities. It provides</p>	Engaging financial counseling and community based organizations to provide budgeting and income support services to youth and young adults. Information and referral to Legal Aid and Energy Assistance programs.	

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				
Supporting and educating ex-offenders about the benefit of tax credits for employers and federal bonding		multiple and flexible learning styles to assure that all learners acquire the information and knowledge they need. Together the Cooperative and WDA staff assists the young adults in developing the needed workplace skills. These skills help the youth to develop confidence and demonstrate to potential employers their ability to perform a job. Many work experience opportunities are available including internships, work-based learning on-the-job training, apprenticeships, mentoring programs and summer employment.	Providing assistance and support with information and referral to allow youth the ability access with public housing and complementary public assistance programs (MFIP & General Assistance).	