

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

APPLICANT AGENCY - Use the legal name and full address of the fiscal agency with whom the grant will be executed.	Contact Name and Address
NORTHEAST MINNESOTA OFFICE OF JOB TRAINING 820 N. 9TH ST., PO BOX 1028 VIRGINIA, MN 55792	Marie Domiano NORTHEAST MINNESOTA OFFICE OF JOB TRAINING 820 N. 9TH ST., PO BOX 1028 VIRGINIA, MN 55792
Director Name: [Marie Domiano] Telephone Number: [218/735-6102] Fax: [218/741-5424] E-Mail: Marie.domiano@nemojt.org]	Contact Name: [Randy Back] Telephone Number: [218/735-6105] Fax: [218/741-5424] E-Mail: [Randy.Back@nemojt.org]

Basic Organization Information

Federal Employer ID Number:	Minnesota Tax Identification Number:
41-1344671	5533149
DUNS Number:	SWIFT Vendor ID Number (if known):
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.

Signature:	
Title:	Operations Director
Date:	03/23/2020

Attachment 2

PY 2020 Budget Information Summary:

WIOA Youth Formula Grant Program

(See following pages for definitions of cost categories)

WDA Number and Contact:	WDA-3 / NEMOJT
E-Mail Address/Phone No:	Randy.back@nemojt.org
Date Submitted (or Modified):	05/05/2020

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>		\$77,520	\$77,520	\$19,380	\$38,760	\$58,140	\$77,520
841 In-School Youth Work Experience Wages/Fringe		\$75,000	\$75,000	\$18,750	\$37,500	\$56,250	\$75,000
825 Out-of-School Youth Work Experience Wages/Fringe		\$86,267	\$86,267	\$21,560	\$43,134	\$64,698	\$86,267
872 In-School Youth Work Experience Staff Costs		\$34,000	\$34,000	\$8,750	\$17,500	\$26,250	\$34,000
855 Out-of-School Youth Work Experience Staff Costs		\$41,000	\$41,000	\$10,000	\$20,000	\$30,000	\$41,000
874 In-School Youth Direct Services (Non-Work Exp.)		\$61,422	\$61,422	\$15,355	\$30,710	\$46,067	\$61,422
877 Out-of-School Youth Direct Services (Non-Work Exp.)		\$79,000	\$79,000	\$19,000	\$39,000	\$60,000	\$79,000
848 In-School Youth Support Services		\$2,500	\$2,500	\$750	\$1,500	\$1,750	\$2,500
862 Out-of-School Youth Support Services		\$9,500	\$9,500	\$2,500	\$5,000	\$7,500	\$9,500
860 In-School Youth Other Services		\$500	\$500	\$150	\$250	\$350	\$500
878 Out-of-School Youth Other Services		\$500	\$500	\$150	\$250	\$350	\$500
837 In-School Youth Training		-	-	-	-	-	-
838 Out-of-School Youth Training		\$308,000	\$308,000	\$125,000	\$225,000	\$266,500	\$308,000
Total:		\$775,209	\$775,209	\$241,045	\$458,104	\$617,655	\$775,209
Estimated Percentage of NEW WIOA Funds Expended on Out-of-School Youth (Must be at least 75 percent):							75.1%
Estimated Percentage of NEW WIOA Funds Expended on Work Experience (Must be at least 20 percent):							33.9%
Estimated Total Number of Youth to be Served With WIOA Youth Funding:							221

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

WDA No./Agency and Contact:	WDA-3/NEMOJT
E-Mail Address/Phone No:	Randy.back@nemojt.org
Date Submitted (or Modified):	5/05/2020

Cost Category	Total Funds Available	Estimated Expenses 7/1/20 to 9/30/20	Estimated Expenses 7/1/20 to 12/31/20	Estimated Expenses 7/1/20 to 3/31/21	Estimated Expenses 7/1/20 to 6/30/21	Carryover
764/833 Administration (Cannot Exceed 10%)	\$16,952	\$4,200	\$8,400	\$13,000	\$16,952	
881 Youth Participant Wages and Fringe Benefits	\$84,500	\$21,125	\$42,250	\$63,375	\$84,500	
885 Direct Services to Youth	\$38,825	\$9,500	\$19,500	\$29,019	\$38,825	
860 Outreach to Schools (Direct Services; This can be up to 20 percent of your budget.)	\$28,000	\$7,000	\$14,000	\$21,000	\$28,000	
891 Support Services	\$1,250	\$300	\$600	\$900	\$1,250	
Total:	\$169,527	\$42,125	\$84,750	\$127,384	\$169,527	

Estimated Number of MYP Youth Served/Cost Per Participant

Estimated No. of MYP Youth Served:	150
Outreach to Schools (OTS) Youth + Families Served (Note that OTS is an optional activity):	450
Estimated Total Number of MYP Youth and Families Served:	600
Estimated Cost Per MYP Participant:	\$830.50
Estimated Cost Per OTS Participant-Family:	\$62.22

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) Individual Training Accounts (ITA) – Funds used for paying costs associated with a specific WIOA Youth participant at a post-secondary institution that is listed on the Eligible Training Provider List. Appropriate costs may include tuition, fees, books and other costs associated with the participant’s course of study. This category applies to WIOA Youth funds ONLY; these expenses are itemized separately on the monthly Reimbursement Payment Request (RPR) form/Financial Status Report (FSR) form for Out-of-School Youth (OSY).

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

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

- Tours of CareerForce locations and information about the resources available and how to access and utilize the resources.
- Connections to community and private sector resources through a local career fair, career event, and tours of businesses in strategic industries.
- Group and individual counseling including instruction and presentations on ISEEK, labor market information and strategic industries and demand occupations.
- Individualized counseling including career exploration and career assessments, resume preparation, mock interviews, and job search assistance.

PY 2020-2021 WIOA Youth Performance*
(Definitions of Each Measure are on the Following Page)
UPDATED 6-3-2020

WDA/Contact:	Northeast Minnesota Office of Job Training/Marie Domiano
E-Mail Address/Phone Number:	marie.domiano@nemojt.org ; 218-735-6102
Date Submitted (or Modified):	07/17/2020

WIOA Youth Performance Measure	PY 2018 (STATE ACTUAL)	PY 2019 (NEGOTIATED STATE GOAL)	PY20-21 DOL SAM Adjusted Performance Level***	PY 2020 (NEGOTIATED STATE GOAL)	PY 2021 (NEGOTIATED STATE GOAL)	PY 2020 (PLANNED)	PY 2021 (PLANNED)
Employment/Training 2nd Quarter After Exit:	79.5%	67.0%	77.4%	75.0%	76.0%	70.0%	71.0%
Employment/Training 4th Quarter After Exit:	76.5%	62.5%	N/A	73.0%	74.0%	73.0%	74%
Credential Attainment:	65.3%	47.7%	N/A	62.0%	62.5%	62.0%	62.5%
Median Earnings:	\$3,984	Baseline**	\$3,852	\$3,700	\$3,700	\$3,600	\$3,700
Measurable Skills Gain:	45.6%	Baseline**	53.4%	49.0%	49.0%	49%	49%

NOTES:

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

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

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

WIOA Youth Performance Definitions

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

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

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

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

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

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

Youth Committee Information For PY 2020/SFY 2021

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 right-hand column if the Youth
 Committee member is a voting member of the LWIB.

YOUTH COMMITTEE MEMBER NAME	ORGANIZATION/REPRESENTING (examples: business, education, community-based organizations, youth, parent, etc.)	Full LWDB Member?
Chair: Allen Rasmussen Phone Number: 218/283-8111 E-Mail: arasmussen@rainyriver.edu	Education: Self-employed Educational Consultant	Yes
Member Name: Eric Peterson Phone Number: {218/245-1593 E-Mail: Eric.j.peterson@state.mn.us	Education & Government: Greenway High School & Vocational Rehabilitation Services	No
Member Name: Kelly Zink Phone Number: 218/879-1551 E-Mail: kzink@cloquet.com	Business: Cloquet Area Chamber of Commerce	Yes
Member Name: Jason Quiggin Phone Number: 218/741-2482 E-Mail: lu589bm@uanet.org	Trade Union/Education: Plumbers and Pipefitters Union Local 589, Business Manager	Yes
Member Name: Shawn Herhusky Phone Number: 218/302-8408 E-Mail: Shawn.herhusky@state.mn.us	Government: Workforce Strategy Consultant Minnesota Department of Employment and Economic Development	No
Member Name: Heath Boe Phone Number: 218/735-6174 E-Mail: Heath.boe@nemojt.org	Education: Advanced Minnesota / NE MN Training Consortium	No
Member Name: Alysa Hackenmueller Phone Number: 218/421-6071 E-Mail: alysa.hackenmueller@nemojt.org	Community Based Organization: Northeast Minnesota Office of Job Training. WIOA, MYP & VRS Pre-ETS Programs lead	No
Member Name: Randy Back Phone Number: 218/735-6105 E-Mail: Randy.back@nemojt.org	Community Based Organization: Northeast Minnesota Office of Job Training. WIOA, MYP & VRS Pre-ETS Operations Director & Planner	

NEMOJT Mission/Purpose:

Build Thriving communities by guiding and empowering individuals

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																						
Name of Service Provider: Northeast Minnesota Office of Job Training (NEMOJT), WDA-3 Address: 820 N.9 th St. Ste.240 City, State, ZIP Virginia, MN 55792 Contact Person: Randy Back, Operations Director Contact Person Phone: 218-735-6105 Contact Person E-Mail: Randy.back@nemojt.org Service Provider Website: Nemojt.org		<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>ISY:</td> <td>X</td> <td></td> </tr> <tr> <td>OSY:</td> <td>X</td> <td></td> </tr> </tbody> </table>		Yes	No	ISY:	X		OSY:	X			<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Summer ONLY:</td> <td></td> <td>X</td> </tr> <tr> <td>Year-Round (incl. summer):</td> <td>X</td> <td></td> </tr> <tr> <td>Outreach to Schools:</td> <td>X</td> <td></td> </tr> </tbody> </table>		Yes	No	Summer ONLY:		X	Year-Round (incl. summer):	X		Outreach to Schools:	X	
	Yes	No																							
ISY:	X																								
OSY:	X																								
	Yes	No																							
Summer ONLY:		X																							
Year-Round (incl. summer):	X																								
Outreach to Schools:	X																								

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

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

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

The Northeast MN Office of Job Training will provide all Youth services for 2019 and 2020. 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.

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 or Out-of-School Youth (OSY) through coordinated services with partners across the five CareerForce locations in Northeast Minnesota. 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.

CareerForce partners such as Vocational Rehabilitative Services (VRS) including Pre-Employment Training Services (Pre-ETS), 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.

NEMOJT 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 social media, Smart technologies (pads & phones), newspaper articles & 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 while accommodating a new landscape built around ease of access and technology.

- In-School Youth (“ISY”)

Youth Outreach to In-school Youth (ISY) is built around relationships established with NEMOJT Career EdVenture programming. Career EdVenture is the MYP component of Outreach to Schools (OTS) which provides large classroom presentations for grades 8-12 in addition to individual student career counseling. The classroom programming and presentations are incorporated into Career EdVenture services (individual and group) throughout our service area in over 40 districts. A well established presence in a school district provides opportunities for ISY referrals and enrollments. As a contractor of Vocational Rehabilitation Services (VRS), NEMOJT provides Pre-Employment and Training Services (Pre-ETS) to add an additional layer of services to better serve all youth. 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 Logging Expo, the Science and Engineering Festival, and Construct Tomorrow broadens outreach efforts in targeted venues.

Career EdVenture/OTS 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 Career EdVenture has allowed principals, instructors, and counselors to identify and refer eligible in-school youth for services. 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 called 218 Trades 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 Pre-ETS Employment services to special education students will also enhance outreach to in-school youth. We now have the capacity to better serve all youth on a broad spectrum of abilities.

With enhanced agency inquiry methods similar to those for OSY, potential ISY youth can utilize their smart phones and internet to engage services through our website. Especially in rural areas, NEMOJT staff are capturing more referrals and allowing for connections geared to youth’s preferred communication styles.

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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.

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; a youth who is experiencing academic or personal

difficulties in school; or a youth 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 loads 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 and 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, NEMOJT uses a variety of tools, including CareerWise and complementary assessments such as 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.

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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.

A NEMOJT youth counselor and the participant develop an ISS/EDP that identifies an employment goal, appropriate achievement objectives, and 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/EDP is developed including both short- and long-term goals. ISS/IEP goals and strategies are updated as 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/EDP 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 with wraparound supportive services identified in the ISS/IEP, NEMOJT 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.

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7. Describe your strategy for providing integrated 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. Convening youth days are another way to gain new skills in a team building environment. Each year a number of special youth days are 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 Jay Cooke State Park, University of Minnesota Cloquet Forest Center, Regional CareerForce locations, and Positive Energy Outdoors.

We are currently engaged in a partnership with the Deer River school district to develop a pilot continuum of experiential learning opportunities for students in 9th – 12th grade. Funded by the Blandin Foundation, this project will align work-based learning opportunities with a progressive set of in-school activities coordinated by the school's Naviance system. NEMOJT's role will be to develop a database of employers who are willing to work with students in a variety of capacities along this continuum and work with school counselors to match students up with progressively involved employer opportunities. Activities included in the database will include classroom presentations and site tours, informational interviewing, job shadowing, and work experience.

The long-term intent of this project is to develop and test an effective partnership between public education and the workforce system that marries the strengths of both systems in such a way that all students in Deer River are able to gain exposure to local business and industry in order to better understand local career options. The vision is once this is tested, we will seek ways of expanding this match service across the region. It's interesting to note that the Deer River school district has one of the most diverse student populations in the Northeast region, with over 40% of their student body being Native American. We intend to integrate elements of cultural understanding into the employer preparation materials and will be working with the Leech Lake Tribe of Ojibway to ensure that appropriate cultural elements are included in each step of the continuum.

As part of this project, NEMOJT will be developing resources to help orient and prepare employers to ensure they are prepared to make the most of their time with students. We envision these materials will include elements of understanding the younger generation and their perspective (work values, communication styles, etc.), tips for how to effectively communicate with students who may need encouragement to really engage at the worksite, and suggested activities and structure for each component of experiential learning.

We have already developed a comprehensive job shadowing handbook on which other elements of continuum activities will be modeled. This resource includes necessary forms to efficiently coordinate activities and is separated into three stand-alone handbooks: one for students and parents, one for school coordinators, and one for employers. The student/parent handbook includes an overview and benefits of job shadowing, liability and transportation considerations, email and phone scripts for students to reach out to employers, dress code information, questions to ask on site, a sample thank you letter, information for parents who wish to volunteer to be shadowed, a parent/guardian consent form, medical authorization form, and an evaluation form. The importance of reflection is underscored throughout all handbooks and each includes ways in which the students can take the time to consider their experience and what it means for their future.

The teacher/school coordinator handbook includes an overview and benefits of job shadowing, liability and transportation considerations, a teacher/coordinator timeline to keep things running smoothly, sample emails to confirm activities with employers, job shadowing preparation activities (creating an elevator speech, research activities, personal skills assessment, etc.), and post-job shadow activities to reinforce what was learned.

The employer/worksites handbook includes the same introductory information as the other two (overview, benefits, liability, transportation, etc.), in addition to defining the roles of the worksite, host conduct standards, a job shadowing volunteer information form and guidelines, how to prepare the worksite for job shadowing, a worksite coordinator timeline checklist, suggested activities and skills to effectively demonstrate to students, structured lunch session activities, and suggestions for wrap-up activities.

NEMOJT has long believed in the potential for partnership with local schools and are excited to embark on this new project with Deer River. We are happy to share any resources we develop through this project or speak with other schools who are interested in this unique partnership to help better prepare students for the world of work.

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/lifelong goals 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) 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.

In addition, through our regional strategy with Duluth, we have mapped career pathways in our two sectors of focus: healthcare and the skilled trades. Each of these regional initiatives has identified career pathways within these sectors and are now engaged in determining how best to use this information to promote opportunities in healthcare and construction. A critical aspect of using these resources will be to integrate them into schools settings through Career EdVenture/OTS and Pre-ETS work, as well as other youth programming. We know that many myths persist about both these industries and it is our hope that clearly outlining the opportunities to advance within each of these critical industries could entice more people to enter these fields.

A focused effort to align the NE regional plan and youth services

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.

NEMOJT 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 NEMOJT 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.

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- 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 NEMOJT.
 - Each training facility submits an individual tuition invoice voucher that includes tuition, books and fees to NEMOJT for payment. NEMOJT then 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. NEMOJT'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 and discuss any policy relating to extending beyond the statutory requirement of offering follow-up for at least 12 months after exit.

NEMOJT 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. NEMOJT prides itself on the relationships built between counselors and participants, a model that is consistent with the CareerForce brand. Services are available to help with career planning, life-long learning, job search guidance, entrepreneurial endeavors, financial planning, and

community resources.

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.

NEMOJT is in compliance with incentives as provided within the parameters and protocols of the NEMOJT Support Services Manual. “ Final Approval for any and all support services is granted by agency decision making authority.”

2 CFR 200.438 Entertainment costs.

Costs of entertainment, including amusement, diversion, and social activities and any associated costs are unallowable, except where specific costs that might otherwise be considered entertainment have a programmatic purpose and are authorized either in the approved budget for the Federal award or with prior written approval of the Federal awarding agency.

Northeast MN Office of Job Training Incentive Policy for Youth Programs

For participants enrolled in the Workforce Innovation and Opportunity Act (WIOA) Youth Programs.

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 WIOA youth to reach specific goals and obtain positive outcomes.

- Incentives are awarded within 90 days upon completion of activities that are tied to goals in each participant’s Individual Service Strategy (ISS), or for significant progress made towards completing a goal defined in the plan.
- The ISS must have language that indicates that the participant is potentially eligible for youth incentives: *“Potentially eligible for incentive awards pending youth compliance, prior approval, funding availability and completion of, or significant progress towards, ISS specific goals.”*
- The NEMOJT Youth Counselor will determine eligibility.
- The incentive payments below shall be awarded equitably to eligible participants.

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- The incentive awards will be part of the overall Supportive Services expenditures and tracked in WF1. A case note will be made for each incentive awarded.
 - Each incentive category has a program year maximum award amount (youth program year: April 1 – March 31).
 - All incentives may be limited by program funding availability and participant overall compliance.
 - The incentive policy will be reviewed on an annual basis.
 - Awards will be issued in the form of a check written out to the participant.
 - Incentives for credentials must be for a training that meets criteria for:
 - Measurable Skills Gain
- AND**
- Eligible Training Provider’s List

For example: Serve Safe is not an ETPL training, but Department of Health Food Handler is recognized.

Supportive Services for youth, as defined in WIOA sec 3(59), are services that enable an individual to participate in WIOA activities. These services include but are not limited to:

- a) Linkages to community services;
- b) Assistance with transportation;
- c) Assistance with child care and dependent care;
- d) Assistance with housing;
- e) Assistance with educational testing;
- f) Reasonable accommodations for youth with disabilities;
- g) Referrals to health care; and
- h) Assistance with uniforms or other appropriate work attire and work-related tools, including such items as eye glasses and protective eye-gear.

COUNSELOR STEP-BY-STEP PROCESS

1. Include incentive language in most recent ISS plan for each youth. For example:
“Potentially eligible for incentive awards pending youth compliance, prior approval, funding availability and completion of, or significant progress towards, ISS specific goals.”
2. Review the Incentive Policy for possible awards within 90 days of completion on a case-by-case basis. Take into consideration the following:
 - a. financial need;

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- b. youth's intrinsic vs. extrinsic motivating factors;
 - c. overall compliance with plan including monthly contact with counselor;
 - d. youth program funding availability;
 - e. whether the youth has exhausted the maximum program year amount for that award.
 3. Determined if the youth will receive an incentive award for reaching their goal. If yes, proceed to step 4.
 4. Complete Request/Reimbursement Form:
 - a. Instruct participant to complete Name, Social Security #, Address, Phone, Signature and Date.
 - b. Reason for Request: counselor write in youth WIOA program and type of incentive, for example:
"WIOA OSY INCENTIVE - grade level completion"
 - c. Itemized Request by Category: select Other and counselor write in award amount
 - d. Make check payable to youth participant, write in name and mailing address
 - e. Attach required verification to R/R (see appendix forms A and B as verification options)
 - f. Mail originals: R/R and verification/appendix forms to main office for processing
 5. Case note the incentive award: goal reached or progress made; incentive award provided; and verification used.
Best practice: select category "support services" and write in the subject line incentive award, category and amount for example, "Incentive award GED Classroom Training \$50"
 6. Place copy of R/R, verification and any appendix forms used in local file.
Best practice: scan verification/appendix forms and file electronically in WF1.
 7. Update ISS with new/revised goals if needed. Update ISS at minimum annually.

IN SCHOOL YOUTH (ISY) INCENTIVES

Grade Completion and Diploma **Maximum Award = up to \$200 in a program year**

\$50 For each grade level completed while enrolled in ISY/MYP

Verification example: copy of grades, school statement

\$100 High School Diploma

Verification example: copy of diploma

WorkForce Center Workshops **Maximum Award = up to \$60 in a program year**

\$10 Job Club (Must attend *two Job Clubs* to get incentive = \$10)

\$10 WorkForce Center Workshops (resume writing, interviewing skills, new leaf, etc)

\$20 Creative Job Search or ABE Financial Literacy

Verification example (for all of the above): instructor statement

**See Appendix A for a form you may send with the student to the class for instructor verification.*

Job and Credential **Maximum Award = up to \$100 in a program year**

\$50 Getting a job upon exit of ISY/MYP program; must become employed within 90 days of exit

Verification example: employer statement or copy of first paystub

\$50 Attaining a credential while enrolled in ISY/MYP program

Training must meet criteria for Measurable Skills Gain **AND Eligible Training Provider's List*

Verification example: copy of credential (certificate, degree, etc.)

Follow-up after Exit **Maximum Award = up to \$100 in a program year**

\$50 During 2nd quarter after exit, turn in verification of one of the following: current employment, post-secondary training, advanced training, apprenticeship program or military involvement

Verification example: copy of grades, current schedule, paystubs, employer statement, etc.

\$50 During 4th quarter after exit, turn in verification of one of the following: current employment, post-secondary training, advanced training, apprenticeship program or military involvement

Verification example: copy of grades, current schedule, paystubs, employer statement, etc.

OUT OF SCHOOL YOUTH (OSY) INCENTIVES

GED/High School Diploma	Maximum Award = up to \$260 in a program year
\$10	TABE level increase in math and/or language/arts. (\$10 each increase, not to exceed \$60 total) Students are administered a TABE after 40 hours of classroom instruction to check for level increases. There are a total of 6 possible level increases. Must be administered by ABE instructor. <u>Verification example:</u> instructor statement <i>*See Appendix B for a form you may send with student to the class for instructor verification.</i>
\$25	Passing GED test (\$25 for each of 4 tests, not to exceed \$100 total) <u>Verification example:</u> printout of exam results, instructor statement
\$100	Attaining GED or High School Diploma <u>Verification example:</u> copy of diploma
GED	Maximum Award = up to \$600 in a program year
\$50	Attending 10 hours of GED in-classroom training (\$5/hour not to exceed \$50/week) <u>Verification example:</u> instructor statement <i>*See Appendix B for a form you may send with the student to the class for instructor verification.</i>
CareerForce Workshops	Maximum Award = up to \$60 in a program year
\$10	Job Club (Must attend <i>two Job Clubs</i> to get incentive = \$10)
\$10	CareerForce Workshops (resume writing, interviewing skills, new leaf, etc)
\$20	Creative Job Search or ABE Financial Literacy <u>Verification example:</u> instructor statement <i>*See Appendix A for a form you may send with the student to the class for instructor verification.</i>

Job and Credential	Maximum Award = up to \$100 in a program year
\$50	Getting a job upon exit of ISY/MYP program; must become employed within 90 days of exit <u>Verification example:</u> employer statement or copy of first paystub
\$50	Attaining a credential while enrolled in OSY program <i>*Credential must meet criteria for Measurable Skills Gain AND Eligible Training Provider's List</i> <u>Verification example:</u> copy of credential (certificate, degree, etc.)

Follow-up after Exit	Maximum Award = up to \$100 in a program year
\$50	During 2 nd quarter after exit, turn in verification of one of the following: current employment, post-secondary training, advanced training, apprenticeship program or military involvement <u>Verification example:</u> copy of grades, current schedule, paystubs, employer statement, etc.
\$50	During 4 th quarter after exit, turn in verification of one of the following: current employment, post-secondary training, advanced training, apprenticeship program or military involvement <u>Verification example:</u> copy of grades, current schedule, paystubs, employer statement, etc.

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.

NEMOJT has several funding streams to meet the needs of youth, young adults, and adults aged 18+. Many youth (ISY & OSY) participants are co-enrolled MYP programming. NEMOJT is a contractor to Vocational Rehabilitation Services (VRS) for Pre-ETS services. Co-enrollments across many funding streams allow the flexibility to adjust and best meet the needs of our youth participants while allowing for a mechanism to bridge funding streams. An example could be the transition of ISY to OSY with MYP being used as a bridge to new programming. NEMOJT has also secured additional Pre-ETS funding for work experience and internship, for which we anticipate a majority of co-enrollment opportunities. By blending the funding streams, the challenge of adequately supporting youth and serving more in secondary education can be somewhat alleviated. Overall the blending of funding sources and programming allows

for a more consistent delivery of services and allows NEMOJT to serve more individuals through the strategic use of its funding.

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

NEMOJT staff work with youth who have dropped out of high school, youth enrolled in Alternative Learning Centers (ALCs) and potential high school dropouts as identified by school personnel. The potential and actual dropouts are referred by teachers, including Adult Basic Education (ABE) instructors, and school counselors who are aware of a young person’s plan to leave school before graduation. Many local 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 CareerForce locations, 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 development, 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, Boise 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 provide 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 become 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 Northeast and Duluth WDB’s Equity and Diversity

Committees have been working together to develop cultural competency within our regional system for all staff, including our partners AEOA and DEED. This process utilizes 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. Part of this process is to provide staff work time to develop and work on their individual cultural competency plans and identify training opportunities across agency lines that will benefit all system partners.

Youth in foster care and aging out of foster care

When children must enter foster care in Minnesota, 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. NEMOJT youth counselors have always worked closely with county social services and foster parents to identify and serve youth in this population (eighteen youth, or 6.29% of our current total youth caseload, are foster children). Staff has 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

NEMOJT youth staff work closely with 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

Youth with disabilities is our largest specific demographic of our youth programs, with almost 67% of our total youth served currently classified as having a disability and 31% of that population claiming their disability is a barrier to employment. NEMOJT 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 and leads us to 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 NEMOJT 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 | learning on-the-job training, apprenticeships, mentoring programs and summer employment.

NEMOJT is also a provider for Vocational Rehabilitation Pre-ETS services to regional school districts. This alignment of services has allowed NEMOJT 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 NEMOJT work very closely with schools, county health departments, medical and youth practitioners, peer educators, and social service departments, including the

WIC program. Currently almost 10% of our total youth caseload are teen parents. 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 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 CareerForce and its related partners and programming. Currently by services offered by the Equity Alliance, regional system staff is using the Intercultural Diversity Inventory (IDI) to assess their own cultural awareness and professional development to better serve those of color and those underserved or underrepresented.

NEMOJT 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. Currently, 12% of our total youth served are youth of color. 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.

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

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. NEMOJT 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 WIOA 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 NEMOJT counselors and by regular visits to worksites are conducted for ongoing monitoring to gauge progress

The approach NEMOJT used for worksite evaluation and assessing participants' 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 needs improvement, proficient, or exemplary.

14. 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.

Northeast Career EdVenture is the umbrella program that represents our Outreach to School services and provides free career planning and guidance services to local school districts using the expertise that resides in the local CareerForce 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 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:

8th Grade:

EdVenture introductory in classrooms

Careers & Grades 9-12

9th Grade:

Career interest assessments
Business and Industry Speakers

Financial Literacy I
Business Tours

10th Grade:

Navigating Business Culture workshop
Career interest and values assessments
Business and industry speakers and tours

Financial Literacy II
Self-advocacy

11th Grade:

Navigating Business Culture workshop
Financial Literacy III

Job searching strategies	Post-secondary planning
financing	Career or job fairs
Social networking and the job search	Mock interviewing
Business tours and industry speakers	Self-advocacy
Career interest, values, and personality	Assessments
Self-advocacy	

12th Grade:

Navigating Business Culture workshop	
Financial Literacy IV	Job search strategies
Postsecondary planning and financing	Mock interviewing
Business tours and industry speakers	Career or job fairs
Career interest, values, and personality	Self-advocacy
assessments	

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
- Self-advocacy and information and referral resources

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, and community resource guidance. Special youth events include Mining Expo sponsored by IRRR at the Minnesota Discovery Center, the North Star Logging Expo, Construct Tomorrow, and CareerForce location tours.

NEMOJT 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.

15. 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. 218 trades,
- Pre-Employment Transition Services (Pre-ETS) project, if appropriate.
- Strategies implemented during the Disability Employment Initiative including: Integrated Resource Teams (IRTs); expanded collaboration with local partners, including Vocational Rehabilitation Services (VRS); and activities related to the “Guideposts for Success” such as employability skills/work experience, career preparation, leadership development, family engagement, and connecting activities.
- Strategies for coordinating with after-school and out-of-school time programming.
- Connections with MFIP and SNAP partners to assure policy alignment for youth under age 25.

16. 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:

Program Element 1: Tutoring, study skills training, instruction and dropout prevention services

NEMOJT counselors work with youth to direct them to tutoring services and or provide individualized counselor based services to help develop study skills and avert potential dropouts by addressing areas of academic concern. A common “best practice” used by counselors to assume the role of an advocate for them in educational settings and to model the components of self-advocacy for youth to use. Through various curriculums counseling tools available to staff build strategies to keep youth engaged and thriving in secondary

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

These services are available to help youth that may be struggling in secondary education. An active involvement with many Alternative Learning Centers (ALC) in Northeast Minnesota and with General Education and Adult Basic Education services prevent and re-engage youth and young adults to the completion of a recognized high school equivalent. Often coupled with

Program Element 3: Paid and unpaid work experience

NEMOJT has maintained a robust and effective Work Experience and Internship program that is delivered in the summer and during the school year. Opportunities exist for young adults to explore careers, participate in for profit or non-profit based NEMOJT supported employment. In addition to many work experiences, opportunities for On-the-job training pre-apprenticeship and job shadowing exist.

Program Element 4: Occupational skill training

Opportunities exist with counselors for career exploration by virtue of job shadowing, private sector supported work/ internships and Public sector work experience opportunities. Exposure to careers is also done by convening skilled trades symposiums such as Construct Tomorrow and by guiding youth to career events at local colleges and technical schools. NEMOJT assists youth by utilizing local training providers such as Lake Superior College, Fon-du-lac Tribal & Community College, Rainy River Community College, Mesabi Range Technical & Community College, Itasca Community College, Hibbing Community College, and Vermillion Community College to support students in attending schools to receive occupational skills training in high-pay /high-demand careers.

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

NEMOJT has been an innovator with Adult Pathways to Prosperity (P2P) programming and prior to that FastTrac. The elements provided in P2P for those eighteen years of age and older. Workforce preparation is an ongoing process for youth attending school and participating in work experiences or internships.

Program Element 6: Leadership skills

NEMOJT develops leadership skills in a variety of ways from teaming youth workers with more senior mentoring co-workers at worksites to convening special events and workshops that allow you the opportunity to take on special tasks or projects involving problem solving skills, team building activities. Career Ed venture and Success Unlimited curriculum delivered to classrooms and individually also have

Program Element 7: Support Services

NEMOJT provides Support Services to help youth to meet their basic needs and to and directs them to services in their communities. Support services can include interview clothing, mileage supports to attend an interview, clothing and equipment to start a new job. Transportation supports include mileage assistance, and drivers training. Support services are delivered as a resource when other options aren't available and as agency funding permits. NEMOJT aligns with community organizations and by virtue of providing self-advocacy skills to youth NEMOJT teach the necessary skills to seek and secure supports from a wide variety of resources.

Program Element 8: Mentoring

NEMOJT counselors work with employers that share the philosophy of mentoring youth. When selecting worksites, NEMOJT staff are mindful of sharing information and expectations to develop long-term work mentors. NEMOJT staff provide supervisors with a Worksite Supervisors Handbook that provides guidance for workers and supervisors as well as characteristics that make for good adult mentors. A positive mentoring relationship works well for the employer, community, and youth by cultivating attributes such as self-esteem, citizenship, and self-awareness.

Program Element 9: Follow-up services

Follow up services are provided to youth and young adults as they are monitored post exit at 30, 60, 90, days and up to one year post-exit. Many youth reach back to NEMOJT staff at different junctures in their life often time several year after exit for career guidance and insights. In many ways NEMOJT has modeled the concepts now being brought forth with the CareerForce brand.

Program Element 10: comprehensive guidance and counseling

NEMOJT provides comprehensive guidance and counseling as an element of the Career EdVenture curriculum delivered as a component of outreach to schools services and individually to student as well. Comprehensive guidance counseling may require referrals to other services providers by way of referral when staff aren't qualified to address specific needs. Often, referrals may be directed to mental health, chemical dependency, counseling, health, housing, and financial service providers. For guidance and career counseling as it relates to objective assessment and programmatic goals the NEMOJT process is well defined in question 5.

Program Element 11: Financial literacy Education

This is either provided by community-based partners such as AEOA as either workshops or as individualized services or through the use of curriculum from the National Endowment for Financial Education and our own Career EdVenture four-part financial literacy curriculum delivered NEMOJT counselors as group or individualized trainings.

Program Element 12: Entrepreneurial skills training

NEMOJT is fortunate to have two resources in our region to help with entrepreneurial pursuits: the University of Minnesota Duluth Center for Economic Development and Entrepreneur Fund. Both services provider offer services to help with starting a new business and have several satellite locations in the NEMOJT services area.

Program Element 13: Services that provide labor market information

Labor market information is a key component of career planning and basic job seeking skills. CAREERwise and Minnesota Career Information System (MCIS) are tools provided

as part of the Career EdVenture curriculum and as an integral part of counseling services. On a local level, NEMOJT uses an innovation for all programming to convene business and industry forums at CareerForce locations to identify immediate labor needs and long-term outlooks for key regional employers. Counselors meet with business and industry representatives and are able to share information with youth participants. A secondary benefit of the forums is the hands-on aspect provided to counselors to know the realities of the local labor markets.

Program Element 14: Postsecondary preparation and transition activities

NEMOJT delivers curriculum for secondary education to post-secondary education from our Career EdVenture programming and coordinates with local TRIO and Upward bound programs. NEMOJT has on-campus presence at most colleges and technical schools allowing for the students to receive individualized services to navigate admissions, financial aid, academic advisement, and student life services. NEMOJT begins the transition process with EdVenture programming customarily in grades 10, 11 and 12. To support on-going success, NEMOJT staff may continue to support student post-exit as a follow-up services.

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.*

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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	NEMOJT 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,	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,	NEMOJT 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	NEMOJT 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

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				
to engage in unpaid work experience that could lead to paid work experience, if the client is successful.	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.	Vocational Rehabilitation, social service, probation and corrections, social security, mental health agencies, and etc. NEMOJT serves as an integral part with services alignment.	Assist them in finding housing and employment.	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.
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 NEMOJT 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>	NEMOJT counselors 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.	NEMOJT 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.

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				
Coordination of efforts with New Leaf		NEMOJT is currently a contractor with VRS providing Pre-ETS services and aligns services across the youth spectrum to provide services.	Engaging financial counseling with provide budgeting and income support services to youth and young adults. Information and referral to Legal Aid and Energy Assistance programs.	With blended funding streams and activities such as Pre-ETS and interventions with those most in need on public assistance continuity of survives and supports need for students to be successful
Move youth to educational or employment outcome with planning aligned with level of offense and or leading to higher levels of success EX; 218 Trades	Move youth to educational or employment outcome with planning aligned with level of offense and or leading to higher levels of success EX; 218 Trades	Adapted and tailored to specific youth needs. Move youth to educational or employment outcome with planning aligned with level of offense and or leading to higher levels of success EX; 218 Trades	Provide supports and resources to engage programming fro affordable housing and or stabilizing family units to thrive and grow within their community's by supporting and providing information and referral to community based partners serving a role in ending homelessness.	NEMOJT counselors advocate and teach self-advocacy to address student progress and monitor enrolled youth with self-reported (by students) progress report forms while attending secondary education institutions.