

**Unified Local Youth Plan  
 PY 2017 WIOA Youth Formula Funds  
 SFY 2018 Minnesota Youth Program (MYP)**

**Cover Sheet/Signature Page**

<b>APPLICANT AGENCY</b> - Use the legal name and full address of the fiscal agency with whom the grant will be executed.	<b>Contact Name and Address</b>
<b>Southwest Minnesota Private Industry Council, Inc.</b> <b>Lyon County Government Center</b> <b>607 W. Main Street</b> <b>Marshall MN 56258</b>  <b>Telephone Number: 507-537-6987</b>	<b>Eriann Faris</b> <b>Southwest Minnesota Private Industry Council, Inc.</b> <b>Lyon County Government Center</b> <b>607 W. Main Street</b> <b>Marshall MN 56258</b>
Director Name: Juanita Lauritsen  Telephone Number: 320-269-5561  FAX: 507-537-6997  E-Mail: jlauritsen@swmnpic.org	Contact Name: Eriann Faris  Telephone Number: 507-476-4053  FAX: 507-537-6362  E-Mail: efaris@swmnpic.org

MN Tax ID #: 3012698 Federal Employer ID #: 411487964

DUNS Number: 061564931

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

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

Title: \_\_\_\_\_

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

# Checklist of Items to be Submitted With Unified Local Youth Plan Prior to Submittal to DEED:

**NOTE: Once your unified plan is approved by DEED, separate PSP Forms will be sent for you to complete and sign so that funding can be released at the appropriate time.**

- Signed Cover Page \_\_\_\_\_
- Completed PY 2017 **PRELIMINARY** WIOA Youth Budget \_\_\_\_\_
- Completed SFY 2018 **PRELIMINARY** MYP Budget \_\_\_\_\_
- List of Youth Committee Members \_\_\_\_\_
- List of Youth Service Providers For PY17/SFY18 (WIOA and MYP) \_\_\_\_\_
- Current Youth Committee Mission Statement and Workplan \_\_\_\_\_
- Copy of the Most Recent Request For Proposal (RFP) Used to Select WIOA Youth Service Providers (and MYP, as appropriate) \_\_\_\_\_
- Best Practices for Serving the Neediest Youth \_\_\_\_\_
- Completed Narrative \_\_\_\_\_

[Attachment 2]

**PY 2017 Budget Information Summary:**  
**WIOA Youth Formula Grant Program**  
 (See page 5 for definitions of cost categories)

WSA/Contact:	WDA 6/ Pamela Russell
E-Mail Address/Phone Number:	prussell@swmnpic.org 507-476-4061
Date Submitted (or Modified):	

Cost Category	Carryover From PY16 (Cannot Exceed 20% of PY16 Amt.)	New Funds Under WIOA	Total Funds Available	Estimated CUMULATIVE Quarterly Expenditures			
				4/1/17 to 6/30/17	7/1/17 to 9/30/17	10/1/17 to 12/31/17	1/1/18 to 3/31/18
833 Administration (Cannot Exceed 10%)							
<b>WIOA Youth Program Financial Information</b>							
841 In-School Youth Work Experience Wages/Fringe							
825 Out-of-School Youth Work Experience Wages/Fringe							
872 In-School Youth Work Experience Staff Costs							
855 Out-of-School Youth Work Experience Staff Costs							
874 In-School Youth Direct Services (Non-Work Exp.)							
877 Out-of-School Youth Direct Services (Non-Work Exp.)							
848 In-School Youth Support Services							
862 Out-of-School Youth Support Services							
860 In-School Youth Other Services							
878 Out-of-School Youth Other Services							
<b>TOTAL:</b>							
<b>Pct. Of Funds Expended on Out-of-School Youth (75 percent REQUIRED for PY 17):</b>			75%				

Estimated Number of WIOA Youth Served		
In-School Youth	Out-of-School Youth	Total Est. Served
3	20	23

[Attachment 2]

**SFY 2018 Budget Information Summary:**  
**Minnesota Youth Program\***  
 (See page 5 for definitions of cost categories)

WSA/Contact:	WDA 6/ Pamela Russell
E-Mail Address/Phone Number:	prussell@swmnpic.org 507-476-4061
Date Submitted (or Modified):	

Cost Category	CUMULATIVE Quarterly Expenditures for SFY 2018**					Carry Over to SFY19*
	Total Funds Available	7/1/17 to 9/30/17	10/1/17 to 12/31/17	1/1/18 to 3/31/18	4/1/18 to 6/30/18	
833 Administration (Up to 10%)						
<b>Minnesota Youth Program Financial Information</b>						
881 Youth Participant Wages and Fringe Benefits						
885 Direct Services to Youth						
860 Outreach to Schools (Direct Services – Up to 20 percent)						
891 Support Services						
<b>TOTAL:</b>						

\*MYP funds CAN be carried over into the next biennium (SFY 2019).

\*\*All quarterly figures must be cumulative.

Estimated Number of MYP Youth Served/Cost Per Participant (7/1/17 - 6/30/18)	
Summer	80
Year-Round	30
(Optional) Outreach to Schools (Youth+Families)	575
<b>EST.TOTAL MYP YOUTH SERVED:</b>	685
Estimated Cost Per MYP Participant:	\$487.93
Estimated Cost Per OTS Participant/Family:	\$71.30

## Definitions of Cost Categories

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

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

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

**(WIOA and MYP) Youth Participant Wages and Fringe Benefits** – Wages and benefits paid directly to youth participants while engaged in program activities. Stipends provided for educational activities should be included in this cost category.

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

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

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

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

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

## Youth Committee and Service Provider Information

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

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

SW MN Youth Council Membership 2017

Name Work Address	Phone Work/Fax/Home	E-Mail Address	LWIB
<b>Laurel Christianson</b> MN West - Granite Falls 1593 11th Ave. Granite Falls MN 56241	(W) (320) 564-5052 (F) (320) 564-4582 (H) -	Laurel.Christianson@mnwest.edu  <b>Post-Secondary</b>	
<b>Duane Duane</b> Dept. of Corrections 267 E. 2nd St. PO Box 130 Redwood Falls MN 56283	(W) (507) 637-1173 (F) (507) 637-1171 (H) -	duane.d.frank@state.mn.us  <b>Corrections</b>	
<b>Jennifer Moore</b> Job Corps/CHP International Inc. 310 E. 38th St. Suite 304E Minneapolis MN 55409	(W) 612-875-9369 (F) - (H) -	moore.jennifer@jobcorps.org  <b>Job Corp</b>	
<b>Nate Hanson</b> Worthington ALC 117 11th Ave Worthington MN 56183	(W) (507) 329-6247 (F) (507) 372-4364 (H) -	Nate.Hanson@isd518.net  <b>Secondary Education</b>	
<b>Tom Hoff</b> SW/WC Service Coop. 1420 East College Drive Marshall MN 56258	(W) (507) 537-2271 (F) (507) 537-7327 (H) -	Tom.Hoff@swsc.org  <b>Career and Technical Education</b>	
<b>Janice Holien</b> VRS 607 W. Main St. Marshall MN 56258	(W) 507-476-4046 (F) 507-537-7977 (H) 507-401-7875	janice.holien@state.mn.us  <b>Vocational Rehabilitation Services</b>	
<b>Karen Jacobson</b> MRV ALC PO Box 487 Montevideo MN 56265	(W) (320) 269-9297 (F) (320) 269-5474 (H) (320) 269-9872	kjacobson@mrved.net  <b>Secondary Education</b>	
<b>Amy Last Name</b> TRIO Upward Bound SMSU - 1501 State Street Marshall MN 56258	(W) (507) 537-7286 (F) (507) 537-6027 (H) -	amy.nemitz@smsu.edu  <b>Upward Bound/TRIO</b>	
<b>Linda Pesch</b> MN West - Canby	(W) (507) 223-7252 (F) -	linda.pesch@mnwest.edu	

1011 First Street Canby MN 56220	(H) -	<b>Post-Secondary</b>	
<b>Pat Thomas</b> SW ABE 607 West Main St. Marshall MN 56258	(W) 507-537-7046 (F) - (H) (507) 829-3448	pthomas@starpoint.net <b>Adult Basic Education</b>	<b>x</b>
<b>Craig Wilson</b> Southwest Health and Human Services 607 West Main Street Suite 100 Marshall MN 56258	(W) (507) 532-1277 (F) - (H) -	craig.nelson@swhhs.com <b>Human Services</b>	
<b>Robin Henderson</b> Yellow Medicine East Integration Coordinator 450 9th Ave Granite Falls MN 56241	(W) (320)-564-4081 (F) - (H) -	rhenderson@isd2190.org <b>Integration Collaborative</b>	
<b>Kati Birhanzi</b> University of MN Extension 629 N 11th Street Montevideo MN 56265	(W) (320) 269- 6521 (F) - (H) -	kbirhanzi@umn.edu <b>U of MN Extension/Parent</b>	
<b>Shelly Castenada</b> United Action Agency 1400 South Saratoga Street Marshall MN 56258	(W) (507) 537-1416 (F) ext. 2101 (H) -	shellyc@unitedcapmn.org <b>Community Action Program</b>	
<b>Rhonda Brandt</b> Minnesota Valley Area Learning Center 1313 E. Black Oak Ave. Montevideo MN 56265	(W) (320) 269-7131 (F) (320) 269-7131 (H) (320) 269-7131	rbrandt@montevideoschools.org <b>Secondary Education</b>	<b>x</b>
<b>Muna Mohamed</b> SMSU Student/PIC Participant 614 West Thomas Ave Marshall MN 56164	(W) (507) 532-3796 (F) - (H) -	munamohamed0707@icloud.com <b>Participant</b>	<b>x</b>
<b>Judy Rashke</b> Director of Human Resources at PCMC 916 4th Ave SW Pipestone MN 56164	(W) (507) 825-5811 (F) - (H) -	judy.raschke@pcmchealth.org <b>Employer</b>	<b>x</b>

Staff Name Office Address	Phone-Work/Fax	E-Mail Address	
<b>Eriann SW MN PIC</b> SW MN PIC 607 W. Main Street Marshall MN 56258	(W) (507)-476-4052 (F) (507) 829-8168 (H) -	efaris@swmnpic.org	
<b>Juanita SW MN PIC</b> SW MN PIC 202 N. 1st St. Suite 100 Montevideo MN 56265	(W) (320) 269-5561 (F) (507) 537-6987 (H) (507) 537-6997	jlauritsen@swmnpic.org	
<b>Cathy SW MN PIC</b>	(W) (320) 269-5561	cervin@swmnpic.org	



SW MN PIC 202 N. 1st St. Suite 100 Montevideo MN 56265	(F) - (H) -	
<b>Kimberley</b> SW MN PIC 607 W. Main Street Marshall MN 56258	(W) (507) 476-4052 (F) (507) 295-5034 (H) -	keinck@swmnpic.org
<b>Carrie</b> SW MN PIC 202 N. 1st St. Suite 100 Montevideo MN 56265	(W) (320) 269-5561 (F) 507-476-2188 (H) -	cbendix@swmnpic.org

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. Add additional boxes as needed.

Youth Service Provider/Contact	WIOA	MYP
Name of Service Provider: SW MN Private Industry Council Address: 607 W Main Street City, State, ZIP Marshall MN 56258 Contact Person: Eriann Faris Contact Person Phone: 507-476-4053 Contact Person E-Mail: efaris@swmnpic.org Service Provider Website: www.swmnpic.org	<b>Yes No</b> In-School? [ <b>x</b> ] [ ] Out-of-School? [ <b>x</b> ] [ ]	<b>Yes No</b> Summer? [ <b>x</b> ] [ ] Year-Round? [ <b>x</b> ] [ ] OTS*? [ <b>x</b> ] [ ]

\*\*OTS\*\* = Outreach to Schools component of MYP.

[Attachment 1]

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

**IMPORTANT NOTE: This narrative section will cover PY 2017 for purposes of WIOA planning and SFY 2018 for MYP planning purposes.**

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

*See attached copy of most recent Request for Proposal (RFP). In 2012, WDA 6 put forward an RFP on our local website and in all of the local papers, however, there were no proposals submitted. Prior to our most recent proposal, there were no proposals submitted. The Youth Committee brought forward the recommendation to the Workforce Development Board that the SW MN PIC, as the recipient/fiscal agent, with proven track record of success will administer the elements of WIOA Young Adult services. While the intent of our past RFP was to deliver more focused summer leadership development opportunities, involved youth will benefit from the ability to receive more integrated and streamlined services from a local SW MN PIC Youth Employment Specialist.*

2. Describe outreach and recruitment of:

- Out-of-School Youth (“OSY”)

*OSY will be recruited through established partnerships with secondary and post-secondary educational institutions, Adult Basic Education (ABE), Vocational Rehabilitation Services (VRS), community action councils, county agencies, businesses, human service agencies, community corrections, parents, past or current participants, and other youth-serving organizations. The Youth Committee, Local WDB Members, CEOB Members, staff, and partners are involved in the outreach, recruitment, and referral process.*

*Additional outreach and recruitment initiatives include:*

- *Regular meetings with leaders from the Lower Sioux Reservation, Micronesian, Karen, and Somali communities provide great opportunities to customize culturally responsive outreach efforts as well as services.*
- *Working closely with Upward Bound and TRIO programming to identify referrals attending training programs for potential tuition assistance.*
- *Referrals from SW MN PICs Disability Employment Initiative (DEI) and the current Pre-ETS pilot project with VRS. Partnering with VRS providers, to provide program application and offer services to VR eligible youth, including and especially those youth placed on a VRS wait-list.*

- *Contacting former Minnesota Youth Participants (MYP) participants to determine whether they could qualify for and benefit from additional services under WIOA.*
- *Referrals from local Adult Basic Education (ABE) instructors to find GED, Adult Diploma, and English as Second Language (ESL) students who qualify for services under WIOA and MYP.*
- *Meet regularly with Job Corp representative.*
- *Media releases to newspapers throughout WDA 6, which inform their readers of the SW MN PIC ability to provide scholarship opportunities, paid internships/work opportunities, and On-the-Job Training (OJT).*
- *Work with county social services and public health agencies, as well as other agencies serving at-risk youth and their families (e.g. local resource centers for homeless youth, local food shelves, mental health services providers, etc.) to identify out-of-school youth who could benefit from services under WIOA/WIOA and MYP, such as the Supplemental Nutrition Assistance Program (SNAP).*
- *Utilize PICs social media (Southwest Minnesota Careers Facebook page, and PICs You Tube, etc.) to inform the public of the services available, specifically the scholarship opportunities and paid internships/work opportunities for OSY.*
- *Attend local community events, including college and business expos, career fairs, hiring events, and other community outreach events delivering information of services available for WIOA and MYP.*
- *Identify students participating in Outreach to Schools (OTS) and the Higher Education Career Advisory Program (HECAP), for WIOA OSY and MYP services.*
- *Ongoing communication with public assistance employment counselors to determine if they have clients who would qualify for and benefit from services under WIOA and MYP, for example those receiving Minnesota Family Investment Program (MFIP).*
- *Connect with area secondary school teachers, special education case managers, principals, and counselors to inquire about recent graduates in their communities who are known to be struggling to find a career path.*
- *Encourage current and past participants to inform their friends and family about the services offered by PIC and Workforce Center partners. Ask employers to refer their potential candidates for PIC Youth and Young Adult Program services.*
- *Other avenues used are:*
  - *Word of Mouth*
  - *SW MN PIC Website ([www.swmnpic.org](http://www.swmnpic.org))*
  - *DEEDs Local Business Services Specialists- Employer*

*referrals/engagement*

- *Career Pathway Training- Youth/Adult Career Pathway Partnerships*
- *SW MN Youth Committee*

- *In-School Youth (“ISY”)*

*The ISY Program provided by SW MN PIC is designed to provide career awareness, career exploration, work experience opportunities, job seeking and keeping skills, career-exploration activities such as career assessments, skills assessments, interest assessments, labor market information, etc., to ensure a successful pathway from high-school to post-secondary/workforce. Personalized services may include driver's license obtainment, certificate obtainment (i.e. - Certified Nursing Assistant), or any other support service necessary for the young person to achieve their post-high school plans.*

*The SW MN Workforce Development Board (WDB) has identified Career Pathways as a proven model for job growth and retention in the region, especially for the region’s high growth, in-demand industries. According to Department of Employment & Economic Development’s (DEED) Occupations In Demand Tool, Manufacturing, Healthcare, Transportation, and other related industries are just a few of the 200 occupations showing high demand in the region, with training and education requirements ranging from short-term on-the-job training to post-secondary education to advanced degrees. The SW MN PIC, through the Career Pathway Partnership has incorporated the career pathway model into the secondary schools allowing ISY to participate in increased credentialing opportunities.*

*PIC youth and young adult staff will utilize the following several strategies for the outreach and recruitment of youth in the 14 county service area:*

- *Connect with local school districts serving students in WDA 6, including charter schools and alternative learning programs/centers to inform school staff about the services offered through of the WIOA youth and MYP programs. Expanded efforts will be made to connect with school counselors, school social workers, and special education case managers to ensure that program information is available to student most at-risk.*
- *Display WIOA and MYP information in Workforce Centers, local libraries, school career centers, city and county offices, throughout WDA 6.*
- *Encourage current and past participants to inform their friends and families about the services offered by PIC and the Workforce Center. Encourage partner employers to refer their potential candidates for PIC Youth and Young Adult Program services.*
- *Connect with public assistance employment counselors, to encourage referrals form of clients who have family members who may qualify for and benefit from services under WIOA and MYP.*
- *Attend local community events, including college and business expos, career fairs, hiring events, and other community outreach events delivering information of services available*

*for WIOA and MYP.*

- *Identify students participating in Outreach to Schools (OTS) and the Higher Education Career Advisory Program (HECAP), for WIOA OSY and MYP services.*
  - *Utilize PICs social media. (Southwest Minnesota Careers Facebook page, and PICs YouTube, etc.)*
  - *As part of the outreach efforts, the PIC youth and young adult programs provides ongoing opportunities for youth to visit our local Workforce Centers and learn more about the Resource areas, and services provided by our local Workforce Centers to increase awareness and knowledge of resources available to them and their families.*
  - *PIC was chosen as one of the three pilot sites to offer Pre-Employment Transitional Services to serve youth with disabilities that are ages 14-21 that are attending secondary school and are VR eligible. Youth are placed in work experiences in integrated environments in the community to gain confidence, develop job specific skills, and positive work habits while preparing for future career opportunities.*
3. Describe eligibility determination process, include WSA’s strategy for use of the “5% window” for non-income eligible ISY and OSY young adults (up to 5% of ISY and OSY participants served by WIOA Young Adults may be individuals who do not meet the income criteria for eligible in-school participants, provided they fall within one or more of the categories described in WIOA Sec. 129 (C). See Chapter 2 of the WIOA Youth Administrative Policy.

*An applicant’s eligibility is determined based on criteria established by the Workforce Innovation and Opportunity Act rules and regulations and the Minnesota Youth Program outlined in the Youth Administrative Manual provided by the Department of Employment and Economic Development.*

*Applications are reviewed for eligibility criteria by the Youth Program Staff. Intake interviews are performed and needs identified by means of the Initial Assessment and Individual Service Strategies Form. Youth staff provides all applicants with detailed information on materials required to process their application. Information to confirm eligibility must be documented as outlined in the Youth Administrative Manual provided by the Department of Employment and Economic Development.*

*The Five (5%) percent window in WDA 6 will be utilized only for special considerations on a case-by-case basis for an ISY and OSY who exhibits one or more of the following challenges and may not be income eligible if they meet one or more of the following at-risk criteria:*

- (I) Basic skills deficient.*
- (II) An English language learner.*
- (III) An offender.*

*(IV) A homeless individual, runaway, in foster care (or has aged out of the foster care system), or in an out-of-home placement.*

*(V) Pregnant or parenting.*

*(VI) A youth who is an individual with a disability.*

*(VII) An individual who requires additional assistance to complete an educational program or to secure or hold employment.*

*Requests for use of the 5% window must be staffed with the Youth Program Manager, and approved by the Executive Director.*

4. Identify the WSA'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 young adult identified objectively requires additional assistance. See Chapter 2 of the WIOA Youth Administrative Policy.

*While the vast majority of the youth and young adults served by PIC meet at least one other at-risk category, the PIC has defined the sixth criteria as "an ISY 14-21 or OSY 16-24 who does not have a realistic career plan, experiencing difficulty completing a career plan for personal or financial reasons, encountering academic or personal difficulties in school/training or has a poor or insufficient work history." These items will be measured by the Initial Assessment completed during intake.*

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 WSA for all in-school and out-of-school participants.

*Objective assessment is the beginning of the set of comprehensive services designed to help youth achieve their potential and become productive and self-sufficient contributors to their communities. Objective assessment is both comprehensive and ongoing. Assessments are provided through individual interviews, paid internships/work experience opportunities, leadership activities, computerized and paper assessments, written assignments, and more. Appropriate accommodations are made for youth with special needs.*

*The PIC Youth Programs Initial Assessment and Individual Service Strategy form is used to assess the needs of the youth and allows for discussion of the goals the youth is seeking to achieve. The Individual Service Strategy section prompts youth employment specialists to identify the steps necessary to achieve those goals and which of the 14 WIOA program elements are necessary for the young person to achieve their goals. This includes the creation of career pathways for youth and young adults involved in SW MN PIC programs as well as effective connections with employers, including small businesses, and in-demand industry sectors and occupations.*

*Other assessment tools used for various activities may include the World of Work Inventory (WOWI), the Career Scope, or Virtual Job Shadow ([www.virtualjobshadow.com](http://www.virtualjobshadow.com)).*

*In addition to the assessments administered to participants directly, PIC youth employment specialists receive copies of school records for in-school youth, including their Individual Education Plans, 504 plans, transcripts, standardized test results, etc., as appropriate. Participants are encouraged to take the ACT and/or Accuplacer assessments, and are asked to produce a copy of their results so that the employment specialist can determine their level of readiness for post-secondary instructions.*

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

*Utilizing information from the above listed assessments, PIC youth employment specialists will work with each youth to develop an Individual Service Strategy (ISS). The ISS outlines:*

- o Individual's education and/or employment goals;*
- o Current education level and math/reading grade level equivalence;*
- o Objectives and timelines to meet stated goals;*
- o Barriers to achieving goals;*
- o Support services needed to overcome barriers to goal success;*
- o Progress updates, follow-up information, referrals and plan updates*
- o Job search and placement plan after education/training is completed and youth is ready to become employed.*
- o Incorporates career pathways as part of both the objective assessment and development of the individual service strategy.*
- o Directly links to one or more of the performance indicators.*
- o Includes effective connections to employers, including small employers, in-demand industry sectors and occupations.*

*Using the above information, the PIC youth employment specialist work with participants to determine an Individual Service Strategy (ISS) that best addresses their short and long term goals. Incentive plans may be developed by the PIC youth employment specialist and the participant in conjunction with the ISS to acknowledge achievement of goals and objectives.*

*When youth have an Individualized Education Plan (IEP), a copy is requested and staff review 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 they can help them learn and be most 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.*

*Support services may include transportation, uniforms, and other employment and training related items necessary to lessen the barriers and increase chances of success. Referrals for other basic needs items are made as appropriate.*

*The original copy of the ISS is maintained in the client file. The PIC youth employment specialist reviews the goals and action steps of the ISS with participants on a regular basis to encourage and support youth in achieving their goals. The ISS is updated at least annually.*

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

*The PIC Youth Program defines experiential learning as an opportunity for youth to “learn by doing” and then reflect on that experience. This can be accomplished through experiences in a classroom setting (i.e. small group discussion, role play, exercises and simulations) or hands-on learning through structured activities.*

*Many youth need to develop career success skills before they are ready to succeed in unsubsidized employment. They may also lack the experience necessary to secure employment. PIC youth employment specialists address these barriers by continuing to provide experiential and work-based learning opportunities via paid internships/work experience opportunities. This experience provides participants the opportunity to gain the skills and experience necessary to find success in the workplace.*

*Youth are provided work-based learning opportunities through placement in entry level paid work experiences which provide them with an opportunity to learn basic skills and competencies for success in employment.*

*Work based learning:*

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

*A variety of work experience opportunities are available to PIC youth program participants. Youth who excel in an entry level work experience are provided with opportunities to participate in an advanced placement with increased responsibility, with the potential of being hired by the employer upon completion of placement.*

*PIC youth programs are proactively working to establish an even greater number of work experience opportunities in the private sector, including those industries in our region which are high demand, high growth. In order to provide a variety of work experiences, a broad range of employment settings are utilized, not just those in high-demand occupations.*

*PIC has a strong network of businesses and organizations willing to host paid youth interns (work experience participants) at their sites. Supervisors and participants receive an orientation, from the PIC youth employment specialist. The orientation outlines the responsibilities and expectations of the youth intern, the worksite supervisor, and the employment specialist. Orientation also includes workplace safety, child labor restrictions (as appropriate), the Minnesota Right to Know Act, injury reporting, state and federal employment rules, confidentiality, and equal opportunity employment. A worksite evaluation measuring performance in the workplace is required to assess work readiness for the work readiness indicator. The most effective method of assessing work readiness is to have the worksite supervisor observe and evaluate performance on the worksite. The worksite supervisor is in the*



*best position to assess the quality of a young person's work performance. The worksite supervisor evaluates/rates the youth on the following categories of:*

- o Attendance/Punctuality (Dependability)*
- o Positive Attitude/Behaviors*
- o Interpersonal Skills (Communication, Relations)*
- o Decision Making/Stability*
- o Communication Skills – Written & Verbal*
- o Appearance*

*The rating tool is on the students' timecards and is evaluated bi-weekly in accordance with the pay periods. The supervisors' complete the evaluation using a likert scale of one through four, 'one' signifying unacceptable to 'four' identifying exceeding requirements. The evaluation is included on the time card to promote a conversation about positive developments and needed improvements. Short- term goals for skills improvement are set and monitored by the youth employment specialist when workplace deficiencies or areas for improvement are identified. The employment specialist regularly visits the worksite to observe the participant, discuss progress and areas for skills enhancement, and provide encouragement and support. The youth employment specialists work with the worksite supervisors to address any issues that arise with the youth worker.*

8. Describe 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.

*The intent of the Career Pathways program is to create a pathway in high growth, in-demand occupations for the young adults in the identified target populations, to enhance basic academic abilities, complete the career pathway, participate in job training, and earn industry recognized credentials and post-secondary education credits.*

*The initial step is to create opportunities that might not otherwise be affordable or accessible to some of the region's residents. A benefit to out of school youth is accessible training that will allow them to become more employable where they learn additional skills. The Bridge programming provides preparatory skills needed to enter the integrated training. The skills offered in the bridge portion include but are not limited to basic employment skills, job search skills, and an introduction to the industry in that the participant is pursuing.*

*The fundamental career and technical skills training concentrates on high demand/high pay industry in southwest Minnesota. According to DEEDs Occupations In Demand (OID) Tool, Manufacturing, Healthcare, Retail, Transportation, Construction, and Mechanical industries are identified as "well above average" demand and growth in southwest Minnesota. The expressed need throughout each industry is the increasing demand for skills with the ability to advance along the employer or industry career pathway for rewarding successful career opportunities.*

*To assure increased participant completion and skills mastery, career pathway training, work experience, and support services will be provided through the project partnership. Additional instruction will enhance participants' Basic English and Math comprehension, computer/technology literacy, work readiness, soft skills, and employability skills.*

*The intended outcome of the project is higher skill attainment and successful completion of industry recognized credentials, college credits, job placement, job retention, enrollment in higher education career pathway/degree programs, enhanced awareness of resources and opportunities for career advancement. All of the information is packaged into a portfolio for the participants' future access and reference.*

*Ongoing support is a vital component for participants. Many youth are entering the workforce for the first time, some have had unsuccessful attempts at jobs, others may be reaching beyond what they have ever considered possible for themselves before. For this reason, PIC youth employment specialist are available on an ongoing basis to provide a connection, encouragement, and/or to serve as a general resource.*

*As participants progress along their career path, PIC youth employment specialists provide a post-secondary orientation session, to help youth identify post-training career options. Staff assist in navigating the postsecondary system and provide career counseling to enhance the participants' opportunity for successful transition into the post-secondary environment. College is defined as any post-high school training opportunity resulting in an earned credential, from a certificate to a bachelor's degree and beyond.*

*Ultimately, the goal of the program is to create career pathways for participants while creating systems change in strengthening partnerships to better support individuals to increase employability and provide employers with skilled workers.*

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

**SW MN Private Industry Council**  
**Youth Employment Program's**  
**Individual Training Account (ITA) Policy**

**All Out-of-School WIOA Youth and Young Adult Program participants served with WIOA funds must meet the following requirements prior to an Individual Training Account (ITA) to be developed for post-secondary education expenses including, but not limited to: Tuition, books and related training expenses (including fees).**

- *The participant must be in compliance with WIOA youth eligibility policies.*
- *The ITA can only be used with WIOA certified training programs. ITAs can be used with training programs WIOA certified by other states.*
- *A school must be willing to accept ITAs in order to be a certified training program provider.*
- *An ITA may include funds for supportive services.*
- *An ITA must be part of an Individual Service Strategy (ISS) that is agreed to and signed by both the participant and counselor/case manager. All files must contain appropriate forms and documentation and have an Individual Employment Plan incorporated into the*

participants ISS. The Employment Plan must be written clearly as to the reasons for the need of training to be self-sufficiently employed.

- Students will complete a Career Assessment Tool (i.e. – WOWI) to assure that they have the appropriate skills and interests to be successful in the selected training.
- The participant will maintain a minimum of a “C” average (2.0 GPA) or make satisfactory progress if the school does not give grades.
- The participant will not miss more than three (3) days of classes per semester. If more than three (3) absences occur in a semester, the participant will contact their counselor and explain the absences.
- All applicable funding sources (in addition to WIOA) must be considered in the development of the ITA.
- An ITA must be used in conjunction with other applicable funding sources. Tuition, books and related training expenses (including fees) may be paid up to a **maximum** amount established by administration based on the unmet need determined by the Individual Training Account, which is completed by the Financial Aid Office of the Education Institution.
- If an ITA and other applicable funding sources do not completely cover the cost of the training, there must be evidence that the participant understands his/her financial responsibility and there is an agreeable methodology for meeting these other costs, which is signed off by all parties.

WDA 6 intends to use ITAs to serve out of school youth. The SW MN PIC is focused on investing in youth education to improve their future employment goals and achievements.

- Out of school youth who are attending post-secondary education would be considered appropriate candidates for ITAs.
- The out of school youth, post-secondary institution, and the youth counselor would be required to sign the ITA.
- Provider will provide a voucher to the post-secondary institution confirming amount of approved payment. Payments will be made to the post-secondary institution based on invoice.
- The ITA will cover one school year and would be reviewed on a semester/quarter basis.
- The ITA may include tuition, books, fees, and related training expenses.
- ITA’s may be awarded to individuals seeking training for occupations with established career pathways which lead to self-sufficient wage levels and the training is tied to in-demand occupations.
- The maximum amount allowed for a combination of fall and spring semesters is \$6,000. Funding for summer semester is considered separate. The student will sign off on a Classroom Training Contract which states “I understand that if I fail to meet any of the above responsibilities, my funding may be subject to immediate termination or modification”.
- All students will be required to apply for financial aid. Financial aid (pell and State loans, etc) can be used for a student’s travel, living expenses, family care, etc.
- Invoices for payment from school must contain the individual’s name and dollar amount with the individual tuition billing form as backup for payment.

- *The SW MN PIC/WDA 6 will track the funds internally by grant, student, and semester. Tuition is classified as “other service”, and therefore is not entered in support service in WF1.*

**Important Reminder: Males over 18 years of age must be registered with the Selective Service and verification must in the file.**

**Federal Law Prohibits funding for males over 18 years of age which are not registered with Selective Service.**

**Training Institute must be WIOA Certified in order for Federal Funding.**  
**Verify WIOA Certification at: <http://www.careeronestop.org/WIOAprovidersearch.asp>**

***Approved: August 1, 2013***

***Revised: February 2016***

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

*WDA 6s follow up strategies are the following:*

*During participation in SW MN PIC youth programs relationships are established between the participant and youth employment specialist. As the participant begins to demonstrate significant progress toward their achievement of self-sufficiency, as demonstrated by goal completion, credential attainment, employment, etc., discussions occur to prepare the participant for the transition into follow up services. The clients informed that the PIC youth employment specialists will provide services for a minimum of twelve months after the date of program "exit". They are also informed that it will be necessary to maintain interaction and communicate with their employment specialist, and vice versa, for the duration of the follow up period. This will allow for PIC youth employment specialists to offer additional assistance if the participant encounters a need for assistance during the follow-up period. This also gives the employment specialist the opportunity to provide continued coaching so that the participant is able to continue to maintain and advance their employment as well as their education and living skills.*

*Follow-up contact information from a family or friend who does not live with them but always knows where they will be is collected at the time of intake. The PIC youth employment specialists also obtain the most up to date contact information at time of exit. PIC youth employment specialist, make every effort to ensure an ‘exit interview’ is completed prior to exit. This provides the opportunity to gather most up to date information, and also remind the participant of the 12 month follow-up services. Correspondence via letters, emails, and phone calls contacting the participants directly are used most often and have proven successful in obtaining necessary information to identify whether there is a need for additional services, or follow-up services.*

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

*The SW MN PIC Youth Programs has specific policies for incentives, and they are geared toward the older and out of school youth populations. Please see below and attached. Both policies were approved by the Youth Committee in July of 2012, and have been revised to reflect the transition from WIA to WIOA.*

***Please see attached.***

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

*The PIC will continue to utilize co-enrollments, with both public assistance, adult WIOA programs, and/or career pathway programs (Pathways to Prosperity, Adult Basic Education, MFIP/TANF and Disability Employment Initiative programming) to ensure that participants are being served to the fullest extent possible. As appropriate youth are co-enrolled with other funding sources to leverage and maximize resources. WIOA Youth participants may also be co-enrolled into the Minnesota Youth Program or other youth-focused employment and training programs (MFIP Teen Parents, Career Pathways, Disability Employment Initiative (DEI), Pre-ETS and the Youth Intervention Program) to ensure a smooth transition to WIOA and to provide youth with additional opportunities.*

*All support services received by the participant are recorded, in WF1. This provides staff the ability to view all financial support services received by the participant and avoid duplication. Staff from each participating program will staff spending plans, strategies for success, set-backs, and goals achieved, on a regular basis. The PIC is implementing internal resource teams (IRTs) to allow the customers to be involved in their case reviews regarding their future goals and action steps.*

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:

*The SW MN PIC has well established Career Pathway Partnerships to meet the needs of residents and workforce. The partners are passionate about making a positive impact for individuals in our region, which will also impact their families, and ultimately result in a stronger workforce for our employers. All partners understand the specific needs of the target audience and the need to incorporate career pathways into the participants work and family lives for optimal success. The strength of the partnership is collaboration and understanding of each agency’s missions & strengths and utilizing that to navigate for the success of the student. The partnership allows each partner to do what they do best in an effort to avoid duplicating services.*

*The sustainability of the program is vital for individuals or the community. Staff will continue to develop the staff and board’s ability to generate expanded funding in order to diversify revenues. Funding and implementation strategies include building and maintaining relationships with workforce partners, foundations, corporate sponsors, counties, and individual donors. In 2016 the Southwest Minnesota Career Pathway Partnership (CPP) earned DEED’s “Exceptional*

*Performance by Team” award. Sustaining the work is the primary responsibility of management team and an integral component of their work.*

- Dropouts and potential dropouts

*For potential dropouts, the Youth Committee and SW MN PIC youth employment specialist are instrumental in connecting the youth with the appropriate supports and resources needed to obtain their high-school diploma. The partnerships in SW MN know where and how to access appropriate services and resources needed to assist a youth from not dropping out of school. This knowledge base and partnership make for a more efficient flow of services and resources to the youth in need.*

*For school dropouts who have obtained their GED, or those potential dropouts who obtain a high school diploma while participating in the PIC youth and young adult programs and are interested in advancing their education, and attending college, a career assessment is conducted as appropriate to determine whether the individuals aptitude and skill levels reflect for potential success. Labor market information is also provided to the individual to provide them detail regarding employment opportunities and salary ranges. A financial review of the individual’s case is conducted and if there is an unmet financial need identified then financial resources may be provided to support tuition and book costs.*

- Youth with language and/or cultural barriers to employment

*It is a priority of the PIC to provide culturally competent services that result in excellent outcomes. To facilitate this commitment the board has established an Diversity/Emerging Workforce Committee including representation from the local Karen Organization of MN and representatives from JBS in Worthington and Schwan Food Company in Marshall. The goal of the committee is to address employment disparities, seek feedback and engage communities of color, and to evaluate and improve the cultural competency of the organization.*

*PIC youth employment specialist collaborates closely with the Southwest MN ABE Consortium. When it is determined that language or cultural barriers to education or employment exist a referral to ESL classes is made. Interpreters are available to work with individuals with language and cultural barriers. The SW MN PIC has in-house staff available to provide interpreter services to Spanish speaking participants. When necessary the language line may be used or interpreters hired to assist. Southwest MN PIC strongly encourages and supports staff to attend cultural diversity trainings to learn how to incorporate programming approaches such as: acknowledging students differences as well as their commonalities, validate students cultural identity, educate students about diversity of the world around them, and promote equity and mutual respect. Youth staff works with the schools Minority Advocates and Integration Collaborative in the region to incorporate program approaches.*

*PIC demonstrates cultural competence through: 1) a commitment from senior leadership and the board to provide culturally responsive services; 2) the mission, structure, policies, and procedures; 3) all program participants feeling valued, programming that builds on their*

strengths, 4) translation or interpretation services being available; 5) a diverse representation of the board and staff members; 6) engaged ethnic communities in the planning and implementation of services; 7) staff trained in the cultures and traditions of communities of color; and 8) personal performance measures that include skills related cultural competency.

The PIC understands the benefit of seeing a diverse and new immigrant population as strength in the community and a solution to workforce shortages. The implementation of the actions outlined above is the work of the board's equity committee. Utilizing community members, past participants and organizational cultural competency assessments, the committee will evaluate the organizations cultural competences and work to continually improve on an ongoing basis.

- Youth in foster care and aging out of foster care

PIC youth employment specialists coordinate with county social workers, school counselors, and private agencies dealing with foster care to provide employment services to youth being served through the foster care system. In addition to the WIOA and MYP resources, resources from the Youth Intervention Program grant are available to serve the foster care population. The representative for Lincoln, Lyon, Murray, Pipestone, and Rock counties Support for Emancipation and Living Functionally (SELF) Program through the MN Department of Human Resources is a member of the Youth Committee, and strong collaboration between the two organizations allow for work experience and career pathway services to be delivered in conjunction with the services provided through the SELF program. For further information regarding PICs best practices for outreach and services provided to foster care and aging out of foster care please visit the following link: <http://www.mn.gov/deed/programs-services/office-youth-development/resources/index.jsp>

- Homeless youth or runaways

Support services, training and employment opportunities are provided to youth who are identified as homeless. Referrals come through schools, community action agencies and Human service agencies. Youth staff coordinate closely with county human services staff to assure that appropriate services and resources are available to assist the homeless youth in their transition. Youth staff are members of boards and committee which focus on the homeless and hungry population in SW MN.

For further information regarding PICs best practices for outreach and services provided to homeless youth and runaways please visit the following link: <http://www.mn.gov/deed/programs-services/office-youth-development/resources/index.jsp>

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

Referrals for offender and at-risk youth are made through the ALCs, group homes, community corrections, or other youth-serving agencies working with youth offenders or those at-risk of becoming involved with the juvenile justice system. Periodic meetings are held with those referral sources to keep them familiar with the programs/services so

*additional referrals can be made.*

- Youth with disabilities

*SW MN PIC youth employment specialists involvement with youth with disabilities:*

- *Staff work with special needs teachers in high schools and alternative schools to address the employment needs of students with disabilities.*
- *Staff participate on the local CTIC's, providing avenues for direct involvement in discussions and services directly impacting the Youth clients.*
- *The Project SEARCH program in SW MN is based on the successful international program, which was developed at Cincinnati Children's Hospital Medical Center in 1996 and hosts over 500 sites world-wide. The program serves as an opportunity for students to transition from high school to community employment by working during the school year. Students are provided an opportunity to participate in a variety of 8-10 week internship rotations at the hospital that best meet their interests, experiences and abilities. A job coach, program instructor, and department staff work with the students (and IEP team) to help them develop the necessary interpersonal and job skills to gain meaningful employment. Avera Marshall is the host partner for the program in southwest Minnesota and has for the past four years. The Avera Marshall program was developed in 2011 through the cooperation of: Regional independent school districts, SW/WC Service Cooperative, SW MN Private Industry Council, Vocational Rehab Services, Avera Marshall Medical Center, Minnesota West Community and Technical College, and Advance Opportunities.*
- *Staff attend IEP staffings and consult with Vocational Rehabilitative Services (VRS) counselors to assist with future planning.*
- *PIC youth employment specialists coordinate with VRS counselors to provide high-quality, cost-effective services to in-school youth with disabilities. Pre-ETS services include: job exploration counseling; work experiences in an integrated environment in the community (including internships in public and private sector); workplace readiness training; and related support services. More intensive supports such as job coaching are arranged and paid for separately by VRS. PIC youth employment specialists and VRS counselors meet regularly to discuss their shared caseloads. Regular meetings contribute to more effective, coordinated, and cost-effective services for youth. Stronger working relationships between VRS counselors and WIOA youth staff provides the foundation for ongoing collaboration on behalf of youth. More information about the Pre-ETS project can be found on the project website: <http://mn.gov/deed/programs-services/office-youth-development/special/pets/>.*
- *The Minnesota Department of Employment and Economic Development (DEED) has been awarded a \$2.5 million, 42 month Disability Employment Initiative (DEI) grant from the U.S. Department of Labor (DOL). The purpose of the grant is to link MN youth with disabilities to gainful employment. This will be achieved through the individualized*



*needs assessment and comprehensive services such as career planning, postsecondary career education, systems linkages and service coordination, and other promising practices. SW MN PIC has been selected as an implementation site. The project's overall purpose is to improve employment outcomes for youth with disabilities ages 14-24 years by increasing their participation in career pathways; enhance the State's public workforce capacity to serve youth with disabilities using a job-driven approach; and provide local and regional businesses with qualified new workers. The PIC has received funding for an Adult DEI program. The two grants will provide resources to young adults who fall into the "adult" age category too.*

- *Coordination with PACER Center. PACER Center will be responsible for developing and delivering project activities for the DEI project. PACER Center is nationally-recognized for their expertise on family engagement, evidence-based transition practices, and assistive technology. PACER provides technical assistance, resources, workshops, and referrals to families and professionals on employment and postsecondary education for youth with disabilities. PACER's National Parent Center on Transition and Employment has a content-rich web site, [www.pacer.org/transition](http://www.pacer.org/transition), Facebook page [www.facebook.com/npcte](http://www.facebook.com/npcte), and e-news, all featuring information, resources and opportunities for transition-age youth with disabilities, their families, and professionals. PACER's Simon Technology Center [www.pacer.org/stc/](http://www.pacer.org/stc/) provides assistive technology training and expertise to help both youth and adults with disabilities reach their educational, career and independent living goals. Other PACER programs focus on health, housing, and bullying prevention. PACER has experience working with diverse populations including: Native American, African American, Hispanic/Latino, Somali and Southeast Asian families and their communities. PACER offers publications in Hmong, Somali and Spanish.*
- Teen parents

*SW MN Private Industry Council (SW MN PIC) is the MFIP Employment and Training service provider in WDA 6. Referrals of identified MFIP eligible youth are easily made between the SW MN PIC MFIP Job Counselors and the SW MN PIC Youth employment specialist. PIC youth employment specialists provide county human services and public health staff of available services and seek referrals. PIC staff provide applications and materials to county personnel, to assist with identifying and recruiting individuals for the program. Teen parents are a priority for service. Teen parents can be co-enrolled in WIOA and/or MFIP and/or DWP. Services include, but are not limited to: career awareness, career exploration, career assessments, job keeping/seeking skills, life-long learning skills, scholarship opportunities, and labor market information, work experience and support services.*

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

*WDA 6 works closely with regional youth serving organizations to ensure under-served and under-represented youth populations are receiving applicable resources. Partnerships with the Nobles County Integration Collaborative, Area Adult Basic Education ESL programs, Yellow Medicine Integration Collaborative, and others are key to expand outreach and increased services.*

*The PIC understands the benefit of seeing a diverse and new immigrant population as strength in the community and a solution to workforce shortages. The implementation of the actions outlined above is the work of the board's Diversity/Emerging Workforce committee. Utilizing community members, past participants and organizational cultural competency assessments, the committee will evaluate the organizations cultural competences and work to continually improve on an ongoing basis.*

14. Describe how the Work Readiness Indicator will be implemented for youth participants. If the WSA 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

*A worksite evaluation measuring performance in the workplace is required to assess work readiness. The most effective method of assessing work readiness is to require the worksite supervisor to observe and evaluate workplace performance. The worksite supervisor observes performance at the worksite is in the best position to assess the quality of a young person's work performance. The process used to track work readiness is to have the worksite supervisor evaluate/rate the youth on the key categories of:*

- Attendance/Punctuality (Dependability)
- Positive Attitude/Behaviors
- Interpersonal Skills (Communication, Relations)
- Decision Making/Stability
- Communication Skills – Written & Verbal
- Appearance

*The rating system is located on the students' timecards and is evaluated bi-weekly. The supervisors' complete the evaluation using a likert scale of one through four (one signifying unacceptable to four identifying exceeding requirements). The evaluation is included on the time card to promote a conversation about positive developments and needed improvements. Youth meet the goal when they receive a minimum rating of three, 75 % of the time throughout the duration of their work experience.*

- 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

*PIC youth employment specialist understand the importance of evaluating the work skills of youth participating in a paid work experience. It is critical any shortcomings be identified so youth staff can assist participants in implementing the change necessary to be successful. Youth program staff review the results of the bi-weekly evaluations and follow-up with youth worker and supervisor to discuss the reports and outline a plan of action for any of the areas needing improvement. Timecards and case notes are used as a basis of documentation and any necessary follow-up. The youth program staff created a guide for employers to use when evaluating*

participants to ensure consistency.

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

*Outreach to Schools (OTS) is a partnership between the Work Development Area 6 Board, (LWIB) - SW Youth Committee and local educational agencies. Outreach to School addresses a strategy for delivering effective education planning, career counseling and labor market information to the region's youth and families.*

*Diversity in southwest MN continues to grow. Nobles County is the most diverse county in the region (34%), according to the U.S. Census Bureau, American Community Survey. Lyon and Redwood counties also have diverse populations of American Indian, Karen, Hmong and Somali.*

*By 2018, 63% of jobs are projected to require some postsecondary education, versus just 28% of jobs in 1973 (Carnevale, Strohl and Smith, 2013). To prepare for these jobs, young adults who traditionally face barriers to successful employment need multiple and flexible pathways to meet their varied needs combining education, training, and support services, plus strong relationships with adults.*

*The SW MN PIC staff will work with students in area schools to assist them with education and career planning, including, but not limited to:*

- *Provide information to individuals and groups regarding occupations and industries in demand and with the highest growth throughout the region. Current labor market information along with providing opportunities for students to directly experience occupations through job shadowing, mentoring and business tours will be used.*
- *Staff will provide workshops on planning for post-secondary training, accessing financial aid and selecting an appropriate program, goal setting and navigating business culture. Providing opportunities to interact with local business and industry through business tours, business and industry speaker panels, job shadowing, and mentoring will be implemented.*
- *Provide individual counseling and career exploration including career assessments, resume preparation and job search assistance, and mock interviews.*
- *Tours of the WorkForce Center and information about the resources available at the WFC and how to access and utilize the resources.*
- *Local career fairs, career events, and tours of businesses in strategic industries will provide connections to community and private sector resources.*
- *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.*

*Career specialists will be available on school campuses to provide organized tours of local businesses for student to learn about local career and education opportunities that will lead to long-term careers in the region.*

*By providing this access, students will be able to speak with coordinators, discuss the development of an educational plan related to their intended career path, receive assistance with testing preparation, college and job applications and financial aid assistance. The Outreach to Schools program encourages youth to pursue education leading to high pay high demand, or sustainable careers focusing on career pathways, and will provide greater access to services than most schools alone can provide.*

*Through the Region 5 WIOA regional planning, identified issues identified include the shortage of a skilled workforce, employment disparities, and career counseling, including educating youth and parents on career opportunities in the region, and connecting education and business.*

*Administrators feel the career centers add value to their schools as they ensure additional exposure for students by having a career specialist available on-site, and providing organized tours of local businesses for student to learn about local job and educational opportunities that will lead to long-term careers in the region. Students, teachers, and parents are grateful to have PIC representatives on site and available to assist students with education and career planning.*

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

- Attach the Shared Vision for Youth Blueprint to identify local interagency partnerships which serve the neediest youth and address the “opportunity gap”, “achievement gap”, and disparities in the workforce. (See Attachment 3)
- Private sector internships, on-the-job training, mentoring, job shadowing, pre-apprenticeship or apprenticeship training.

*SW MN Youth and Young Adult Programs partner with local schools and organizations as follows:*

### ***Canby High School Juniors Participate in Career Assessment & Interpretation***

*Canby High School: provided career assessment and interpretation opportunities for the 11th grade class to assist them in exploring their career interests and direct them towards a career pathway. Career Assessment and Interpretation experiences are designed to increase students’ awareness about current and future training and employment opportunities through interactive career information and exploration. It also aids students in determining what career to pursue and the steps or pathway to achieve their goal.*

*The forty-seven 11th grade Canby juniors each met individually with SW MN PIC staff to: explore interests, review labor market information, and explore educational and career opportunities. Students will continue to meet with SW MN PIC staff throughout the remainder of*

their junior and senior years to develop a comprehensive post-high school plan prior to graduation.

### ***Minneota High School Students Participate in Post-High School Options Panel***

*Minneota High School: coordinated a post high-school options panel for their high school students to assist them in exploring their options after high school, and to provide additional knowledge and resources towards a career pathway. The Post-High School Options Panel is designed to help students learn about the different options, increase students' awareness about current and future training and employment opportunities through interactive career information. It also aids students in determining what steps or pathways exist to get to their goal.*

### ***Minneota High School Sophomores Participate in an Employer Panel***

*Life-long learning, being a self-starter, accepting mistakes, mastering the art of communication, taking advantage of career exploration opportunities, and keeping driving and criminal records clean were the themes shared by employers during the employer panel on December 7th, 2016 at the Minneota High School. An employer panel was coordinated for the Minneota sophomores to assist them in exploring various career options available in southwest MN, and to provide them with additional knowledge and resources towards a career pathway. The careers represented on the panel included: engineer, mechanic, interior design, education, law-enforcement, agriculture, and social work. Employers participating: MN Department of Transportation, Shelby Mae Interiors, Southwest Health and Human Services, Minnesota State Patrol, Southwest West Central Service Cooperative, and Schuneman Equipment. The Employer Panel was designed to increase students' awareness about current and future training and employment opportunities through interactive career information.*

### ***Yellow Medicine Integration Collaborative 2nd Annual Business Tour Day***

*The Yellow Medicine Integration Collaborative (YMIC), (Canby Public High School, Dawson-Boyd High School, Lakeview Secondary School, Minneota High School, Renville County West, and Yellow Medicine East), in partnership with the SW MN Private Industry Council (PIC) hosted their second annual local Business Tour/Career Panel Day in Marshall, MN, on October 24, 2016 with 322 participating juniors.*

*Prior to the business tour, students visited the College Fair at Southwest MN State University to learn about the education and training opportunities available in the region.*

*More than fifteen participating employers participated in the event and highlighted the career opportunities which exist in the SW region: Action Manufacturing, Inc., Archer Daniels Midland, Department of Transportation, Runnings Distribution Center, The Schwan Food Company, Schuneman Equipment, Olson & Johnson Trucking, U.S. Bank Corporation, Shay Photography, The City of Marshall, Marshall Police Department, Marshall Fire Department, Minnesota State Patrol, Heritage Point Senior Living, The Escape Spa, Evans Family Pet Care, HealthSource Chiropractic & Progressive Rehab of Marshall, and the Southwest West Central Service Cooperative. The Marshall National Guard Armory provided a site for the students to eat lunch,*

while U.S. Bank & Viking Coca Cola Bottling Company sponsored the food and beverages for the event.

### ***Micronesian Students Trip to Ridgewater College***

*The Community of Milan has a large Micronesian population. They hold regular Milan Community Meals, which are designed to bring the local community and the Micronesian community together. Discussions at the meals have included encouraging the Micronesian students to graduate from High School and pursue post-secondary options. A local community member, also instructor at Ridgewater Community and Technical College agreed to arrange an opportunity for the Micronesian students to have a field trip to the college.*

*Thirteen students participated in the presentation and tour of the programs offered at Ridgewater Community & Technical College. Ridgewater recruiters, financial aid, and admission personnel were on hand, to visit with the students and present everything from license to degree options, financial aid, housing, programming, internships, etc. The students were impressed and could truly see how pursuing a postsecondary option would be beneficial.*

*SW MN PICs OTS funds assisted with transportation for the event. Lac qui Parle Valley Superintendent expressed how grateful they were for the support. She stated “I believe that our students could truly see themselves attending the college. Of the 13 students in attendance, one young woman was already registered to start this fall in the Administrative Assistant program. At the end of the day, one more young woman registered for the Medical Assistant program. They will be carpooling. That will be the very first two young Micronesian women to pursue post-secondary options. Thank you that is the impetuous we need to get all of our Micronesian students to see themselves as college students”.*

### ***The Lower Sioux Summer Youth at Work Program***

*The Lower Sioux Indian Community hosted a Summer Youth At Work Day on May 26, 2016 which included a presentation to their 7th, 8th, and 9th grade youth discussing job seeking, applications, and interviewing.*

*The students were coached and navigated on how to fill out a job application and complete an interview. The PIC provided feedback to each of the students on their final application and interview. The students’ shared the following comments on their evaluation of the day: “We had to learn how to get a job and how much work you have to put in to get a job”, I think it was a good idea to have us experience the job process”, “I feel more prepared for job searching in the future”.*

*On June 6, 2016 the Lower Sioux Indian Community kicked off their Summer Youth at Work program. All of the Youth and their families participated in a presentation by CLIMB Theater. Using improvisation games, role playing, and scene study, students learned how to create a professional workplace persona to get and keep a job. This method teaches the skills students need to succeed in a hands on method rather than a traditional class or video and allows students to practice their new skills in a safe learning environment.*

*The Lower Sioux Indian Community's Summer Youth at Work Program is a creative and collaborative initiative, utilizing a transdisciplinary educational and experiential work program. Youth learn Dakota language, culture, core values, while participating in a variety work skills, including helping with yard work at community elder homes. Cultural, historical, and environmental site visits are also incorporated into the program. Collaborating partners include Lower Sioux health, education, recreation, cultural environmental departments, as well as supportive agencies like the Southwest Private Industry Council, Minnesota Indigenous Women's Society, and Dakota Wicohan.*

### ***Westbrook Walnut Grove Students Participate in Job Shadow Experiences***

*Westbrook Walnut Grove High School: provided job shadow opportunities for the 11th grade class to assist them in exploring their career interests and direct them towards a career pathway. Job shadow experiences are designed to increase students' awareness about current and future training and employment opportunities through interactive career information and exploration. Job shadows allow students the opportunity of an "on the job" experience, giving them a feel for what they would encounter if they were to obtain a position in that career field. It also aids students in determining what career to pursue and the steps or pathway to get to their goal.*

*The 11th grade class at Westbrook Walnut Grove (WWG) has a total of thirty-nine (39) students. The process of placing students at job shadow sites started with students filling out a career interest survey to identify career fields they would be interested in. The 11th graders met individually with SW MN PIC staff to: explore their interests, complete career assessments, review labor market information, and explore educational and career opportunities. After doing research and considering multiple factors, students narrowed down a career and place of interest for their job shadow placement. PIC staff assisted in reaching out to employers to establish job shadow sites and placements.*

*Employers and organizations who hosted student job shadows included: AGCO Corporation, Avera Dermatology Clinic (Sioux Falls), Avera Marshall Regional Medical Center, Big Stone Therapy, Cost Cutters, Daily Globe, Evan's Family Pet Care, Good Samaritan Society of Windom, KKCK Marshall Radio, Kruse Motors Buick GMC, Lyon County Museum, MN West Computer Support Technology Program, MN Wildlife and Fishery, Photoworks, Redwood Area Hospital, Redwood Gazette, Schuneman Equipment, SMSU Athletic Training Department, SpecSys, State Farm Insurance Agent Charlie Aufenthie, Tracy Elementary, Western Printing, and Wonder World Preschool.*

*Following the completion of the job shadows, evaluations were sent to both the employer and student to obtain feedback and recommendations regarding the experience.*

*WDA 6s **Youth Led Focus Groups** meet on a monthly basis and discuss questions posed by the full Youth Committee. As a member of the group, they are challenged to lead a meeting based on an agenda, present minutes and provide reports to the full Youth Committee.*

*The Youth Staff recruited and placed youth in 40 private sector work experiences in 2016.*

*Youth are matched with an employer based on their career interest area whenever possible. Youth have a one-on-one relationship with their supervisor. The majority of the worksites have*

fewer than 10 employees on site, and many are family owned and operated. This close connection naturally develops into a mentoring relationship. To foster this bond, staff work closely with the employer to provide resources on mentoring tips, practices, and activities.

In addition to providing standard work-experience activities, **PIC's Youth and Adult Career Pathway initiatives** enable youth to better understand the connection between work and success, to learn good basic work habits and skills, to form a positive relationship with leaders in their communities, and to develop meaningful education and/or employment goals through mentoring provided by the employer, PIC staff and partner staff. As part of the PIC Youth and Adult Career Pathway initiatives, an employer agrees to give a youth or young adult a job which will help the participant make the connection between training and long-term employability. Supervision includes the provision of clear expectations and feedback to the youth and regular communication with PIC staff. The employer also agrees to provide mentoring to assist the young person to create opportunities along their career pathway for future advancement.

Youth are provided information on high-growth, high-pay occupations as part of the career exploration component of the program. Youth staff focuses worksite recruitment and project opportunities that are related to these occupations. When youth are placed in work experience, OJT and/or internships staff make an effort to provide opportunities which will expose youth to the high-growth, high-paying occupations in the region.

This past program year hosting **Career Fairs and Career and College Ready Days** has also been seen as a Youth-Focused Innovations/Best Practices in the region. SW MN Workforce Development Board sponsors the regional Career Expo event. Since 2002, education and workforce agencies, along with regional businesses cooperated to provide regional "Career Exploration Days" for high school students. The event has evolved into a highly interactive "Career Expo". Hundreds of business, agency and education volunteers work together to provide this opportunity for students, adult basic education students and SW MN Workforce Center program participants. Nearly 2,000 students participate annually, and each year the number and type of interactive exhibits expand to better meet the needs of schools and students from the region.

- Pre-Employment Transition Services (PETS) project.

The SW MN PIC was selected as a 2016 Pre-Employment Transition Services (PETS) Pilot project site between DEEDs Office of Youth Development and DEED- Vocational Rehabilitation Services (VRS). Through the pilot, the PIC youth employment specialists work collaboratively with local VRS staff to provide Pre-ETS to youth who are eligible for VRS.

Work experience services have been provided to more than 10 youth through the pilot:

- Tersteeg's, Redwood Falls, MN – Stock Clerk
- Kids Time Child Care Center, Montevideo, MN- Child Care Aide Assistant
- Wabasso High School, Wabasso, MN- Custodial
- Marshall High School, Marshall, MN- Custodial
- Kornerstone Kravings, Canby, MN- Custodial
- Ortonville Golf Course, Ortonville, MN- Grounds Keeper
- Bomgaars, Pipestone, MN- Stock Clerk



- *Marshall Area YMCA, Marshall, MN - Child Watch Assistant*
- *Southwest Minnesota State University, Marshall, MN - Grounds keeping*
- *Southwest Minnesota Private Industry Council, Worthington, MN - Clerical*
- *Worthington Area Learning Center ISD518, Worthington, MN - Custodial*

*The collaboration is required under the WIOA Title IV, Subtitle B, Section 422, and encouraged by the Department of Labor in Training and Employment Guidance Letter (TEGL) 8-15.*

- 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.

*SW MN PIC has employed a **Local Disability Resource Coordinator (LDRC)** who reports to the Program Manager, and is a member of the Youth and Young Adult Team. The position provides the link to match youth with disabilities to gainful employment through individualized needs assessment and comprehensive services such as career planning, postsecondary career education, systems linkages and service coordination, and other promising practices.*

*The LDRC will be responsible to carry out the goals of the DEI project within WDA 6. This will include implementation of strategic approaches such as the **Guide Posts for Success**, implementation of **Integrated Resource Teams (IRTs)**, as well as expanding and enriching current partnerships and collaborations.*

*The LDRC will conduct outreach to the disability community and the organizations that serve youth with disabilities to: 1) market workforce services; 2) promote interagency collaboration; 3) convene and facilitate IRT meetings to address barriers related to achieving the participant’s education, training, and/or employment goals; 4) work with other partner staff to ensure strategies identified by the IRTs are being implemented; and 5) assist youth job seekers in navigating and using the WorkForce Center system and other mandated/non-mandated partners that provide services and supports needed to obtain/maintain employment.*

*Businesses benefit from work-based learning because training can be tailored both specifically to their needs and the needs of the participants, which leads to increased productivity and engagement from the worker. Work-based learning also supports a broader pipeline of workers by connecting businesses to a pool of underrepresented populations that they may otherwise have difficulty engaging. In order to realize these benefits, business partners are engaged in career pathway program design and curriculum development to ensure it meets their needs.*

*Youth need to develop career success skills before they are ready to succeed in unsubsidized employment. Often, they also lack the experience necessary to secure jobs. PIC youth staff address these barriers by continuing to provide experiential and work-based learning opportunities for youth, which provides the youth the opportunity to gain the skills and experience necessary to find success in the workplace.*

As result of our regional planning efforts and the Rural Career Counseling Coordinator, Southwest and South Central Minnesota identified a great need to provide labor market information to students, parents and school counselors to create awareness of career opportunities in high-growth, in-demand occupations. We have embarked on a joint effort across Region 5 to distribute labor market infographics that are easy to understand and can be shared on school newsletters, websites, parent emails and social media posts.

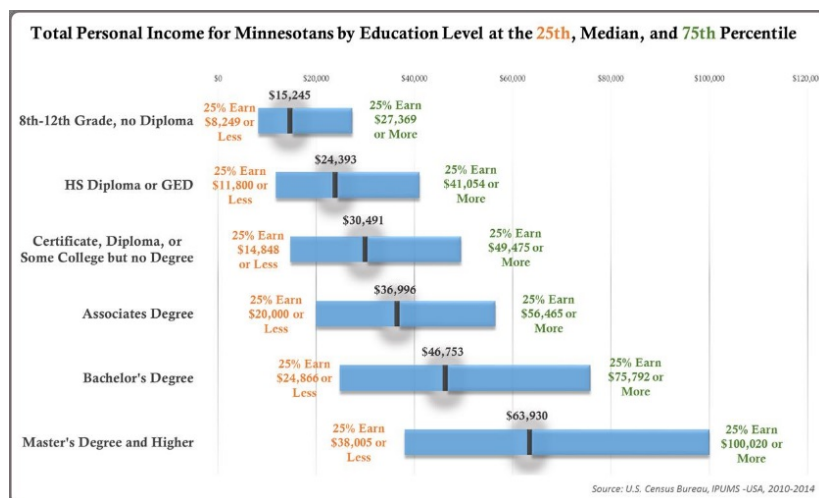
The launch of the labor market campaign “Know Before You Go” shared infographics on education and wage range by education level, annual tuition increases, cost of a degree, and demand jobs in the region. The information below was sent to school counselors, principals, superintendents and workforce partners in the region.

“People may spend their whole lives climbing the ladder of success only to find, once they reach the top, that the ladder is leaning against the wrong wall.”  
Thomas Merton.

Today’s labor market is very different than it was 20+ years ago when many of your parents and teachers were making decisions about their career. Please share these infographics with your students, parents, teachers and greater community so that students can make informed decisions regarding their future.

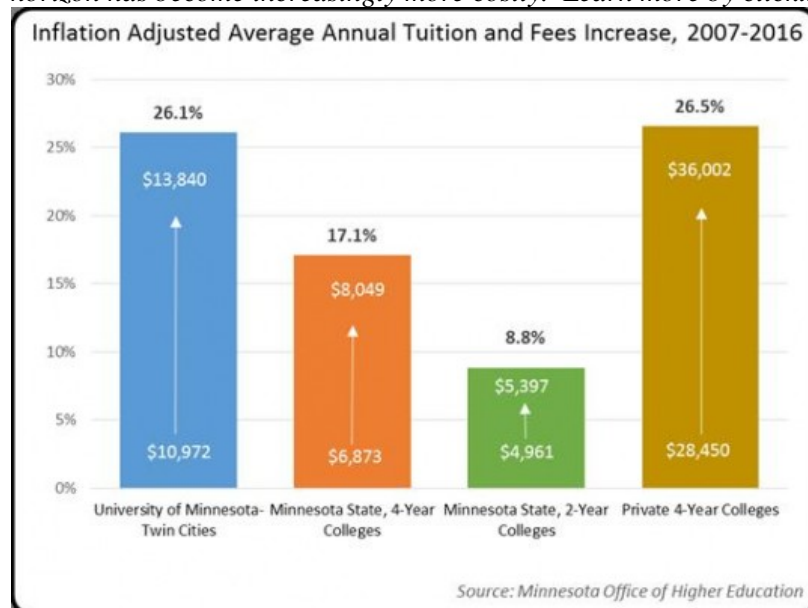
### Graphic 1: Annual Wages by Education Level [PDF](#)

The types of position as well as the degree are vital factors in determining future wages. Each degree offers a range of wages that differ by industry. For example, students who graduated from a Minnesota college in 2010/2011 with an Associate Degree in the Construction Trades is making a median full-time wage of \$50,831 compared to a graduate with a Bachelor Degree in Liberal Arts and Sciences; General Studies and Humanities who is making \$38,930 (Source: DEED Graduate Employment Outcomes).



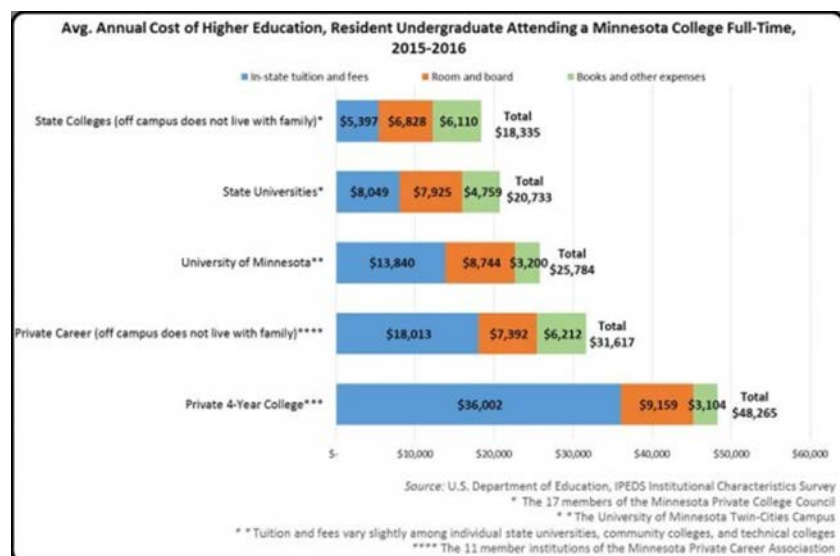
### Graphic 2: Average Annual Tuition Increase [PDF](#)

When deciding on a career, it's important to consider the cost of education as it compares to projected earnings. Higher education often brings significant benefits, such as increased earnings and job opportunities, along with newly minted skills and knowledge. However, the price for this expanded horizon has become increasingly more costly. [Learn more by clicking HERE.](#)



### Graphic 3: Cost of a Degree [PDF](#)

An Associate's degree at a state college will cost roughly \$36,670 (\$18,335 x 2 years) and a Bachelor's degree with four years attending a state university will cost roughly \$82,932 (\$20,733 x 4 years). These estimates do not factor in annual changes in tuition or other expenses. Click [HERE](#) to read the article "What to Know Before You Owe."



**Graphic 4: Jobs in Demand in Your Region** [PDF](#)

Here are the current jobs in demand in your region of Minnesota by education level. They are listed in order of demand and include median wages.

<b>Jobs in Demand in Southwest Minnesota</b>	
<b>Credential, Certificate or Associate's Degree</b>	<b>Bachelor's Degree or Higher</b>
Heavy & Tractor-Trailer Truck Drivers \$36,494/yr	School Teachers, Except Special Ed \$49,603/yr
Nursing Assistants \$23,296/yr	Commercial & Industrial Designers \$57,650/yr
Licensed Practical and Licensed Vocational Nurses \$37,597/yr	Mental Health Counselors \$69,836/yr
Teacher Assistants \$24,135/yr	Accountants and Auditors \$54,048/yr
Registered Nurses \$60,457/yr	Appraisers & Assessors of Real Estate \$36,617/yr
Automotive Service Technicians & Mechanics \$35,483/yr	Industrial Engineers \$73,770/yr
Bus & Truck Mechanics & Diesel Engine Specialists \$36,660/yr	Sales Managers \$94,855/yr
Bookkeeping, Accounting, and Auditing Clerks \$32,276/yr	Securities, Commodities, & Financial Sales Agents \$39,517/yr
Police & Sheriff's Patrol Officers \$50,599/yr	Medical & Health Services Managers \$74,744/yr
Industrial Machinery Mechanics \$43,570/yr	Industrial Production Managers \$78,334/yr
Medical Assistants \$27,648/yr	Financial Managers \$90,965/yr
Respiratory Therapists \$66,189/yr	Loan Officers \$63,486/yr
<b>Positions are listed in order of demand with median wages.</b>	
<small>Source: MN DEED Occupations in Demand, June 2016 <a href="https://mn.gov/deed/data/data-tools/oid/">https://mn.gov/deed/data/data-tools/oid/</a> Prepared by the Southwest Private Industry Council</small>	

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

*Youth Services in WDA 6 are viewed as a coordinated and collaborative strategy. Partners provide updates at the Youth Committee meetings. This provides an opportunity for the service delivery design to be coordinated with other youth programs throughout the services in the region.*

*WDA 6 has an extensive network of youth-service agencies which provides support or funding for activities offered in conjunction with partner agencies. It also provides an opportunity to offer an employment component to enhance other provider programming. Examples include: 1) work closely with community corrections to provide the employment piece to adjudicated youth; 2) coordinating with Minnesota West Community and Technical Colleges to provide on-campus hands-on Career Exploration sessions to eligible students; 3) assisting with Career Exploration Days sponsored by an area school consortium; 4) referring eligible youth to Career Pathway*

programs; and 5) provide work experience programs along with other Workforce Center partners with high schools.

*The PIC youth programs have organized a network of agencies and community members with an interest in helping youth succeed in education and employment. Youth are referred through a variety of sources including: schools, human service agencies, public health, post-secondary education institutions, adult basic education, community corrections departments, parents, and past or current participants.*

*Under the Workforce Investment Act (WIOA) and Minnesota Youth Programs (MYP), services offered include work experiences, career exploration activities, post-secondary tuition assistance, and job seeking/retention assistance, transition services and support services to provide greater opportunities for each individual's future.*

*In addition to WIOA and MYP services, the SW MN PIC leverages resources, including Youth Intervention Program (YIP), and other local resources to create value added after and out of school programming.*

*PIC youth employment specialist have a long history of working closely with school work coordinators, special education managers, and other school personnel, to coordinate after-school work opportunities for qualifying youth. PIC will continue offering these opportunities to develop skills and, when coupled with the additional guidance and support of the youth staff, provide them with an increased likelihood of workplace success beyond their high school years.*

*The PIC Youth Programs also facilitates after-school leadership groups, focused on career exploration and service learning. Participants in these groups, who earn monetary stipends for participation, are given the opportunity to improve their position within their communities by participating in local service projects. They are also given the opportunity to tour area colleges, training facilities, local businesses, and receive career exploration assistance from PIC youth employment specialist. These programs also provide a good opportunity for the incorporation of financial literacy, entrepreneurship education, decision making, and other tangible and non-tangible skills needed for workplace success or simply living independently.*

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

*SW MN PIC is the MFIP service provider in WDA 6; therefore, the referrals of identified MFIP eligible youth are made by the SW MN PIC MFIP Job Counselors directly to the SW MN PIC Youth employment specialist.*

*The SW MN PIC has a strong network between the counties and the Workforce Center partners. This network system allows for direct recruitment of potential youth through direct contact with case workers and financial workers. PIC staff provide applications and materials to county personnel to assist with identifying and recruiting individuals for the youth services.*

*The PIC provides work experience to eligible MFIP summer youth participants. The MFIP Job Counselor and/or county worker (with a release of information signed by participant and if applicable parent/guardian) will provide youth staff with any assessment and detailed*

*information regarding barriers that may directly impact the work experience placement. The PIC youth employment specialist meets with the eligible TANF summer youth to identify areas of interest, barriers, and abilities. When necessary TANF summer youth will take a formal career assessment to define more clear interest and aptitude areas.*

*When appropriate, the TANF Innovative Project participants are co-enrolled in WIOA Youth and/or MYP to leverage additional resources and maximize value to the individual.*

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

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

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

Outcomes				
Improve Transition Outcomes for Ex-Offenders	Improve Transition Outcomes for Youth Aging Out of Foster Care	Improve Transition Outcomes for Youth with Disabilities	Prevent and End Homelessness	Reduce High School Dropout Rates
Strategies				
<p><b><u>Youth Intervention Program (YIPA)</u></b></p> <p>PIC provides career development, work readiness training and paid work experience opportunities for at risk youth with an emphasis on youth involved in the criminal justice system.</p>	<p><b><u>Department of Human Services- SELF Program</u></b></p> <p>The WSA Youth Program staff will work closely with county social workers to identify youth aging out of the foster care system and assist them with the application process to the program. Program staff will avail themselves to attend IEP meetings and work with the designated team of professional providing support to disabled foster youth.</p> <p>PIC youth staff partner with this program that provides specific instruction and Independent Living Skills classes for youth in foster care and aging out of foster care. PIC counselors are invited to co-facilitate courses on career development and job search.</p>	<p><b><u>Community Transition Interagency Committees</u></b></p> <p>Representatives from a variety of community organizations serving youth come together to develop transition plans for youth with disabilities. PIC participates in these transition meetings and to partner to provide more streamlined services.</p> <p>Partners often include: WDI, K-12 schools, Human Services, Health Industries, Rehabilitation Services, Parents and Community Education.</p>	<p><b><u>Western Community Action</u></b></p> <p>Mission is to prevent, respond to and help homelessness in Southwestern Minnesota by coordinating services and maximizing resources.</p> <p>Program staff and WCA staff maintain regular contact to streamline referrals.</p> <p>PIC staff belongs to Homeless and Hunger Board Advisory Committee.</p>	<p><b><u>Independent School Districts and Alternative Learning Centers</u></b></p> <p>Strengthen network with ALC’s in service area to increase blending of resources and additional assistance to ‘super seniors’ and those students at risk of dropping out.</p>

Outcomes				
Improve Transition Outcomes for Ex-Offenders	Improve Transition Outcomes for Youth Aging Out of Foster Care	Improve Transition Outcomes for Youth with Disabilities	Prevent and End Homelessness	Reduce High School Dropout Rates
Strategies				
<p><b><u>Workforce Innovation and Opportunity Act for Youth</u></b></p> <p>PIC provides career exploration activities, labor market information activities, career pathways, work readiness training and paid work experience opportunities for youth involved in the criminal justice system.</p>	<p><b><u>Area School District Case Managers and Work Experience Coordinators</u></b></p> <p>Form community partnership to connect older youth with resources beyond secondary school structure. The WSA's Outreach to School efforts will be the structured approach to establishing these connections.</p>	<p><b><u>Vocational Rehabilitation Services</u></b></p> <p>A WSA partner and located onsite. Provides vocational rehabilitation services in helping transition youth with disabilities to self-sufficiency. Youth Program staff and DRC maintain regular contact to streamline referrals.</p>	<p><b><u>Prairie 5 Community Action Agency</u></b></p> <p>Mission is to prevent, respond to and help homelessness in Southwestern Minnesota by coordinating services and maximizing resources.</p> <p>Program staff and P5 staff maintain regular contact to streamline referrals.</p>	<p><b><u>Yellow Medicine Integration Collaborative.</u></b></p> <p>A collaborative effort from six schools within the SW MN region come together and partner on projects surrounding career development, character, and increasing academics.</p> <p>PIC staff and the YMIC Coordinator maintain regular contact to streamline referrals and regional events in the area including career exploration, labor market information, and career pathway activities.</p>
<p><b><u>Minnesota Youth Programs</u></b></p> <p>PIC provides career exploration activities, labor market information activities, career pathways, work readiness training and paid work experience opportunities for youth involved in the criminal justice system.</p>		<p><b><u>Disability Employment Initiative (DEI)</u></b></p> <p>Our co-enrollment and partnership with the DEI funds has increased our opportunities and education for serving youth from this population. Working closely with community disability employment services and our on-site partners has brought improved services and amore solidified and organized approach to offering services.</p>	<p><b><u>Western Community Action</u></b></p> <p>Mission is to prevent, respond to and help homelessness in Southwestern Minnesota by coordinating services and maximizing resources.</p> <p>Program staff and WCA staff maintain regular contact to streamline referrals.</p> <p>PIC staff belongs to Homeless and Hunger Board Advisory Committee.</p>	<p><b><u>Workforce Innovation and Opportunity Act for Youth</u></b></p> <p>PIC provides career exploration activities, labor market information activities, career pathways, work readiness training and paid work experience opportunities for youth at risk for becoming a high school dropout.</p>
		<p><b><u>Workforce Innovation and Opportunity Act for Youth</u></b></p> <p>PIC provides career exploration activities, labor market information activities, career pathways, work readiness training and paid work experience opportunities for</p>	<p><b><u>Prairie 5 Community Action Agency</u></b></p> <p>Mission is to prevent, respond to and help homelessness in Southwestern Minnesota by coordinating services and maximizing resources.</p>	<p><b><u>Minnesota Youth Programs</u></b></p> <p>PIC provides career exploration activities, labor market information activities, career pathways, work readiness training and paid work experience opportunities for youth at risk for becoming a high school</p>



Outcomes				
Improve Transition Outcomes for Ex-Offenders	Improve Transition Outcomes for Youth Aging Out of Foster Care	Improve Transition Outcomes for Youth with Disabilities	Prevent and End Homelessness	Reduce High School Dropout Rates
Strategies				
		youth with disabilities.	Program staff and P5 staff maintain regular contact to streamline referrals.	dropout.
		<p><b><u>Minnesota Youth Programs</u></b></p> <p>PIC provides career exploration activities, labor market information activities, career pathways, work readiness training and paid work experience opportunities for youth with disabilities.</p>	<p><b><u>Southwest Minnesota Opportunity Council</u></b></p> <p>By coordinating services and maximizing resources program staff and SMOC staff maintain regular contact to streamline referrals for their homelessness prevention/intervention programs such as:</p> <p><i>Transitional Housing Programs, Family Homeless Prevention and Assistance Program, and FEMA Emergency Food and Shelter Program</i></p>	<p><b><u>Youth Intervention Program (YIPA)</u></b></p> <p>PIC provides career development, work readiness training and paid work experience opportunities for at risk youth with an emphasis on youth attending ALCs.</p>
		<p><b><u>Project Search</u></b></p> <p>The program serves as an opportunity for students to transition from high school to community employment by working Monday to Friday, generally from 8am to 3pm, during the school year. Students are provided an opportunity to participate in a variety of 8-10 week internship rotations at Avera Marshall Medical Center that best meet their interests, experiences and abilities. A job coach, program instructor, and department staff work with the students (and IEP team) to help them develop the necessary interpersonal and job skills to gain meaningful employment.</p>		<p><b><u>Nobles County Integration Collaborative</u></b></p> <p>A collaborative effort within the SW MN region to come together and partner on projects surrounding career development, character, and increasing academics.</p> <p>PIC staff and the NCIC Coordinators maintain regular contact to streamline referrals and regional events in the area including career exploration, labor market information, and career pathway activities.</p>

Outcomes				
Improve Transition Outcomes for Ex-Offenders	Improve Transition Outcomes for Youth Aging Out of Foster Care	Improve Transition Outcomes for Youth with Disabilities	Prevent and End Homelessness	Reduce High School Dropout Rates
Strategies				
		Project SEARCH is a program with over 200 host sites worldwide designed to assist youth with disabilities reach their goals of community employment. Our program is based on this successful international program, which was developed at Cincinnati Children's Hospital Medical Center in 1996.		
		<b><u>Advanced Opportunities, Inc.</u></b> Advance Opportunities is a private not-for-profit agency that has been providing quality employment opportunities and vocational training to individuals with developmental, physical and other disabilities since 1963. Current employment services are provided on our work floor as well as at community businesses and include assembly, shredding, collating, aluminum can recycling, housekeeping (hotel, new construction businesses/homes), office cleaning, lawn care services and digital imaging services. Advance Opportunities is committed to broadening the scope of our employment offerings. To that end, we strive to forge new mutually beneficial relationships with businesses and community partners that result in expanded employment opportunities.		

Outcomes				
Improve Transition Outcomes for Ex-Offenders	Improve Transition Outcomes for Youth Aging Out of Foster Care	Improve Transition Outcomes for Youth with Disabilities	Prevent and End Homelessness	Reduce High School Dropout Rates
Strategies				