

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

<b>APPLICANT AGENCY</b> - Use the legal name and full address of the fiscal agency with whom the grant will be executed.	<b>Contact Name and Address</b>
City of Duluth LWDA #4 402 W 1 <sup>st</sup> Street Duluth, MN 55802	Karissa Kucera Duluth Workforce Development 402 W 1 <sup>st</sup> Street Duluth, MN 55802
<b>Director Name:</b> Elena Foshay  <b>Telephone Number:</b> 218-730-5241  <b>Fax:</b> 218-730-5952  <b>E-Mail:</b> <a href="mailto:efoshay@duluthmn.gov">efoshay@duluthmn.gov</a>	<b>Contact Name:</b> Karissa Kucera  <b>Telephone Number:</b> 218-730-5236  <b>Fax:</b> 218-730-5952  <b>E-Mail:</b> <a href="mailto:kkucera@duluthmn.gov">kkucera@duluthmn.gov</a>

Basic Organization Information

<b>Federal Employer ID Number:</b> 41-6005105	<b>Minnesota Tax Identification Number:</b> 8021696
<b>DUNS Number:</b> 077627883	<b>SWIFT Vendor ID Number (if known):</b> 0000197681.001

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

<b>Signature:</b>	
<b>Title:</b>	Director of Workforce Development
<b>Date:</b>	April 7, 2020

## Attachment 2

### PY 2020 Budget Information Summary:

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

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

(See following pages for definitions of cost categories)

WDA Number, Contact, E-Mail:	WDA #4, Elena Foshay, <a href="mailto:efoshay@duluthmn.gov">efoshay@duluthmn.gov</a>
Date Submitted (or Modified):	May 13, 2020

Cost Category	Carryover From PY19 (Cannot exceed 20% of PY 19 Amount.)	New WIOA Funds	Total Funds Available	Estimated Expenses 4/1/20 to 6/30/20	Estimated Expenses 4/1/20 to 9/30/20	Estimated Expenses 4/1/20 to 12/31/20	Estimated Expenses 4/1/20 to 3/31/21
764/833 Administration (Cannot Exceed 10%)	-	\$28,216	\$28,216	\$0	\$9,665	\$19,330	\$28,216
841 In-School Youth Work Experience Wages/Fringe	\$7,500	\$15,000	\$22,500	\$0	\$5,000	\$11,000	\$22,500
825 Out-of-School Youth Work Experience Wages/Fringe	\$25,000	\$16,000	\$41,000	\$0	\$15,000	\$27,000	\$41,000
872 In-School Youth Work Experience Staff Costs	\$4,500	\$22,000	\$26,500	\$3,000	\$10,000	\$18,000	\$26,500
855 Out-of-School Youth Work Experience Staff Costs	\$3,750	\$45,000	\$48,750	\$3,000	\$15,000	\$32,000	\$48,750
874 In-School Youth Direct Services (Non-Work Exp.)	\$10,000	\$32,000	\$42,000	\$7,500	\$18,500	\$30,000	\$42,000
877 Out-of-School Youth Direct Services (Non-Work Exp.)	\$0	\$84,949	\$84,949	\$20,000	\$42,475	\$63,750	\$84,949
848 In-School Youth Support Services	\$5,000	\$11,000	\$16,000	\$0	\$5,000	\$11,000	\$16,000
862 Out-of-School Youth Support Services	\$6,750	\$15,250	\$22,000	\$0	\$8,000	\$15,000	\$22,000
860 In-School Youth Other Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
878 Out-of-School Youth Other Services	\$3,500	\$0	\$3,500	\$500	\$2,500	\$3,500	\$3,500
837 In-School Youth Training	\$0	\$2,250	\$2,250	\$0	\$0	\$750	\$2,250
838 Out-of-School Youth Training	\$0	\$10,500	\$10,500	\$0	\$1,500	\$6,000	\$10,500
<b>Total:</b>	\$66,000	\$282,165	\$348,165	\$34,000	\$132,640	\$237,292	\$348,165
<b>Estimated Percentage of NEW WIOA Funds Expended on Out-of-School Youth (Must be at least 60 percent*):</b>							67.6%
<b>Estimated Percentage of NEW WIOA Funds Expended on Work Experience (Must be at least 20 percent):</b>							38.6%
<b>Estimated Total Number of Youth to be Served With WIOA Youth Funding:</b>							80

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

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

WDA No./Agency and Contact:	WDA#4, City of Duluth, Elena Foshay
E-Mail Address/Phone No:	<a href="mailto:efoshay@duluthmn.gov">efoshay@duluthmn.gov</a> , 218-730-5241
Date Submitted (or Modified):	May 13, 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%)	\$14,362	\$3,591	\$7,181	\$10,772	\$14,362	
881 Youth Participant Wages and Fringe Benefits	\$36,000	\$9,000	\$18,000	\$27,000	\$36,000	
885 Direct Services to Youth	\$79,761	\$19,940	\$39,881	\$59,821	\$79,761	
860 Outreach to Schools (Direct Services; This can be up to 20 percent of your budget.)	\$6,000	\$1,500	\$3,000	\$4,500	\$6,000	
891 Support Services	\$7,500	\$1,875	\$3,750	\$5,625	\$7,500	
<b>Total:</b>	\$143,623	\$35,906	\$71,812	\$107,718	\$143,623	

Estimated Number of MYP Youth Served/Cost Per Participant

Estimated No. of MYP Youth Served:	50
Outreach to Schools (OTS) Youth + Families Served (Note that OTS is an optional activity):	200
<b>Estimated Total Number of MYP Youth and Families Served:</b>	250
Estimated Cost Per MYP Participant:	\$2,752.46
Estimated Cost Per OTS Participant-Family:	\$30.00

## Definitions of Cost Categories

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

Specifically, the following functions are considered “administrative”:

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

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

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

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

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

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

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

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

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

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

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

- Group and individual counseling including instruction and presentations on ISEEK, labor market information and strategic industries and demand occupations.
- Individualized counseling including career exploration and career assessments, resume preparation, mock interviews, and job search assistance.

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

WDA/Contact:	WDA #4, City of Duluth, Elena Foshay
E-Mail Address/Phone Number:	<a href="mailto:efoshay@duluthmn.gov">efoshay@duluthmn.gov</a> ; 218-730-5241
Date Submitted (or Modified):	7/14/20 – Modified Based on Agreed-Upon Performance Levels

WIOA Youth Performance Measure	PY 2018 (STATE ACTUAL)	PY 2019 (NEGOTIATED STATE GOAL)	PY20-21 DOL SAM Adjusted Performance Level***	PY 2020 (NEGOTIATED STATE GOAL)	PY 2021 (NEGOTIATED STATE GOAL)	PY 2020 (PLANNED)	PY 2021 (PLANNED)
Employment/Training 2nd Quarter After Exit:	79.5%	67.0%	77.4%	75.0%	76.0%	75.0%	76.0%
Employment/Training 4th Quarter After Exit:	76.5%	62.5%	N/A	73.0%	74.0%	73.0%	74.0%
Credential Attainment:	65.3%	47.7%	N/A	62.0%	62.5%	60.0%	60.5%
Median Earnings:	\$3,984	Baseline**	\$3,852	\$3,700	\$3,700	\$3,400	\$3,400
Measurable Skills Gain:	45.6%	Baseline**	53.4%	49.0%	49.0%	49.0%	49.0%

**Justification:**

Median Earnings: This year the City of Duluth suffered many job losses in the hospitality, retail, and healthcare fields, of which many youth and young adults fill. The median hourly wages for the entry level positions in these fields are below the corresponding state median wages.\* Several other large employers in Duluth have shut down, perhaps permanently, which may saturate the employment market with even more job seekers.

\* DEED Occupational Employment Statistics, Qtr 1, 2019

**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 MEMBER NAME	ORGANIZATION/REPRESENTING (examples: business, education, community-based organizations, youth, parent, etc.)	Full LWDB Member?
<b>Chair:</b> Patricia Fleege <b>Phone Number:</b> 218-336-8790 x 4102 <b>E-Mail:</b> <a href="mailto:patricia.fleege@isd709.org">patricia.fleege@isd709.org</a>	ISD 709 - Adult Basic Education	Yes
<b>Member Name:</b> Peter Johnson <b>Phone Number:</b> 218-336-8711 ext 1031 <b>E-Mail:</b> <a href="mailto:peter.johnson@isd709.org">peter.johnson@isd709.org</a>	ISD 709 Duluth Public Schools	Yes
<b>Member Name:</b> Paul Brandstaetter <b>Phone Number:</b> 218-879-4700 <b>E-Mail:</b> <a href="mailto:pbrand@q.com">pbrand@q.com</a>	Community Member, Retired educator	No
<b>Member Name:</b> Josie Grabowski <b>Phone Number:</b> <b>E-Mail:</b> <a href="mailto:josephine.grabowski@state.mn.us">josephine.grabowski@state.mn.us</a>	Vocational Rehabilitation Services	No
<b>Member Name:</b> Carol Schultz <b>Phone Number:</b> 218-529-6338 <b>E-Mail:</b> <a href="mailto:CSchultz@duluthhousing.com">CSchultz@duluthhousing.com</a>	Housing & Redevelopment Authority	No
<b>Member Name:</b> Kayti Stolp <b>Phone Number:</b> <b>E-Mail:</b> <a href="mailto:katherine.stolp@lsc.edu">katherine.stolp@lsc.edu</a>	Lake Superior College - Education	No
<b>Member Name:</b> Princess Kisob <b>Phone Number:</b> (218) 623- 6474 x2 <b>E-Mail:</b> <a href="mailto:pkisob@TheHillsYFS.org">pkisob@TheHillsYFS.org</a>	The Hills – Neighborhood Youth Services	No
<b>Member Name:</b> Jill Murray <b>Phone Number:</b> <b>E-Mail:</b> <a href="mailto:jill.murray@lsc.edu">jill.murray@lsc.edu</a>	Lake Superior College/Perkins Consortium	No
<b>Member Name:</b> Angel Peluso <b>Phone Number:</b> <b>E-Mail:</b> <a href="mailto:nd.angelina.peluso@isd709.org">nd.angelina.peluso@isd709.org</a>	Duluth Community Schools Consortium	No
<b>Member Name:</b> Carson Gorecki <b>Phone Number:</b> <b>E-Mail:</b> <a href="mailto:carson.gorecki@state.mn.us">carson.gorecki@state.mn.us</a>	DEED – Labor Market Analyst	Yes
<b>DWD Youth Team</b> Karissa Kucera ( <a href="mailto:kkucera@duluthmn.gov">kkucera@duluthmn.gov</a> ) Hannah Grunzke ( <a href="mailto:hgrunzke@duluthmn.gov">hgrunzke@duluthmn.gov</a> ) Nelle Rhicard ( <a href="mailto:nrhicard@duluthmn.gov">nrhicard@duluthmn.gov</a> ) June Carter ( <a href="mailto:jcarter@duluthmn.gov">jcarter@duluthmn.gov</a> ) Phone: (218) 302-8400	City of Duluth	No

## Youth Service Provider Information For PY 2020/SFY 2021

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

Youth Service Provider/Contact	WIOA		MYP																				
<p><b>Name of Service Provider:</b>            Duluth Workforce Development, including YES (Youth Employment Services) Duluth            Elena Foshay, Director            402 W 1<sup>st</sup> Street            Duluth, MN 55802            (218) 730-5241  <a href="mailto:efoshay@duluthmn.gov">efoshay@duluthmn.gov</a></p> <p>YES Duluth STAFF</p> <ul style="list-style-type: none"> <li>Karissa Kucera  <a href="mailto:kkucera@duluthmn.gov">kkucera@duluthmn.gov</a> (218) 730-5236</li> <li>Hannah Grunzke  <a href="mailto:hgrunzke@duluthmn.gov">hgrunzke@duluthmn.gov</a> (218) 730-5232</li> <li>Nelle Rhicard  <a href="mailto:nrhicard@duluthmn.gov">nrhicard@duluthmn.gov</a> (218) 730-5223</li> <li>June Carter  <a href="mailto:jcarter@duluthmn.gov">jcarter@duluthmn.gov</a> (218) 730-4327</li> </ul> <p><b>Service Provider Website:</b>  <a href="http://www.duluthmn.gov/yesduluth">www.duluthmn.gov/yesduluth</a></p>	<table border="1" data-bbox="813 604 1045 810"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td><b>ISY:</b></td> <td>x</td> <td></td> </tr> <tr> <td><b>OSY:</b></td> <td>x</td> <td></td> </tr> </tbody> </table>		Yes	No	<b>ISY:</b>	x		<b>OSY:</b>	x		<table border="1" data-bbox="1078 604 1498 951"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td><b>Summer ONLY:</b></td> <td></td> <td>x</td> </tr> <tr> <td><b>Year-Round (incl. summer):</b></td> <td>x</td> <td></td> </tr> <tr> <td><b>Outreach to Schools:</b></td> <td>x</td> <td></td> </tr> </tbody> </table>		Yes	No	<b>Summer ONLY:</b>		x	<b>Year-Round (incl. summer):</b>	x		<b>Outreach to Schools:</b>	x	
	Yes	No																					
<b>ISY:</b>	x																						
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<b>Outreach to Schools:</b>	x																						

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

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

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

City of Duluth Workforce Development employs three full-time and one part time youth/young adult program staff and does not contract out for workforce development services. WIOA Program Elements are provided through staff and leveraged partnerships with local youth serving providers. The most recent RFP issued was for Financial Literacy Training in April 2015. (See Attachment B)

2. Describe outreach and recruitment of:

- Out-of-School Youth (“OSY”)

Duluth Workforce Development’s Youth Employment Services program (YES Duluth) utilizes a variety of strategies to connect with Out-of-School Youth.

- a) A strong network of local partners facilitates connections between Out of School Youth and the program. This network includes local youth-serving organizations such as Life House, Lutheran Social Services, Valley Youth Center, Neighborhood Youth Services and the YWCA Young Mother’s Program. Additionally, referrals are made by Probation Officers, the Arrowhead Juvenile Center, the Department of Vocational Rehabilitation Services, St. Louis County Social Workers, Foster Parents, and MFIP Job Counselors. YES Duluth also works with school counselors at ISD 709 to identify seniors who may not yet have a clear college/career path post-graduation. To facilitate effective referrals, YES Duluth provides organizations with materials that highlight eligibility requirements and include details about services, supports and achievement incentives.
- b) Increasing access to staff and services outside of CareerForce has been an effective way to meet youth where they are in the community. For example, staff meet with students working on their GED through ABE at the Adult Learning Center every other week and work closely with Life House education staff to support youth working on their GED. To increase awareness and expand connectivity to potential program participants, staff also participate in various community-based tabling events, including the Youth in Action conference, Brave Art Resource Fair, Northland Community Wellness Day, biannual Transition Fairs at Northeast Regional Corrections Center (NERCC) and regional job fairs, to raise awareness and connect with potential participants.
- c) YES Duluth continues to collaborate with Life House and SOAR Career Solutions to engage with OSY. The Duluth-based project, Opportunity Youth of Duluth, leverages the assets of each partner to serve youth and young adults who are most at-risk. Through this partnership and

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with local employers in the hospitality sector, YES Duluth is assisting in the development of a Hospitality Transitional Employment Pilot for youth. Through the pilot, a cohort of youth and young adults will be provided work readiness training, career pathways exploration in the hospitality sector, and entry-level employment with the support of employer mentors and job counselors. We engaged in the research and development phase, though implementation of this project has been put on hold. Assessment and evaluation with the potential for youth gaining unsubsidized employment with a clear vision of how to advance in the hospitality pathway will likely take place in late 2020.

- d) Cross referrals between programs administered by Duluth Workforce Development and other partners co-located within CareerForce also facilitate connectivity with YES Duluth. Children of parents being served in other programs are often referred to YES Duluth. Co-enrollments and/or referrals between MFIP/WIOA Youth or WIOA Adult/Youth are also common and can expand the level of service and support available to that family. YES Duluth participants are also enrolled in P2P career pathways training programs where appropriate.
  - e) Surveys conducted by the career centers located in Duluth's two public high schools in Fall and Spring identify which students are "unsure" about plans after graduation. Those students who responded as such are invited to meet with school-based YES Duluth staff and/or sent materials on opportunities available through YES Duluth. In addition to the survey input, referrals are received from Special Education social workers and case managers, guidance counselors, Check & Connect staff, and the staff from the Truancy Action Prevention program through Lutheran Social Services.
  - f) Word-of-Mouth continues to be one of the most effective methods of outreach and recruitment for the program. YES Duluth encourages current and past participants to inform their friends and family about the program and refer potential candidates to the program. YES Duluth also has a social media presence, hosting its own Facebook page as a way to generate interest in our services.
- **In-School Youth ("ISY")**  
Duluth Workforce Development's Youth Employment Services program (YES Duluth) utilizes a variety of strategies to connect with In-School Youth.
    - a) Integration of a full-time YES Duluth staff member with ISD 709 continues to enhance outreach and recruitment efforts. With increased connectivity through the Full Service Community School Collaborative, high school teachers, special education teachers, work experience coordinators, school counselors, integration specialists and others. YES Duluth provides in-school youth with the resources and information they need to make an informed decision about their post high school pathway, whether it is employment, trades apprenticeships, college, or the military.
    - b) YES Duluth continues to work with the integration specialists through the district's Office of Education Equity to connect with a more diverse group of students and create a clear pathway for career development that links the efforts of students in the classroom to YES Duluth, work experience in the community and meaningful career exploration opportunities.

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- c) YES Duluth continues to partner with youth-serving agencies such as the Boys & Girls Club, Neighborhood Youth Services, Valley Youth Center, Kids' Kitchen and others. Staff also connect with smaller, school-based groups such as the Men as Peacemakers girls group based at Denfeld High School.
  - d) YES Duluth provides Pre-Employment Transition Services (Pre-ETS) to students with disabilities in grade 9 through age 21 that are attending secondary school and potentially eligible for Vocational Rehabilitation Services (VRS). This has impacted our reach in the schools due to eligibility requirements that are not restricted by income criteria, yet includes 504 plans and medical records as qualifiers.

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. Youth interested in working with YES Duluth complete and submit an application that staff review for initial eligibility. Age eligibility is documented with a birth certificate or school record. Income eligibility is confirmed by reviewing the self-attestation of the last six months of household income. For youth with a disability, income eligibility is based on the youth as a "family of one," so determination is based solely on his/her income. If needed, a copy of an IEP or doctor's statement is also obtained. Youth who are eligible for free or reduced school lunch and families who have received food support in the last six months are considered income eligible.

Once eligibility is determined, staff invite youth to meet one-on-one for an initial intake that includes assessment of "at-risk" factors. Youth who are not income-eligible, but are experiencing any of several risk factors are eligible to be included in the 5% window. Risk factors include being a foster child, offender, having a disability, low reading or math skill level, truancy issues, pregnant or parenting, homeless, runaway, or poor performance in work or school. While the majority of youth served by YES Duluth meet income eligibility criteria, the 5% window allows staff discretion to serve non-income eligible in-school youth and out-of-school youth who meet one or more of the identified at-risk criteria. During the intake process, staff are able to determine which programs are most appropriate for enrollment to meet the needs of the individual.

Note: YES Duluth does not presently use the "5% window" for any participants enrolled in the program. However, it remains an option for non-income eligible participants.

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. Local Workforce Development Area #4 defines "An individual who requires additional assistance to complete an education program or to secure and hold employment" as a youth/young adult who is enrolled in an education program, but requires additional assistance beyond that offered

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by the service provider to complete the activity or program; or an eligible youth who is near the point of being ready for a job or employment, but requires additional assistance to acquire or retain a job.

During the initial assessment, YES Duluth staff make a determination on whether the individual requires additional assistance to complete an educational program and/or secure and maintain employment. This determination is based on characteristics of the individual such as demonstrated behavior problems, limited literacy proficiency, housing or family instability or other quantifiable factors.

5. Describe the objective assessment process used to identify appropriate services and potential career pathways for young adults. Identify the assessment tools used by the WDA for all in-school and out-of-school participants.

The YES Duluth application provides staff with eligibility information and school and employment status. In the initial meeting following application, staff facilitate a Strengths Assessment with all youth. The assessment answers questions about whether the youth's safety needs are being met and what level of support or stabilization they may need to fulfill their basic life needs and/or succeed in their employment and education goals. The Strengths Assessment covers the areas of housing, child care, transportation, health, support system, education, income, legal history and work skills. After the Strengths Assessment and overview of the YES Duluth program and services, youth are referred to program partners for services necessary to support success in employment and education. If enrollment in YES Duluth is mutually agreeable, staff coordinate the collection of basic skill level through TABE testing, MCA scores or the IEP.

YES Duluth utilizes the TABE Locator to assess basic skills in reading and math. The test is administered by our Adult Basic Education partner at CareerForce. If a participant scores below a ninth grade level in reading or math, the first area of focus is to increase basic skills and the youth is connected with ABE for additional supports. ABE staff also administer GED pre-tests for out-of-school youth/young adults with no high school diploma. Those who express interest in college, but are basic skills deficient, are encouraged to take a free refresher course at Lake Superior College called *Pathways to Success*.

Demographic information including age, race, ethnicity, disability status and other at-risk factors are collected in a follow-up meeting to the Strengths Assessment and overview. From there, an interview-based Objective Assessment is facilitated by the job counselor. The Objective Assessment covers self-attestation in the areas of employment history and work-ready strengths, education history and goals, financial goals, transportation needs, a service interest inventory and the identification of current service providers. An Individual Service Strategy is developed with the youth, covering goals, plans and milestones for the 14 the WIOA program elements.

Assessment tools through CAREERwise Education are used to explore career pathways and interest and ability assessments connect youth to the various data tools on DEED's website. Staff also expose participants to labor market information and occupations in-demand to assist them with making informed decisions regarding their future in the workforce and identifying career pathways.

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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.

YES Duluth job counselors utilize the Strengths Assessment, Objective Assessment and interest inventory results to work with each youth to develop their Individual Service Strategy (ISS). The ISS outlines:

- The provision of all 14 program elements;
- An individual’s education and/or employment goals;
- Objectives and timelines to meet stated goals;
- Barriers to achieving goals;
- Support services needed to overcome barriers to goal success;
- Progress updates, follow-up information, referrals and plan updates
- Job search and placement plan after education/training is completed and youth is ready for employment.

If a youth has an Individualized Education Plan (IEP), a copy is requested and reviewed with the youth. Because the IEP is tailored to the individual’s needs, it is helpful to the staff and others to understand the youth’s disability and how we can help them learn and be successful. The IEP is useful as goals and objectives are established to ensure they correspond to the needs of the youth and his/her abilities. Referrals to the Area Learning Center, or on-site Adult Basic Education (ABE) staff are also made regarding educational goals and plans. YES Duluth staff regularly facilitate enrollment in the Area Learning Center, Adult Basic Education, GED test preparation and the college Accuplacer preparation.

Support services provided by YES Duluth include a bus pass or gas card on a monthly basis for transportation, vouchers for work clothes/uniforms as needed, assistance with short-term training such as CNA and CDL, and funding for GED testing/vouchers. Referrals for other basic needs items are made as needed. For example, youth may be referred to the CHUM Food Shelf for food supports or Life House for housing.

The ISS is a working document that is updated to reflect goals, plans and milestones as the youth progresses through the year. Youth meet regularly with YES Duluth staff to review progress and modify the plan as needed. The ISS is renewed with all participants on a yearly basis.

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

YES Duluth provides the opportunity for experiential learning, work-based learning, and work experience opportunities year-round to all youth with a focus on work readiness skills, academic and occupational learning.

Pre-employment workshops for in-school youth interested in summer employment are conducted during the last two months of the school year to enable students to transition directly into summer employment. Sessions focus on development of soft skills, teambuilding, resume and interview preparation, and career exploration. Completion of the training is a precursor to placement in work experience and the training wraps up with mock interviews with local employers and youth employment providers.

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Staff utilize established relationships with private employers and non-profits, including county and government agencies, to create work experience placements for youth who have limited or no employment experience.

Work experiences:

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

Out-of-school youth can access training at CareerForce in Duluth through Youth and Young Adult Individual Assistance workshops. These weekly drop-in workshops help participants build employment skills including soft skills and meeting entry-level workplace expectations, handling conflict in the workplace, and an exploration of career pathways concepts and resources. Staff also work individually with participants to identify areas of career interest. They examine wages, long-term employment outlook, training (or degree) required and schools that offer training programs for the identified occupations. YES Duluth staff also offer work experience specific orientation sessions leading into summer. These sessions cover expectations of the workplace, general safety guidelines, and understanding payroll and paychecks.

**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.**

Through initial assessments and interviews with participants and discussion with other counselors or case managers with whom they may be working, YES Duluth staff work with youth to determine an initial career goal for the individual and identify what experience and information is needed to attain that goal.

DEED's LMI data tools are utilized one-on-one, as needed, during Youth and Young Adult Individual Assistance workshops, and as a component of YES Duluth's training cohorts prior to summer work experience. The Occupations in Demand tool is especially useful and helps youth gain a better idea of what career path to follow by helping them understand what jobs are/will be available, education and training options and costs, and income potential. Youth are also encouraged to utilize career exploration programs online such as CAREERwise Education and O\*NET Online to gain information about how their skills and abilities match up to careers, descriptions of careers, and labor market information for those careers. In addition, information about various career and job fairs are shared with participants.

Using DEED data tools and CAREERwise Education statistics, YES Duluth staff maintain a bi-annual "LMI Snapshot" which is distributed to youth participants. The Snapshot illustrates current and local LMI data including growing careers, jobs with the most openings in the area and LMI "fun facts." Presenting this information to youth initiates discussions and informs decision making regarding the individual's goals and interests and how they fit into our region's current labor market picture.

Staff continue to look at creative ways to link information presented by local professionals to current LMI Data. For example, occupations within the skilled trades are in-demand in the NE

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region. Through a partnership with CTE instructors and industry representatives, staff could reach out to under-represented groups – i.e. coordinating a speaking engagement with a female metalwork apprentice for a high school girls group. Employer members of the Duluth Workforce Development Board helped develop infographics to show career pathway options in construction and healthcare, the two primary industry sectors highlighted in the regional plan. Youth with interest in either sector can use these resources to help guide decision making about which pathway to pursue.

Through the Hospitality Transitional Employment Pilot, youth and young adults will be provided work readiness training, career pathways exploration in the hospitality sector, and entry-level employment with the support of employer mentors and job counselors. This project gives youth the potential to gain unsubsidized employment with a clear vision of how to advance in the hospitality pathway.

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.

Youth who are able to identify a viable career path supported by local labor market information and education or training with a certified provider as well as demonstrating their ability to complete the program, are eligible to utilize an *Individual Training Account*. They are to be used for In School Youth ages 18-21 or Out of School Youth ages 16-24.

*Individual Training Accounts* are designed to assist with post-secondary training and can only be used for direct school costs. This includes tuition, fees, books or supplies required for school, all of which are billed directly to YES Duluth from the school. Some items such as tools, uniforms, books can also be reimbursed. A copy of the ITA policy, with approval date of 4/1/2020, is attached (Attachment C).

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.

YES Duluth provides follow-up services for 12 months beyond exit from WIOA and has no policy in place to offer follow-up beyond that. If a past participant demonstrates interest and need for program services after their 12 month follow-up, the enrollment process begins with an objective assessment of current goals and service needs.

As participants enrolled in WIOA make significant progress toward the achievement of self-sufficiency, demonstrated by goal completion, credential attainment, employment, etc., discussion occurs to prepare the participant for transition into follow-up services. Youth are made aware, both at enrollment and at the time of exit, that YES Duluth staff will provide continued services for a one-year period after the date of program “exit”, defined as the participant’s last date of non-follow-up service. Youth are informed that it is important for them to stay in contact with their job counselor throughout the duration of the follow-up period, so that additional assistance and support can be provided if the participant encounters an obstacle to continued success. This contact ensures the job counselor has the opportunity to provide coaching and support so the participant can continue to maintain self-sufficiency and advance down a career pathway.

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Following the completion of education and employment goals, youth are exited from WIOA and enter their 12-month follow-up period. Follow-up strategies include services provided to youth in the year following their exit from the program including transportation assistance, money for clothing, problem solving support, and information about job fairs and employer hiring events. An incentive reward is given in the 2<sup>nd</sup> and 4<sup>th</sup> quarters after exit for the youth bringing in a paystub that indicates employment during that period or verification of post-secondary education. Staff attain updated contact information throughout the youth's time in the program and at time of exit so participants can be contacted by phone, email, or postal mail. Facebook is also used to reach participants.

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.

Duluth's Youth Incentive Policy provides incentive rewards for youth who have completed a basic skills, work readiness, or occupational skills goal. This policy is attached and has been approved by the local Youth Committee. Because incentives for in-school and out-of-school youth vary, they are reflected in separate sections.

A copy of the Youth Incentive Policy, with approval date of January 28, 2020, is attached (Attachment D).

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.

To most effectively meet the needs of participants, staff frequently braid resources from different funding streams. YES Duluth participants are considered for and co-enrolled in other projects and/or programs that can benefit them on their pathway to success. This includes braiding funding from Pre-ETS, HECAP, MYP and Youth at Work through co-enrollment. Partner referrals are also made to and from: AEOA, NEMOJT, SSB, VRS, MFIP, the WIOA Adult Program and Pathways to Prosperity training. Consent forms authorize coordination of services across programs, and because these programs are co-located within the same building, youth can be easily referred and contact between programs can be seamless.

13. Describe local partnerships to serve "opportunity youth" who have significant barriers to employment and/or youth who are under-served and under-represented in the workforce, including:

- Dropouts and potential dropouts
- Youth with language and/or cultural barriers to employment
- Youth in foster care and aging out of foster care
- Homeless youth or runaways
- Youth offenders and at-risk of involvement with the juvenile justice system
- Youth with disabilities
- Teen parents
- Youth of color and other under-served, under-represented youth populations

[Dropouts and potential dropouts](#)

YES Duluth maintains collaborative relationships with the school district's high school guidance counselors and works with staff at the Area Learning Center to identify youth who are at risk of

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dropping out and who can benefit from additional supports to obtain either a diploma or GED. To increase motivation, YES Duluth offers an incentive policy which gives the students rewards for completing GED tests with passing scores and for obtaining a GED or diploma. Adult Basic Education facilitates referrals for youth who have aged out of the secondary school system or dropped out of high school.

YES Duluth staff also work with MFIP and SNAP employment service providers within Duluth CareerForce to identify dropouts and potential dropouts.

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

Through the initial assessment process, YES Duluth job counselors identify any barriers that need to be addressed. Youth with language barriers are referred to ELL training through the Adult Learning Center. Additionally, one YES Duluth staff member holds a K-12 ELL license and is skilled at supporting English Language Learners with development of their English language and academic skills. It should be noted that the City of Duluth has a very small population of English Language Learners.

YES Duluth staff refer youth for individualized guidance and support to community organizations such as American Indian Community Housing Organization (AICHO), Boise Forte Indian Reservation social workers, NAACP and Lutheran Social Services' Together for Youth (LGBTQIIA).

Additionally, the Equity Committee for the Workforce Development Board works with employers throughout the community to help develop their cultural competency and inclusivity. The City of Duluth Human Rights Officer is a resource to assist with connecting youth with culturally relevant community supports and intervening in cases of discrimination or bias in the workplace.

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

YES Duluth collaborates with the St. Louis County Health & Human Services Division, corrections/probation programs, foster care agencies, foster parents, mental health professionals, schools, and Lutheran Social Services' Oh No! Eighteen (ONE) program that serves youth, ages 16-20 who are in or have aged out of foster care. As youth transition out of foster care and into independent living, local partners help leverage resources to assist with housing, financial literacy, employment, and education and training needs.

#### Homeless youth or runaways

YES Duluth has a long history of partnering with community-based organizations including Life House, a homeless youth service provider in Duluth, and Lutheran Social Services whose program "Another Door" provides emergency beds for young adults ages 18-24. YES Duluth also works collaboratively with the ISD 709 Families and Transition Program staff, as there are a significant number of homeless students in the Duluth schools.

Additionally, YES Duluth continues to work with Life House and SOAR Career Solutions as part of the Opportunity Youth of Duluth Project, initially funded through a grant from Youthprise. This project focuses on increasing employment readiness skills for "opportunity youth," with emphasis on working with those who are homeless or coming out of incarceration. Through this partnership and with local employers in the hospitality sector, YES Duluth is assisting in the development of a Hospitality Transitional Employment Pilot for youth. Through the pilot, a cohort of youth and young adults will be provided work readiness training, career pathways

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exploration in the hospitality sector, and entry-level employment with the support of employer mentors and job counselors.

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

YES Duluth works with many youth offenders and has a growing relationship with local juvenile probation officers and the local Minnesota Teen Challenge program. SOAR Career Solutions' Offender Re-entry Program is a strong referral source of support for program participants.

Staff attend the Northeast Regional Corrections Center (NERCC) Transition/Resource Fair and frequent referrals are made to the monthly New Leaf workshop. This workshop is for former offenders or anyone with a criminal background (including misdemeanors). New Leaf covers specific issues related to the job search process for those who have an arrest record. Attendees learn how to overcome barriers, avoid self-sabotage and the "application trap," answer offense-related interview questions and gain strategies for writing an effective resume.

#### Youth with disabilities

Approximately 50% of youth served by YES Duluth have a disability, and being co-located with the local office of Vocational Rehabilitation Services (VRS) is extremely beneficial. Youth are frequently co-enrolled and placed in work experiences in an integrated environment in the community. Staff work together to ensure participants are able to gain confidence, develop job specific skills and positive work habits while preparing for future opportunities. The VRS Transitions counselor also serves on the Youth/Education Committee.

YES Duluth works collaboratively with ISD 709 teachers and social workers who support special-need students in the district. Working together, specially designed work experiences for youth with disabilities are developed. YES Duluth staff also attend transition resource fairs and family resource nights at local high school locations to provide youth and family members with information about the program.

Since fall 2017, the City of Duluth has been working in partnership with Vocational Rehab Services to provide Pre-Employment Transition Services (Pre-ETS) to students with disabilities in grade 9 through age 21. With 25% of students at Denfeld High School on an IEP – a number that is twice the state average –the need for increased support is clear. As of October 2019, the Pre-ETS partnership has shifted into a fee for service model. The YES Duluth staff is enthusiastic about the opportunity to reach more youth, yet cautiously optimistic about the latest payment model.

#### Teen parents

YES Duluth receives referrals from St. Louis County, MFIP job counselors, the Life House Teen Parent Center, school counselors, YWCA Spirit Valley Young Mothers Program, and other community youth organizations. YES Duluth is also co-located with MFIP counselors at the Duluth Workforce Center which makes referrals and plan coordination very easy.

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

A variety of community organizations refer youth to YES Duluth including the Center for American Indian Resources (CAIR), American Indian Community Housing Organization (AICHO), Gimaajji, NAACP, All Nations, and the ISD 709 Office of Education Equity. While nearly 50% of program participants are youth of color, YES Duluth is working to expand outreach and services to under-served and under-represented youth and young adults.

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Dedicated YES Duluth staff housed part time at East and Denfeld High Schools has increased connectivity to youth of color. With nearly 25% students of color at the Duluth high schools and lower on-time graduation rates for both African American and Native American students compared to their white peers, access to YES Duluth staff for career assessments, career planning and exploration, financial literacy, job search skills, navigating business culture, post-secondary planning, and other supports has helped students get on a path for future success. YES Duluth works closely with ISD 709 guidance counselors and integration specialists to facilitate referrals for youth of color to the program.

The City of Duluth is committed to addressing education and economic disparities for underserved, under-represented populations. Staff continue to work with the Duluth Workforce Development Board to implement strategies outlined in the WIOA Local and Regional Plan documents through stakeholder engagement, training, and partnership development. The workforce board's Equity Committee is focused on cultural diversity and implicit bias training among employers in the community. Through training, we will increase our awareness of unintended bias within workforce development practices and the steps needed to build generative partnerships with program participants. By expanding our awareness and network of community partners, we will be more effective in reaching those who might not otherwise access our services.

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

- Approach to assuring work readiness skill attainment for youth participants
- Approach to assuring that the worksite supervisor evaluates work readiness skills of youth participants, including a process for documenting the employer's evaluation of the youth participant's work readiness skills.

YES Duluth addresses work readiness skills with youth from their initial application to the time they exit the program. This is accomplished in the following ways:

- A series of work readiness lessons are delivered near the end of the school year for in-school youth interested in a summer work experience. Weekly drop-in workshops are offered for out-of-school youth at CareerForce.
- As part of orientation prior to entering a work experience, an overview of successful work habits including attendance, punctuality, positive attitude, taking initiative, task completion, appearance, communication skills and safety is provided. Discussion about gaining positive work references from the work experience also takes place during orientation.
- All work experience participants are evaluated using the same measures and process regardless of the grants in which the individual is enrolled or co-enrolled.
- Participants have an opportunity to review the work performance evaluation form that will be used. Completed evaluations forms are kept in participant files and noted in Workforce One.
- Work evaluations scored at a proficient or higher rating are entered into Youth Performance in Workforce One.

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- Staff rely on feedback from worksite supervisors and maintain close contact with them throughout the youth's work experience. YES Duluth time sheets include a performance evaluation section that is used as a tool to gather timely feedback on youth's progress and potential performance issues.
  - Staff are available throughout the work experience to assist both the employer and youth with problem-solving if issues arise.
  - Staff periodically visit sites to monitor progress and to provide assistance to the worksite supervisor to ensure job skills goals are being met.
  - Work Readiness Tool is attached (Attachment E).

Approach to assuring that the worksite supervisor evaluates work readiness skills of youth participants, including a process for documenting the employer's evaluation of the youth participant's work readiness skills.

- All supervisors participate in an orientation session where expectations of both the youth and supervisor are reviewed and questions can be answered.
- YES Duluth uses the work readiness skills attainment form provided by DEED. The evaluation is reviewed during the supervisor's orientation and they are asked to complete it near the end of the youth's work experience. Youth are evaluated on attendance, punctuality, workplace appearance, initiative, quality of work, communication, accepting feedback, cooperation, problem solving, and following workplace policy and safety.
- YES Duluth staff maintain communication with worksite supervisors to answer questions and ensure evaluations are completed and submitted in a timely fashion.

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

YES Duluth continues to have staff working within ISD 709 Duluth Public Schools and allocates a percentage of MYP funds to support Outreach to Schools activities. New for this year, instead of one staff member stretched between all schools, the role will be shared between two staff with the primary schools being Denfeld and East. Activities of YES Duluth staff at the school complement the work of existing school counselors and provide students with career exploration and career guidance, college information and current labor market information with an emphasis on high demand occupations.

Note: Due to the COVID-19 pandemic and the impact on schools, YES Duluth staff are in active communication with the schools to plan virtual service delivery, and continue to meet with in-school youth via phone, text, and google hangouts. Outreach to Schools goals and objectives remain the same, but strategies will evolve over the next several months.

Examples of Outreach to Schools activities include:

- Working with students one-on-one to conduct interest and skill assessments, review local and regional labor market information, facilitate career exploration and introduction to career pathways including salary profiles and credential attainment, explore college and other post-secondary options (i.e. apprenticeship), goal setting, application and resume development, job search guidance and assistance, access to financial literacy resources, and information on financial aid.
- Presenting to students in classroom settings about high demand/growth occupations, local

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and regional labor market information exploration of career pathways, interviewing, resume development, work readiness skills development and more.

- Facilitating opportunities to learn about occupations through field trips to local businesses and tours of the CareerForce Duluth location.
- Providing opportunities for students to directly experience occupations through job shadowing, mentoring, work experience, internships and other opportunities.
- Maintaining a CareerForce Duluth satellite office in each of the high school career centers.
- Exposing youth to career pathways in high-growth industries through connections to CAREERwise Education, O\*NET Online, Minnesota Career Information System (MCIS) and other resources.
- Facilitating tours of technical programs available in the high schools and local higher education institutions; encouraging participation in the annual Construct Tomorrow event.

16. Describe Youth-Focused Innovations/Best Practices, including (but not limited to):

- Attach the Shared Vision for Youth Blueprint to identify local interagency partnerships that 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.
  - 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.
- Private sector internships, on-the-job training, mentoring, job shadowing, pre-apprenticeship or apprenticeship training.

Private sector employers provide a variety of work experience opportunities for YES Duluth program participants. Because many of these are first-time work experiences, sites are specifically chosen and tailored for the individual based on his/her interests and abilities. A number of these work experiences have led to permanent positions with these employers.

Mentoring and on-the-job-training are integral to a successful work experience for both program participant and employer. As part of the employer orientation, YES Duluth encourages employers to provide constructive feedback, ensure adequate training and lay out clear expectations as a way to help youth be successful. Not only does this help the employee develop, it leads to a more effective employee for the employer.

YES Duluth staff offer work experience employers client-specific training on-site to enable employers to better understand the youth’s barriers and necessary accommodations. This

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works to improve working relationships between the youth and the employer.

Youth gain exposure to pre-apprenticeship and apprenticeship training through tours of technical programs in the high schools and visits to local higher education institutions or union training facilities. YES Duluth also continues to be involved with Construct Tomorrow, an annual event that provides hands-on exploration of careers in the construction trades. During the event, youth can “try out” activities at various stations and access information about apprenticeship training and careers. In addition to the daytime activities for the students, the YES Duluth staff are instrumental in hosting the evening open house for all ages. The intent behind this is to help educate the parents, guardians, and influencers in a young person’s life about the benefits of a trades career.

- **Pre-Employment Transition Services (PRE-ETS project, if appropriate).**  
As mentioned previously, City of Duluth is providing Pre-Employment Transition Services (Pre-ETS) to students with disabilities in grade 9 through age 21 that are attending secondary school and eligible for Vocational Rehabilitation Services (VRS). This has impacted our reach in the schools due to eligibility requirements that are not restricted by income criteria, yet includes 504 plans and medical records as qualifiers. Pre-ETS also has potential to serve as a pipeline for future OSY applicants.
- **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.**  
YES Duluth is well-connected to Vocational Rehabilitation Services (VRS), so while we did not participate in the initial DEI pilot project, we would consider participating in a future grant round to further enhance our services.

YES Duluth’s efforts include:

- Facilitating referrals between YES Duluth and VRS programs and coordinating plans with VRS for serving youth that both have in common.
  - Attending high school Individual Education Plan meetings to better understand the individual’s strengths and limitations. This helps with development of an individual employment plan with the youth.
  - Working with the school district’s Bridge and T12 programs, programs that work with youth with disabilities to help them achieve their high school diploma and transition to work. For those in the program with severe disabilities, the school district provides the worksite and the job coach and YES Duluth provides the pay and work experience orientations. For those with less severe disabilities, YES Duluth can provide the worksite and help them with next steps after graduation.
- **Strategies for coordinating with after-school and out-of-school time programming.**  
YES Duluth has existing relationships with many local youth programs including Neighborhood Youth Services and Valley Youth Center, and referrals occur on a regular basis. Staff has also connected with YWCA Girl Power to increase referrals.

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YES Duluth continues to have a frequent presence at the Adult and Area Learning Centers on a rotating basis to increase visibility and connections. A partnership with the Duluth Community School Collaborative allows YES Duluth to have office hours at Denfeld High School after school hours. We continually seek out opportunities for tabling events and providing office hours at other locations.

- Connections with MFIP and SNAP partners to assure policy alignment for youth under age 25. The City of Duluth is contracted by St. Louis County to provide employment services to MFIP clients. City of Duluth job counselors, as well as job counselors from other organizations that provide MFIP and SNAP employment services, are co-located with YES Duluth staff at the CareerForce Duluth location. This arrangement makes it easier to coordinate plans and have ongoing communication with MFIP Job Counselors.

Program staff across agencies are trained and knowledgeable of the myriad of program rules and policies that affect youth through the age of 24. Updates and changes in program policy are shared via e-mail and/or regular staff and partner meetings. Co-enrolling youth is done whenever possible to help leverage resources between the programs and partners.

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

- a. Who provides the service. If another agency (or agencies) provide these services, describe the scope of service(s) provided and how the WDA ensures participants are receiving appropriate service levels.
- b. If the service is provided by another agency (or agencies), describe how they were selected, what kind of MOU exists between the WDA and the provider.
- c. Summarize whether or not WIOA youth funds are used, and/or other funding sources are braided or blended to offset some (or all) of the cost of delivering that particular service.
- d. Summarize how the required program element is delivered to participants and any "best practices" associated with that element.
- e. The required 14 WIOA Young Adult Program Elements [P.L 113-128, Sec 129(c)(2) and individually defined and discussed in the final rules at 20 CFR 681.460]:
  - i. Program Element 1: Tutoring, study skills training, instruction and dropout prevention services
  - ii. Program Element 2: Alternative secondary school services or dropout recovery services
  - iii. Program Element 3: Paid and unpaid work experience
  - iv. Program Element 4: Occupational skill training
  - v. Program Element 5: Education offered concurrently with workforce preparation and training for a specific occupation
  - vi. Program Element 6: Leadership development opportunities
  - vii. Program Element 7: Supportive services

- viii. Program Element 8: Adult mentoring
- ix. Program Element 9: Follow-up services
- x. Program Element 10: Comprehensive guidance and counseling
- xi. Program Element 11: Financial literacy education
- xii. Program Element 12: Entrepreneurial skills training
- xiii. Program Element 13: Services that provide labor market information
- xiv. Program Element 14: Postsecondary preparation and transition activities

YES Duluth’s Individual Service Strategy outlines each of the 14 program elements and allows for the development of measurable goals and service referrals. Counselors maintain an interagency referral network to improve the delivery of the 14 program elements through direct outreach and the Opportunity Youth of Duluth collaboration.

Each participant completes an ISS with their counselor upon enrollment as a goal setting and planning procedure subsequent to their Objective Assessment. All program elements and performance indicators are addressed throughout the ISS. Every YES Duluth participant completes an Objective Assessment and an Individual Service Strategy with their counselor regardless of the grants in which they are enrolled or co-enrolled, and the ISS is renewed on a yearly basis.

YES Duluth is in the process of establishing MOUs between the WDA and program element providers. The following is our current interagency referral guide for providing the 14 program elements, including the status of our MOU with our partners.

Program Elements	Interagency Referrals	Best Practice
i. Tutoring, Study Skills Training and Instruction-Diploma	Life House and Harbor City International School (HCIS) MOUs in effect  ISD 709 and Lutheran Social Services (LSS) MOUs pending	Regular referrals and office hours at area high schools and the Area Learning Center, and support through Life House’s Futures Recovery Program.  Pending partnership with Truancy Action Prevention at LSS.
ii. Alternative School and Dropout Recovery- High School Equivalency	Life House MOU in effect  ISD 709 MOU pending	Regular referrals and office hours at area high schools and the Area Learning Center, and support through Life House’s Futures Education Program.
iii. Paid and Unpaid Work Experience	Life House MOU in effect	Frequent collaboration to address individual’s needs within our common caseloads. Job placements are customized to the interests, needs, and skills of the youth.

<p>iv. Occupational Skills Training</p>	<p>Lake Superior College (LSC), Wisconsin Indianhead Technical College (WITC) MOUs pending</p>	<p>Focus skills training exploration on career pathways within the broad scope of certification options available in our area. For example, diploma, certificate and arts degrees as well as short term training such WITC CNA training allows for certification in both MN &amp; WI.</p>
<p>v. Education offered concurrently with workforce preparation and training for a specific occupation</p>	<p>ISD 709 MOU pending</p>	<p>As youth work toward diploma or GED, establish work experience that aligns with career pathways interest. Following school and work experience completion, support transition into post-secondary school within the career pathway and unsubsidized employment in the field of interest.</p>
<p>vi. Leadership Development</p>	<p>HCIS MOU in effect</p>	<p>Youth Employment Training focuses on how to navigate workplace expectations, culture, and conflict. Includes how to work toward a leadership role on a team and in a workplace.</p> <p>Students engage in Global Citizenship at HCIS where class time is spent performing acts of service and community building.</p>
<p>vii. Support Services</p>	<p>Life House MOU in effect</p>	<p>Leveraging partnerships to provide needs related support to enable youth to participate in WIOA activities. Increased engagement in the GED stipend program.</p>
<p>viii. Adult Mentoring</p>	<p>Life House and HCIS MOUs in effect</p>	<p>HCIS and Life House staff and counselors build lasting relationships with youth participants that include activities which offer guidance, support and encouragement to develop the competence and character of the youth.</p>

ix. Follow Up Services	YES Duluth	Increased efforts to stay connected with youth and support them in the first phases of post-secondary education and/or unsubsidized work.
x. Guidance and Counseling	Life House, HCIS and North Homes Children and Family Services MOUs in effect	Referrals for primary care and mental health clinics/physicians, and potential need for diagnostic assessment, ARMHS, Rule 25 assessment, chemical dependency support and other outpatient services.
xi. Financial Literacy Education	Life House and HCIS MOUs in effect  Community Action Duluth MOU pending	Financial literacy education to gain the knowledge, skills and confidence to make informed financial decisions and attain greater financial health and stability. May include budgeting, initiation of checking and savings accounts, and assistance in financial decision-making in group settings or one-on-one. Curriculum and resources include Junior Achievement, the National Endowment for Financial Education and local credit unions.
xii. Entrepreneurial Skills Training	Life House MOU in effect	Skills training provided by UMD's Center for Economic Development program and Life House's Legitimate Hustle program.
xiii. Labor Market Information	YES Duluth	Incorporated into Career Pathways training and reviewed biannually through the LMI Snapshot.
xiv. Post-Secondary Preparation and Transition	Life House and HCIS MOUs in effect	Assist with FAFSA completion, application and enrollment assistance, Accuplacer preparation and college tours.

## Attachment 1H

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

(Applies to WIOA Youth funded programs ONLY)

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

#### Questions to be completed:

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

Strategies for outreach and recruitment:

Homeless Youth: Our primary strategies are based on our partnerships with agencies and district personnel that serve homeless youth. We receive referrals from services from partners including: ISD#709 Homeless Advocate, Truancy Action Prevention Program (based at Denfeld), Life House housing advocates, and LSS Another Door transitional housing for youth. School guidance counselors and social workers also make referrals to the YES Duluth program.

Foster Care: High school students in foster care are referred to the program by school staff. County social workers and LSS Oh.No.Eighteen program staff also make referrals to YES Duluth.

2. Identify school district(s) you would anticipate working with to recruit homeless, in-school youth and in-school foster care youth.

ISD#709

3. What services would you anticipate may need to be provided above and beyond what you are already offering?

Since 2015, the percentage of homeless or foster care youth YES Duluth serves has tripled. Nearly 25% of our current participants are foster care youth and approximately 30% are considered homeless. These participants require an increased amount of direct services and additional support services to gain and maintain stability, education, and employment. A change in direct services provided will include an overall process improvement such as: tracking these two populations in a more deliberative manner, more frequent communication with county social workers and LSS program staff, and educating new school staff on the services available to homeless and/or foster youth.

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

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

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

Outcomes				
Improve Transition Outcomes for Juvenile Offenders	Improve Transition Outcomes for Youth Aging Out of Foster Care	Improve Transition Outcomes for Youth with Disabilities	Prevent and End Homelessness	Reduce High School Dropout Rates
Strategies				
<p><b>Arrowhead Juvenile Corrections</b>                      YES Duluth receives referrals from AJC for youth on probation or transitioning from the Juvenile Center. Staff support both juvenile and adult offenders as they seek employment and also refer them to the New Leaf Workshop delivered at the CareerForce Duluth location.</p>	<p><b>Lutheran Social Services</b>                      Lutheran Social Services’ Oh No! Eighteen (ONE) program serves youth, ages 16-20 who are in or have aged out of foster care. YES Duluth continues to strengthen the partnership with LSS through employment and education support especially as youth transition out of foster care.</p>	<p><b>Pre-ETS</b>                      YES Duluth provides Pre-Employment Transition Services (Pre-ETS) to students with disabilities in grade 9 through age 21 that are attending secondary school and potentially eligible for Vocational Rehabilitation Services (VRS). This has impacted our reach in the schools due to eligibility requirements that are not restricted by income criteria, yet includes 504 plans and medical records as qualifiers.</p>	<p><b>Life House &amp; Lutheran Social Services</b>                      YES Duluth works with staff from Life House and Lutheran Social Services – community organizations that specialize in serving homeless youth and/or working to prevent homelessness - to educate them on YES Duluth program offerings and solicit referrals of youth in need of training and employment assistance. YES Duluth also works with the new Center for Changing Lives. Operated by Lutheran Social Services, the Center provides services and housing for youth who are homeless or at-risk of becoming homeless.</p>	<p><b>Adult Basic Education</b>                      YES Duluth works with ABE to provide support for their youth and young adults pursuing a GED or adult diploma, and offers employment and training services to these learners, as appropriate. ABE provides GED test prep, GED testing, TABE testing and Accuplacer prep. YES Duluth provides incentives to youth who complete their GED or HS diploma.</p>
<p><b>SOAR Career Solutions</b>                      YES Duluth partners with SOAR to provide counseling &amp; guidance to both juvenile</p>	<p><b>St. Louis County Social Services, Foster Care</b>                      YES Duluth collaborates with county</p>	<p><b>Vocational Rehabilitation Services</b>                      YES Duluth works closely with Vocational Rehabilitation Services (VRS) and will co-</p>	<p><b>ISD 709 – Families in Transition</b>                      YES Duluth works closely with the ISD 709 Families in Transition Program staff to</p>	<p><b>Area Learning Center</b>                      YES Duluth works with the Area Learning Center to increase blending of resources</p>

Outcomes				
Improve Transition Outcomes for Juvenile Offenders	Improve Transition Outcomes for Youth Aging Out of Foster Care	Improve Transition Outcomes for Youth with Disabilities	Prevent and End Homelessness	Reduce High School Dropout Rates
Strategies				
and adult offenders. SOAR offers re-entry services for individuals coming out of incarceration as they transition back into society.	social workers to identify and serve youth aging out of the foster care system and assist them with the application process to the program.	enroll participants when possible.	connect with youth who themselves (or their families) are homeless or at risk of becoming homeless.	and additional assistance to 'super seniors' and those students at risk of dropping out.
<b>Opportunity Youth of Duluth (OYOD)</b> YES Duluth partners with SOAR and Life House to implement OYOD. The Duluth-based OYOD project leverages the assets of each partner to serve youth and young adults who are most at-risk. SOAR (re-entry services) and Life House (homeless) serve as the primary entry points for program participants; YES Duluth facilitates placement in community-based employment and provides supports for those who are ready.		<b>ISD 709 – Bridge &amp; T12</b> YES Duluth works with school counselors, and staff involved with the BRIDGE and T12 programs for youth with disabilities. Staff also participate in Transition Resource Fairs at local high schools to promote services to youth with disabilities.	<b>Opportunity Youth of Duluth (OYOD)</b> YES Duluth partners with SOAR and Life House as part of OYOD. The Duluth-based project leverages the assets of each partner to serve youth and young adults who are most at-risk. SOAR (re-entry services) and Life House (homeless) serve as the primary entry points for program participants; YES Duluth facilitates placement in community-based employment and provide supports for those who are ready.	<b>ISD 709 Area High Schools</b> Within area high schools, YES Duluth staff work closely with Integration Specialists from the Office of Education Equity as well as promoting and supporting cross referrals with the Check and Connect program at Denfeld High School.
<b>NERCC Transition Fair</b> YES Duluth staff tables at the bi-annual Northeast Regional Corrections Center (NERCC) Transition Fair. This is an opportunity to connect with NERCC residents before their release.				



**Duluth Workforce Development Board  
Emerging Workforce Committee  
Work Plan PY 2020**

**MISSION:**

To guide and coordinate partnerships with local organizations that foster the full employment potential of youth and young adults in the Duluth area.

**OBJECTIVE:**

The Emerging Workforce Committee works to support eligible youth in accessing education and employment opportunities by:

- Recommending policy direction to the Local Board for the design, development, and implementation of programs that benefit all eligible youth;
- Design ways to better coordinate services and leverage resources among schools, programs, and community organizations that serve youth;
- Provide ongoing local and regional leadership in identifying and implementing best practices and continuous quality improvement in services provided to youth in the community;
- Advise and support planning and operations of YES Duluth services, assisting with resolution of any issues that may arise.

<b>Activities</b>	<b>PY 2020 Outcomes</b>
<p><u>Increase Access to Career Pathways</u></p> <ul style="list-style-type: none"> <li>• Developing additional opportunities beyond the first-time work experience – i.e. internships, job shadowing &amp; OJT (Experiential Learning).</li> <li>• Providing opportunities for youth to connect with professionals in various occupations to learn about “a day in the life of X.”</li> <li>• Provide participants with an LMI Snapshot; an easily digestible and current statistical overview of high growth, high demand, and high wage jobs in NE Minnesota.</li> <li>• Providing education and opportunities to learn about jobs that exist with an emphasis on high-demand, high-wage industries.</li> <li>• Ensuring program participants receive career pathways information and understand career pathways in various industry sectors.</li> <li>• Engage in efforts to build career pathways for youth in healthcare, skilled trades and hospitality.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase awareness of labor market information in today’s employment climate.</li> <li>• Develop new work experience sites that will offer hands-on career exploration in high-demand occupations.</li> <li>• Work with Opportunity Youth of Duluth to develop an additional transitional work experience site for youth/young adults with significant barriers to employment.</li> <li>• Promote 218Trades among local schools and youth-serving organizations.</li> <li>• Build linkages between the Emerging Workforce Committee and Career Pathways Committee working groups.</li> <li>• Build accessible career pathway programs in healthcare, construction, hospitality and other in-demand industries.</li> </ul>
<p><u>Increase Employer Engagement</u></p> <ul style="list-style-type: none"> <li>• Talking with/educating employers about their role in developing future workforce; clearly define their roles and how we will support them.</li> <li>• Work with employers to successfully employ and coach youth with barriers in employment.</li> <li>• Increasing recognition for employers engaged in youth workforce development efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• Update guidelines and agreements for work experience sites that will help increase employer engagement and further youth access to career pathways.</li> <li>• Ramp up on-boarding strategies and training for employers to increase their ability to effectively develop youth’s employment skills and potential.</li> <li>• Support employers to provide higher quality mentorship to youth in Work Experience.</li> </ul>

	<ul style="list-style-type: none"> <li>• Create a formal recognition plan for key employer partners.</li> </ul>
<p><u>Increase Outreach to Youth &amp; Young Adults by:</u></p> <ul style="list-style-type: none"> <li>• Partnering with others in the community to meet youth where they are – expand services outside CareerForce.</li> <li>• Partnering with ISD 709 and High School Career Centers to connect with youth, provide career exploration, training and other activities.</li> <li>• Develop opportunities for providing mentoring to youth/young adults, particularly youth of color.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to expand and deepen partnership with ISD709 to connect youth still in school with career pathways opportunities.</li> <li>• Pilot offsite office hours at at least one additional youth serving location.</li> <li>• Continue and potentially expand tabling efforts at community events.</li> <li>• Deepen relationships with community partners that can provide culturally relevant mentoring for youth.</li> </ul>
<p><u>Commitment to Equity, Diversity and Inclusion</u></p> <ul style="list-style-type: none"> <li>• Proactively work with employers to address implicit bias in recruitment, hiring, onboarding and retention.</li> <li>• Train staff on trauma-informed case management.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure equitable access to employment and education opportunities.</li> </ul>

**ATTACHMENT B**

**REQUEST FOR PROPOSAL (RFP)  
FOR IN-KIND SERVICES**

**FINANCIAL LITERACY TRAINING MODULE  
FOR YOUNG ADULTS**

**CITY OF DULUTH WORKFORCE DEVELOPMENT  
YOUTH EMPLOYMENT PROGRAM  
402 W 1<sup>ST</sup> STREET  
DULUTH, MN 55802**

**APRIL 2015**

## **1. SUMMARY AND BACKGROUND**

Duluth Workforce Development's YES program (Youth Employment Services) has been providing employment services to economically disadvantaged and at-risk youth for decades. The purpose of this Request for Proposal (RFP) is to solicit proposals from various organizations for the delivery of two financial literacy workshops to youth ages 16-24. Core components of the training must include age-appropriate skill development activities that help youth learn financial management skills, obtain experience with the banking system, increase understanding of financial responsibility and develop strategies for ways to build savings.

## **2. PROPOSAL GUIDELINES**

Proposals will be accepted until 4:30 PM CST May 1, 2015. Any proposals received after this date and time will not be accepted. All proposals must be signed by an official agent or representative of the organization submitting the proposal.

## **3. PROJECT PURPOSE AND DESCRIPTION**

### **The purpose of this project is as follows:**

Research indicates that early financial literacy may raise the savings rates of youth once they reach adulthood. However, most young people lack the skills needed to effectively budget and save. Financial education enables young people to start positive habits early such as saving money and budgeting, as well as avoid making "wrong" decisions that could result in years of financial pain, such as incurring an unmanageable level of credit card debt. Surveys indicate that a minority of surveyed teens understand how credit card interest and fees work, how to balance a checkbook, or know how to check the accuracy of a bank statement. The core components of this project are focused on providing participants with information and skills that assist them in effectively managing their earnings from a short-term work experience and future employment.

### **Project Description:**

Y.E.S. Duluth is seeking a provider to deliver workshops *free of charge* for youth ages 16-24 that help students easily grasp the essentials of personal finance, gives them opportunities to practice core skills and showcases the real-world impact of the financial decisions they make.

## **4. PROJECT SCOPE**

The selected bidder will be responsible for planning and conducting the workshops according to the following schedule:

- Friday, July 24, 2015 from 1:00 – 3:00 PM (Summer Cohort One)
- Friday, August 21, 2015 from 1:00 – 3:00 PM (Summer Cohort Two)

## **5. REQUEST FOR PROPOSAL AND PROJECT TIMELINE**

### **Request for Proposal Timeline:**

All proposals in response to this RFP are due no later than 4:30 PM CST, May 1, 2015. Evaluation of proposals will be conducted from May 4 – May 8, 2015. If additional information or discussions are needed with any bidders during this one week window, the bidder(s) will be notified. The selection decision for the winning bidder will be made no later than May 12, 2015. Notifications to bidders who were not selected will be completed by May 20, 2015.

## **6. BIDDER QUALIFICATIONS**

Bidders should provide the following items as part of their proposal for consideration:

- Brief organizational overview/history
- Description of organizational experience working with youth ages of 16 to 24
- Name and qualifications of staff who will be working on this project
- Workshop overview that includes sample of curriculum to be used for each component

## **7. PROPOSAL EVALUATION CRITERIA**

City of Duluth Workforce Development will evaluate all proposals based on the following criteria. To ensure consideration for this Request for Proposal, your proposal should be complete and include all of the following criteria:

- Overall proposal suitability: Proposed solution(s) must meet the scope and needs included herein and be presented in a clear and organized manner
- Organizational Experience: Bidders will be evaluated on their experience as it pertains to the scope of this project
- Technical expertise and experience: Bidders must provide descriptions and documentation of staff technical expertise and experience

Each bidder must submit 2 copies of their proposal to the address below by May 1, 2015 by 4:30 PM CST.

**City of Duluth Workforce Development**  
**Attn: Paula Reed**  
**402 W 1<sup>st</sup> Street**  
**Duluth, MN 55802**



## **YES Duluth**

Duluth Workforce Development  
402 West 1<sup>st</sup> Street, Duluth, Minnesota 55802  
Phone: 218-302-8400, Fax: 218-730-5952

### Individual Training Account (ITA) Policy

Approved 4/1/2020

Youth and young adults interested in and appropriate for post-secondary training, will complete a *Request for Training*. This form helps the client make informed decisions regarding the training program and allows YES Duluth to verify the training program meets WIOA requirements. The training program must lead to a credential, be WIOA certified, offered by an institution listed on the Eligible Training Provider List (ETPL) and lead to an in-demand occupation. ITAs may be used for both in-school youth, ages 18-21, and out of school youth, ages 16-24.

YES Duluth will provide financial support for tuition, books, fees, and supplies **up to** \$1500 for short-term programs or per semester, provided the client is meeting expected requirements for completing the program. Staff will send the ITA to the eligible training provider to be billed directly. The ITA will cover one short-term program/semester and will be reviewed each semester.

Youth will sign off on an *ITA Agreement* including, but not limited to, the following requirements:

- Apply for financial aid when applicable,
- Maintain a “C” average (2.0 GPA) or the minimum GPA requirements of the program, whichever is higher, and
- For long term training, maintain full time status (12 credits fall/spring semester or 6 credits summer semester) unless an accommodation or reduced class schedule is recommended by Disability Specialist or YES Duluth staff.



## **YES Duluth**

Duluth Workforce Development  
402 West 1<sup>st</sup> Street, Duluth, Minnesota 55802  
Phone: 218-302-8400, Fax: 218-730-5952

### Request for Training

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

What career/job are you seeking: \_\_\_\_\_

Why are you interested in this field? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Major/Program: \_\_\_\_\_

Training Type (AA/AS Degree, Diploma, Certificate, no credential): \_\_\_\_\_

Tuition Cost: \_\_\_\_\_ Is Financial Aid available? Yes / No

Start Date: \_\_\_\_\_ Expected Graduation Date: \_\_\_\_\_

Can you meet the admission requirements: Yes / No If no, explain: \_\_\_\_\_

Use <http://mn.gov/deed/cee> to check the following Labor Market Information.

What is the median wage for your career goal? \_\_\_\_\_

What is the expected growth rate for this career area? \_\_\_\_\_



Duluth Workforce Development  
402 West 1<sup>st</sup> Street, Duluth, Minnesota 55802  
Phone: 218-302-8400, Fax: 218-730-5952

## Individual Training Account Agreement

1. Funding will be based on eligibility for the program, financial need, and likelihood of your completion of the program of study chosen.
2. You must apply for Financial Aid ([www.fafsa.gov](http://www.fafsa.gov)) through the school you plan to attend and provide a copy of your award letter to your career counselor. This does not apply for short-term training programs where financial aid is not available.
3. Funding for training will only be approved if the training provider is listed on the Eligible Training Provider List. (<https://mn.gov/deed/cee>)
4. Training must lead to an in-demand occupation.
5. If you have a training plan in place with another agency (ie. VRS, WIOA Adult, etc.) you will need to provide a funding plan from that agency before receiving any funding through this program.
6. Your employment goal must be consistent with your abilities, values, and interests. This is determined through the objective assessment and career testing.
7. You must maintain full-time student status, unless an accommodation or reduced schedule is in place.
8. Work-study or part-time employment may be included in your plan to help finance your training.
9. You must demonstrate active participation and progression in your training program by:
  - a. Maintaining a “C” average (2.0 cumulative GPA) or the minimum GPA requirements of the program, whichever is higher,
  - b. Monthly contact with your career counselor while in school, summer/school breaks, and during job search,
  - c. Providing copies of semester grades and schedules,
  - d. Not changing your career/training goal without approval from your career counselor,
  - e. Not dropping classes or changing class enrollment without discussing the need with your career counselor, and
  - f. Providing a copy of your degree, diploma, certificate, license, or transcript upon completion of training.
10. Demand for services and budget changes may affect funding availability.

I have read, understand, and agree to the terms listed above in the ITA Agreement.

Client Signature \_\_\_\_\_ Date \_\_\_\_\_

Staff Signature \_\_\_\_\_ Date \_\_\_\_\_



YES Duluth  
Duluth Workforce Development  
402 West 1<sup>st</sup> Street  
Duluth, Minnesota 55802  
Main: 218-302-8400  
Fax: 218-730-5952

## **YES Duluth Support Services**

### **Incentive Policy**

(Updated and Approved January 2020)

City of Duluth Youth Employment Service (YES Duluth)

*For participants completing assessment period and becoming enrolled in the  
WIOA Youth, MYP or YCG program*

The Workforce Innovation and Opportunity Act (WIOA), Section 129(c)(1), states that WIOA Youth funds can be used to provide incentives for recognition and achievement to eligible youth. They are intended to be used to encourage and motivate WIOA youth to reach specific goals and obtain positive outcomes.

Incentive awards result from completion of activities tied to goals in each participant's Individual Service Strategy (ISS). The incentive payments below shall be awarded equitably to all eligible participants. Such incentive awards shall be requested via a Supportive Services "voucher" approved by the appropriate staff and issued by or under the auspices of the City Auditor's office, and will be reported to DEED monthly on Financial Status Reports as part of the overall Supportive Services expenditures.

**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, the following:

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

**Support Service Approval Process:** Under \$50: no signature required, \$50 to <\$100: staff sign, \$100-\$200: Workforce Director, Operations Manager, Senior Employment Director, or designated Administrative Specialist sign, \$200+: Workforce Director, Operations Manager, or Senior Employment Director sign.

## **In School Youth**

### **Grade Completion and Diploma – Up to \$200**

- \$25 For each grade level completed while enrolled in YES Duluth
- \$100 Receiving high school diploma (Turn in copy to job counselor)

### **Workforce Center classes – Up to \$60** (Can choose the following in the form of a gift card to Target, Walmart, or a personal check)

- \$5 Job Club (Must reach at least \$10 to get the incentive, i.e. Attending two Job Clubs for \$10 or Job Club and Resume class for \$15)
- \$10 Workforce Center workshops – Youth Employment Training, Resume Writing, Interviewing Skills, Using Computers for Job Search, New Leaf
- \$20 Creative Job Search
- \$25 Financial Literacy (Must complete series of workshops and open an account at any financial institution. Payment is direct to new account.)

### **Job and Credential – Up to \$100**

- \$50 Getting a job upon exit from YES Duluth. (Turn in copy of paystub)
- \$50 Attaining a credential while enrolled in YES Duluth (i.e. AA degree, CNA, Servsafe) for 1st credential received. (Turn in copy of certification)

### **Follow-up after exit – Up to \$100**

- \$50 Turning in one of the following which shows involvement during the 2nd quarter after exit quarter: paystub, college enrollment (schedule, grades, etc), advanced training, or military involvement.
- \$50 Turning in one of the above which shows involvement during the 4<sup>th</sup> quarter after exit.

### **Bonus Gift Cards – \$10** (Target or Walmart)

Gifts cards can be earned by achieving goals and/or making significant progress toward goals, at the discretion of job counselors.

## **Out of School Youth**

### **GED/High School Diploma - Up to \$200**

- \$25 Passing a GED test with a score of 145 or better (\$25 for each of 4 tests – total possible \$100)
- \$100 Attaining GED or High School Diploma (Turn in copy to job counselor)

### **Workforce Center classes – Up to \$60 - (Can choose the following in the form of a gift card to Target, Walmart, or a personal check)**

- \$5 Job Club (Must reach at least \$10 to get the incentive, i.e. Attending two Job Clubs for \$10 or Job Club and Resume class for \$15)
- \$10 Workforce Center workshops – Youth Employment Training, Resume Writing, Interviewing Skills, Using Computers for Job Search, New Leaf
- \$20 Creative Job Search

### **Job and Credential – Up to \$100**

- \$50 Getting a job upon exit from YES Duluth. (Turn in copy of paystub)
- \$50 Attaining a credential while enrolled in YES Duluth (i.e. AA degree, CNA, Servsafe) for 1st credential received. (Turn in copy of certification)

### **Follow-up after exit – Up to \$100**

- \$50 Turning in one of the following which shows involvement during the 2nd quarter after exit quarter: paystub, college enrollment (schedule, grades, etc), advanced training, or military involvement.
- \$50 Turning in one of the above which shows involvement during the 4<sup>th</sup> quarter after exit.

### **Bonus Gift Cards – \$10 (Target or Walmart)**

Gifts cards can be earned by achieving goals and/or making significant progress toward goals, at the discretion of job counselors.

## Miscellaneous

**Work-Related Verification Documents:** Maximum of \$100 per year for obtaining official Birth Certificate, Driver's License, State Identification, Social Security Card, etc. as required for employment eligibility. Payment made directly to issuing agency.

**Car Repair:** Up to \$300/participant. Refer participant to Duluth Automotive at the High School or Lake Superior College automotive class for repair. Participant must get quotes for repair. Call garage/repair shop and ask if they will bill DWD/YES Duluth. Payment made to garage vendor or as a reimbursement to participant.

**Driver's Education Training:** Up to \$450/participant. Payment made directly to Driving School Vendor.

**GED Stipend:** ALC/ABE, CAD, Life House; \$10.00 an hour up to 10 hours/week for in-class/PLATO work toward passing the GED. Submit W-9 form to Fiscal Dept. Yearly total payments over \$600 are subject to tax. Participant will receive yearly 1099 tax form.

**Transportation:** Maximum of \$500 per year. While enrolled in the program and during follow-up, participants are allowed one 30-Day bus pass or \$40 gas card every 30 days to allow youth to get to work, school, or conduct job search activities.

**Clothing and Tools:** Maximum of \$500 per year. Clothing voucher issued for TJ Maxx, Scrubs Direct or Minnesota Surplus for the purpose of getting clothes needed for work or job search/interviews. Youth may also bring in a receipt for reimbursement if needed clothing or work tools are not available at above vendors.

**Child Care:** Maximum of \$500 per year. Participant must not be able to receive duplicate services elsewhere (i.e. Child Care Assistance). Payment made directly to child care provider.

**Housing or Rental Assistance:** Maximum of \$500 per year. Participant must bring in receipt or statement of application fee or monthly rent. Payment made directly to housing authority/landlord.

**Cell Phone Bill Reimbursement:** Maximum of \$50 per month and \$200 total per year.

Requirements: Youth who have gained unsubsidized employment may bring in a cell phone minutes receipt, or paid bill receipt to receive the reimbursement OR if youth is actively job searching, they must talk to job counselor about the places they are applying and attend at least two Job Club sessions at the Workforce Center each month to receive reimbursement.

## Work Readiness Tool—Work Performance Evaluation

**Attachment E**

Participant Name:		Worksite:			
Participant Job Title:		Worksite Supervisor/ Reviewer:			
Start Date:		Review Date #1:		Review Date #2:	
FOUNDATION SKILL	PERFORMANCE EXPECTATIONS	Performance Improvement Plan Needed (1)	Needs Development (2)	Proficient (3)	Exemplary (4)
ATTENDANCE	Understanding work expectations for attendance and adhering to them. Notifying supervisor in advance in case of absence.				
PUNCTUALITY	Understanding work expectations for punctuality. Arriving on time for work, taking and returning from breaks on time, and calling supervisor prior to being late.				
WORKPLACE APPEARANCE	Dressing appropriately for position and duties. Practicing personal hygiene appropriate for position and duties.				
TAKING INITIATIVE	Participating fully in task or project from initiation to completion. Initiating interaction with supervisor for next task upon completion of previous one.				
QUALITY OF WORK	Giving best effort, evaluating own work, and utilizing feedback to improve work performance, striving to meet quality standards.				
COMMUNICATION SKILLS	Speaking clearly and communicating effectively—verbally and non-verbally. Listening attentively. Using language appropriate for the work environment.				
RESPONSE TO SUPERVISOR	Accepting direction, feedback, and constructive criticism with positive attitude and using information to improve work performance.				
TEAMWORK	Relating positively with coworkers. Working productively with individuals and teams. Respecting diversity in race, gender, and culture.				
PROBLEM SOLVING CRITICAL THINKING	Exercising sound reasoning and analytical thinking. Using knowledge and information from job to solve workplace problems.				
WORKPLACE CULTURE POLICY AND SAFETY	Demonstrating understanding of workplace culture and policy. Complying with health and safety rules. Exhibiting integrity and honesty.				
SPECIFIC WORKPLACE AND CAREER SKILL	PERFORMANCE EXPECTATIONS	(1)	(2)	(3)	(4)
^Employers may add as many or few additional skills as they see fit based on the position	TOTAL SCORE: _____ Add 4-box total; average score = total # of skills	# Check X 1 Total: _____	# Checked X 2 Total: _____	# Checked X 3 Total: _____	# Checked X 4 Total: _____

- To meet work readiness skill attainment:**
- 1) Employee must have an overall average score that is “proficient.” (3.0) or
  - 2) Employee must meet “proficient” standard in 80% of the total categories listed.
  - 3) Supervisor MUST verify that performance on the job was satisfactory.
  - 4) Employee must not have been fired from this work experience.

Employer Signature: \_\_\_\_\_

Employee Signature: \_\_\_\_\_

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