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

APPLICANT AGENCY - Use the legal name and full address of the fiscal agency with whom the grant will be executed.	**Contact Name and Address**
(Fiscal Agent for the South Central WorkForce Council) **Minnesota Valley Action Council, Inc.** **706 North Victory Drive** **Mankato, MN 56001**	**Heather Gleason** **South Central WorkForce Council** **706 N. Victory Drive** **Mankato, MN 56001**
Director Name: Amanda Mackie **Telephone Number:** 507-345-2400 **Fax:** 507-345-2414 **E-Mail:** amanda@mnvac.org	**Contact Name:** Heather Gleason **Telephone Number:** 507-345-2418 **Fax:** 507-345-2414 **E-Mail:** hgleason@workforcecouncil.org

Basic Organization Information

Federal Employer ID Number:	**Minnesota Tax Identification Number:**
94865358	41-6050353
DUNS Number:	**SWIFT Vendor ID Number (if known):**
0708675337	0000194809 001

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

Signature:	Diane Halverson
Title:	Executive Director, MVAC | Executive Director, SC WorkForce Council
Date:	3/16/2020

Attachment 2
PY 2020 Budget Information Summary:
WIOA Youth Formula Grant Program (updated 5/1/20)
(See following pages for definitions of cost categories)

WDA Number and Contact:	#7 South Central / Heather Gleason
E-Mail Address/Phone No:	hgleason@workforcecouncil.org / 507-345-2418
Date Submitted (or Modified):	May 11, 2020

Cost Category	Carryover From PY19 *(Cannot exceed 20% of PY 19 Amount.)*	New WIOA Funds	Total Funds Available	Estimated Expenses 4/1/20 to 6/30/20	Estimated Expenses 4/1/20 to 9/30/20	Estimated Expenses 4/1/20 to 12/31/20	Estimated Expenses 4/1/20 to 3/31/21
764/833 Administration (Cannot Exceed 10%)		$21,850	$21,850	$2,000	$8,000	$15,000	$20,000
841 In-School Youth Work Experience Wages/Fringe	$8,000	$12,000	$20,000	$2,000	$5,000	$10,000	$18,000
825 Out-of-School Youth Work Experience Wages/Fringe	$6,000	$20,000	$26,000	$3,000	$8,000	$14,000	$24,000
872 In-School Youth Work Experience Staff Costs	$2,000	$3,000	$5,000	$500	$1,000	$3,000	$5,000
855 Out-of-School Youth Work Experience Staff Costs		$5,000	$5,000	$500	$2,000	$3,500	$5,000
874 In-School Youth Direct Services (Non-Work Exp.)		$14,731	$14,731	$3,000	$6,000	$10,000	$13,000
877 Out-of-School Youth Direct Services (Non-Work Exp.)		$76,437	$76,437	$8,000	$30,000	$52,000	$70,000
848 In-School Youth Support Services		$1,000	$1,000		$500	$750	$1,000
862 Out-of-School Youth Support Services		$9,000	$9,000	$1,000	$4,000	$6,000	$8,000
860 In-School Youth Other Services							
878 Out-of-School Youth Other Services							
837 In-School Youth Training		$1,000	$1,000	$0	$500	$750	$1,000
838 Out-of-School Youth Training		$54,500	$54,500	$5,000	$20,000	$40,000	$50,000
Total:	$16,000	$218,518	$234,518	$25,000	$85,000	$155,000	$215,000

Estimated Percentage of NEW WIOA Funds Expended on Out-of-School Youth (Must be at least 75 percent)**:**	84%
Estimated Percentage of NEW WIOA Funds Expended on Work Experience (Must be at least 20 percent)**:**	20%
Estimated Total Number of Youth to be Served With WIOA Youth Funding:	60

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

WDA No./Agency and Contact:	#7 South Central / Heather Gleason, SC WorkForce Council
E-Mail Address/Phone No:	hgleason@workforcecouncil.org / 507-345-2418
Date Submitted (or Modified):	May 11, 2020

Cost Category	Total Funds Available	Estimated Expenses 7/1/20 to 9/30/20	Estimated Expenses 7/1/20 to 12/31/20	Estimated Expenses 7/1/20 to 3/31/21	Estimated Expenses 7/1/20 to 6/30/21	Carryover
764/833 Administration (Cannot Exceed 10%)	$23,237	$3,000	$9,000	$15,000	$23,237	
881 Youth Participant Wages and Fringe Benefits	$105,000	$14,500	$42,000	$70,000	$98,000	$7,000
885 Direct Services to Youth	$92,135	$12,000	$33,500	$60,000	$87,135	$5,000
860 Outreach to Schools (Direct Services; This can be up to 20 percent of your budget.)	$7,000	$1,500	$3,000	$5,000	$7,000	
891 Support Services	$5,000	$1,000	$2,500	$4,000	$5,000	
Total:	$232,372	$32,000	$90,000	$154,000	$220,372	$12,000

Estimated Number of MYP Youth Served/Cost Per Participant

Estimated No. of MYP Youth Served:	145
Outreach to Schools (OTS) Youth + Families Served (Note that OTS is an optional activity):	700
Estimated Total Number of MYP Youth and Families Served:	145 MYP 700 OTS
Estimated Cost Per MYP Participant:	$1,600
Estimated Cost Per OTS Participant-Family:	$10

Definitions of Cost Categories

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

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

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

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

(WIOA and MYP) Direct Services to Youth – Costs associated with providing direct service to youth, EXCLUDING costs of youth participant wages and fringe benefits, support services and (WIOA Youth funds only) Individual Training Accounts for OSY or ISY. Wages and fringe benefits for staff who provide direct services to youth participants should be included in this cost category. For WIOA Youth budgeting and reporting only, these expenses are itemized

separately on the monthly Reimbursement Payment Request (RPR) form/Financial Status Report (FSR) form for In-School Youth (ISY) and Out-of-School Youth (OSY).

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

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

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

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

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

- Providing information to individuals and groups regarding occupations and industries in demand and with the highest growth throughout the region using current labor market information, including providing opportunities for students to directly experience occupations through job shadowing, mentoring and business tours.
- Providing workshops to classes on planning for post-secondary training, including accessing financial aid and selecting an appropriate program, as well as other career

planning topics such as goal setting and navigating business culture. Providing opportunities to interact with local business and industry including tours, organizing business and industry speaker panels, job shadowing, and mentoring.

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

Attachment 3

PY 2020-2021 WIOA Youth Performance*

(Definitions of Each Measure are on the Following Page)

UPDATED 6-3-2020

WDA/Contact:	#7 South Central / Heather Gleason
E-Mail Address/Phone Number:	hgleason@workforcecouncil.org
Date Submitted (or Modified):	June 11, 2020

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

NOTES:

*PY 20 and PY 21 WIOA Youth Formula Grant outcome data will be added to existing baseline performance data for use in future statistical adjustment models from DOL.
**"Baseline" means that WIOA Youth data collected through PY19 will be used in subsequent years to produce an updated Statistical Adjustment Model that generates an estimated value.
***SAM = The three values for WIOA Youth were calculated as part of DOLETA's "Statistical Adjustment Model" for PY20 and PY21, based on a combination of national and state-level data from PY17 and PY18 collected by DOL.

WIOA Youth Performance Definitions

Employment/Training 2nd Quarter After Exit: The percentage of Title I Youth program participants who are in education **or** training activities, **or** in unsubsidized employment, during the second quarter after exit from the program.
Employment/Training 4th Quarter After Exit: The percentage of Title I Youth program participants who are in education **or** training activities, **or** in unsubsidized employment, during the fourth quarter after exit from the program.
Credential Attainment: The percentage of those participants enrolled in an education or training program (excluding those in on-the-job training (OJT) and customized training) who attain a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program. A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage of participants who have attained a secondary school diploma or its recognized equivalent only if the participant also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program.
Measurable Skills Gain: The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment. Depending on the type of education or training program, documented progress is defined as one of the following:
1. Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;
2. Documented attainment of a secondary school diploma or its recognized equivalent;
3. Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards;
4. Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training; OR,
5. Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.
Median Earnings: The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.

Youth Committee Information For PY 2020/SFY 2021

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

SOUTH CENTRAL YOUTH COUNCIL

MISSION STATEMENT

To Advocate and Provide for the Empowerment, Involvement, Preparation and Employment of Youth in South Central Minnesota.

GOALS

Goal #1: **Empower and Involve Youth**

Strategies:

- Involve and solicit input from youth.
- Promote and support leadership development opportunities for youth.
- Promote and support opportunities to connect youth with positive role models.

Goal #2: **Prepare Youth for Life & Employment**

Strategies:

- Provide policy, coordination, planning and oversight of youth employment programs and reward positive performance.
- Promote and support life & employability skills training.
- Promote and support career exploration and career planning opportunities, especially in high demand/growth occupations.
- Promote and support basic skill development.
- Promote and support education and training opportunities that lead to a credential and employment.

Goal #3: **Expand Partnership**

Strategies:

- Identify gaps and recruit members for the Youth Council.
- Establish linkages with youth development organizations.
- Develop and implement information/outreach strategies (youth/community).
- Develop and implement communication strategies (program staff, stakeholders).

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

YOUTH COMMITTEE MEMBER NAME	ORGANIZATION/REPRESENTING (examples: business, education, community-based organizations, youth, parent, etc.)	Full LWDB Member?
Chair: Reggie Worlds **Phone Number: 507-344-2600** **E-Mail: reggie.worlds@state.mn.us**	MN DEED/CareerForce - Mankato /Employment Services	Yes
Member Name: Valerie Bentdahl **Phone Number: 507-625-4436** **E-Mail: vbentdahl@jonesmetalinc.com**	Jones Metal/Business	Yes
Member Name: Angie Blackstad **Phone Number: 507-345-5222** **E-Mail: ablack2@isd77.k12.mn.us**	Mankato Area Adult Basic Education/Education	No
Member Name: Leticia Bravo **Phone Number: 507-310-8384** **E-Mail: waseca@metinc.org**	MET, Inc./Employment & Training Services	No
Member Name: Laura Dhuyvetter **Phone Number: 507-344-7897** **E-Mail: laura@rcef.net**	Regional Center for Entrepreneurial Facilitation/Business Development	No
Member Name: Jamie Gaetz **Phone Number: 651-642-1133** **E-Mail: gaetz.jamie@jobcorps.org**	Job Corps/Youth Services	No
Member Name: Amy Gorka **Phone Number: 507-389-5580** **E-Mail: agorka@mrciworksource.org**	MRCI WorkSource/Youth w/Disabilities	No
Member Name: Bukata Hayes **Phone Number: 507-385-6652** **E-Mail: bhayes@mankatodiversity.org**	Greater Mankato Diversity Council/Community-Based Organization	No
Member Name: Christopher Jensen **Phone Number: 507-380-9506** **E-Mail: cjensen@lifeworks.org**	Life Works/Youth Services	No

Member Name: Amanda Mackie **Phone Number: 507-345-2400** **E-Mail: amanda@mnvac.org**	MN Valley Action Council/Community-Based Organization/Youth Services/Housing	Yes
Member Name: Shane Meier **Phone Number: 507-345-2133** **E-Mail: shane@ibewlocal343.org**	IBEW Local 343/Organized Labor	Yes
Member Name: Jessica Miller **Phone Number: 507-344-2610** **E-Mail: jessica.miller@state.mn.us**	MN DEED/Regional Workforce Strategy Consultant	No
Member Name: Rich Molitor **Phone Number: 507-934-7884** **E-Mail: rmolitor@co.nicollet.mn.us**	Nicollet County Human Services /Probation	No
Member Name: Kim Mueller **Phone Number: 507-387-1477** **E-Mail: kmuell1@isd77.k12.mn.us**	ISD #77 Mankato Area/Secondary Education	No
Member Name: Jon Nowak **Phone Number: 651-341-4436** **E-Mail: jnowak@ncsrcc.org**	North Central States Regional Council of Carpenters/Organized Labor	Yes
Member Name: Jonathan Rubischko **Phone Number: 507-625-6556** **E-Mail: jonathan.rubischko@rasmussen.edu**	Rasmussen College/Post-Secondary Education	No
Member Name: Heather Sellner **Phone Number: 507-387-3461** **E-Mail: hselln1@isd77.k12.mn.us**	ISD #77 Mankato Area/Secondary Education	No
Member Name: Chelsea Skinner **Phone Number: 507-327-1952** **E-Mail: cskinner@lifeworks.org**	Life Works/Youth Services	No
Member Name: Nancy Sprengeler **Phone Number: 507-389-6068** **E-Mail: nancy.sprengeler@mnsu.edu**	MN State University-Mankato-Educational Talent Search/Education/Youth Services	No
Member Name: Gwenn Wolters **Phone Number: 507-389-2123** **E-Mail: gwolters@mnscsc.org**	South Central Service Cooperative/Carl Perkins/Education	No
**Due to staff changes we are recruiting new members to represent South Central College and Vocational Rehabilitation Services.*		

Youth Service Provider Information For PY 2020/SFY 2021

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

Youth Service Provider/Contact	WIOA			MYP		
Name of Service Provider: *Minnesota Valley Action Council* **Address:** *706 North Victory Drive* **City, State, ZIP** *Mankato, MN 56001* **Contact Person:** *Margy Hendrickson* **Contact Person Phone:** *507-345-2405* **Contact Person E-Mail:** *margy@mnvac.org* **Service Provider Website:** *www.mnvac.org*		**Yes**	**No**		**Yes**	**No**
	ISY:	X		**Summer ONLY:**		X
	OSY:	X		**Year-Round (incl. summer):**	X	
				Outreach to Schools:	X	

Attachment 1

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

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

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

   The South Central Request for Proposal is attached.

   Every four years, the South Central WorkForce Council releases a Request for Proposal (RFP) to solicit proposals to provide workforce development services for youth. A Task Force made up of members from the Youth Council and WorkForce Council review the current RFP and they update the information being requested of proposers. A notice is printed in the Fairmont Sentinel, Mankato Free Press, New Ulm Journal and posted on our website. Notices are sent to local education institutions, social service organizations and employment service agencies. Interested parties request copies of the RFP and are invited to a proposer's conference. At the proposer's conference, the RFP is reviewed, interested parties are given an opportunity to ask questions about the RFP, and organizations intending to submit a proposal are required to declare their intent in writing. Proposals that are submitted by the due date are reviewed and rated by the Task Force. Their recommendation for a youth services provider is presented to the Youth Council, WorkForce Council and Joint Powers Board for approval. Minnesota Valley Action Council was selected as our youth services provider in January 2020. This was approved by the Youth Council, the SC WorkForce Council and the Joint Powers Board.

2. Describe outreach and recruitment of:

   Spreading the word about available WIOA services is an important component of our recruitment effort. MVAC will build on its history of our network of established partnerships throughout the nine county area. Below are partial lists of organizations with whom we share a connection.

Education Community:

- *School Districts in nine counties*
- *Alternative Schools*
- *Adult Basic Education & GED Programs*
- *Post-secondary institutions*
- *South Central Service Cooperative*

CareerForce Partners including:

- *Job Service*
- *Vocational Rehabilitation Services*
- *MRCI WorkSource*
- *South Central Youth Council*
- *State Services for the Blind*
- *Life-Work Planning Center*
- *South Central WorkForce Council*

Area Service Providers:

- *Human & Public Health Services*
- *Community Corrections*
- *Lutheran Social Services*
- *Salvation Army*
- *Committee Against Domestic Abuse*
- *Catholic Charities*
- *Area Homeless Shelters*
- *Mental Health Agencies*
- *Foster Care Agencies*
- *Agencies serving Minority Populations*
- *Veterans Service Offices*
- *Worksites*
- *Goodwill Easter Seals*
- *Lifeworks*

MVAC Internal Programs: Two-hundred staff based locally in each of our nine counties working with multiple programs provide an internal network of referrals. These referrals may come from staff working with:

- *Homeless Prevention Programs*
- *Head Start*
- *Employment/Training: Dislocated Worker, MFIP, WIOA Adult, Senior Programs*
- *Car Ownership Program*
- *Energy Assistance Program*
- *Housing Programs*
- *Again Thrift Stores*

MVAC's outreach and recruitment will also be achieved through word of mouth from past and present youth participants, their parents, worksite staff, and our expanded community network.

MVAC will publicize our programs for all encompassing recruitment through:

- *MVAC website*
- *Use of social media (Facebook account in each county)*
- *Presentations to area service and educational providers*
- *Public service announcements via television, radio, and print media*
- *Brochures, posters, and flyers*
- *Announcements on monitors at human services, courthouses, community centers and CareerForce locations*
- *Online job search sites*
- *E-mail newsletters*
- *Booths at area career fairs and postsecondary schools*
- *Community Resource Fairs*

In addition to the strategies above, informational letters and program applications are distributed to county human service agencies, school principals and counselors, probation, foster care agencies, mental health facilities, psychologists and psychiatrists throughout the nine county area to identify and refer eligible youth.

In addition, staff have delivered flyers and brochures to locations that potential youth applicants may visit including laundromats, community centers, libraries, youth related events, Vagabond Village, etc.

- Out-of-School Youth ("OSY")

  Outreach and recruitment efforts targeting out-of-school youth include strong partnership with Adult Basic Education in our area including Adult Area Learning Cooperative, Faribault County Adult Basic Education, Mankato Area Adult Education and Southwest Adult Basic Education. Angie Blackstad from Mankato Area Adult Basic Education is a member of the Youth Council and coordinates the Diploma Completion Program and College Prep Program. MVAC and ABE have developed a google document to track shared clients, new referrals and progress reports. Both entities have access to the document at any time to review or update progress. This has been a helpful communication tool between agencies and has streamlined the referral process.

  MVAC has also developed a strong partnership with The REACH Drop-In Center, which is a gathering place for homeless youth. MVAC staff are present at the center on a regular basis to meet with current program participants and for outreach to other eligible youth that could benefit from the services.

  In addition, MVAC provides MFIP Employment Services and performs both roles as youth counselor and employment counselor in five of the nine counties in South Central Minnesota. In the four remaining counties, MVAC staff work closely with the MFIP employment counselors to coordinate employment plans.

  MVAC have also reached out-of-school youth through job postings on Minnesota Works.

- In-School Youth ("ISY")

  South Central provides Outreach to School activities under our Partners in Career Exploration Program where interns from the Student Counseling Program at Minnesota State University – Mankato are placed in local school districts to provide career exploration activities to high school juniors and seniors. PICE interns received training from MVAC staff on the youth programs to share with their school districts to assist with outreach and recruitment.

  MVAC staff have been working with local school districts through the Higher Education Career Advisor Project (HECAP). Staff provide classroom presentations on a variety of topics including: career assessments, career planning & exploration, labor market information, job search skills, work readiness skills, navigating business culture, post-secondary planning and financial literacy. MVAC staff have visited over 517 students at 11 schools so far this year. This connection provides services to high school students and help identify and recruit eligible youth.

Sara Carrigan, Regional Career Coordinator, will conduct additional connections with area high schools and help connect eligible youth to services that MVAC provides for individual students and schools.

South Central received a Twin City United Way Grant to build career pathway programs in manufacturing, healthcare, and IT in high schools. There are 6 high schools participating in the project including: Madelia, Mankato, St. James/Butterfield, Le Sueur-Henderson, St. Peter, and Tri-City United. A primary goal of the project is to expose youth to work based learning opportunities. Overall this project will provide a great opportunity to connect with schools and provide work based learning experience for eligible youth.

In addition, the South Central Service Cooperative received legislative funding through the Rural Career and Technical Education Consortium Grant to advance career and technical education in the region. The Future Ready CTE funding will be utilized to support collaborative projects between school districts and employers, provide work based learning certification for CTE instructors and workforce coordination services. The workforce coordinator will serve as a liaison between high schools and the business community for work exploration, job shadowing, internships, and/or work experiences. MVAC will be providing the workforce coordination services in the following school districts: Cleveland, Janesville-Waldorf-Pemberton, Maple River, New Ulm, Sleepy Eye and Waterville-Elysian-Morristown.

MVAC has connected with admissions, financial aid, retention, student support services, and TRIO/Upward Bound staff at post-secondary institutions in our area to explain the program and how it can benefit their students. MVAC will be involved in new student orientation sessions at South Central College to share information on the youth program directly with college students that could benefit from additional assistance in completing their post-secondary training. Our outreach also included post-secondary institutions outside of the nine county area that many youth from our area also attend including MN West Community & Technical College, Riverland Community College, and Ridgewater College.

3. Describe eligibility determination process, including the WDA's strategy for use of the "5% window" for all ISY and affected OSY participants whose income exceeds limits (reminder: up to 5% of ISY and OSY participants (who require income eligibility) served by WIOA Young Adult program may be individuals who do not meet the income eligibility requirements, provided they fall within one or more of the categories described in WIOA Sec. 129 (C). See Chapter 2 of the WIOA Youth Administrative Policy.

   Eligibility of participants will be documented by securing all supporting documentation including a copy of their social security card, birth certificate, age certificate, driver's license, school ID card, etc. Application information for all applications received will be entered in the Workforce One client data system to assist in the establishment and

tracking of youth participants and a working file for each enrolled youth will be maintained. Applications for any youth that are not served due to ineligibility or lack of follow through will be entered and kept on file.

Unfortunately, there will be youth we cannot serve under WIOA due to unmet eligibility requirements. Staff will assess youth for other MVAC programming to meet their needs and/or provide referrals to South Central CareerForce partners, secondary or postsecondary schools, temporary employment agencies, or other service providers.

The 5% window gives us the discretion to serve (up to 5% of individuals enrolled) in-school youth and out-of-school youth who are not income eligible, but face barriers to employment. These barriers are defined by WIOA legislation as basic skills deficient, English language learner, offender, homeless, runaway or foster care youth, pregnant or parenting, disabled youth and requires additional assistance to enter or complete an educational program or to secure or hold employment.

In South Central, the 5% window will be considered when an in-school youth lacks family support (confirmed by a school official and/or professional). In general, in school youth are often living with parents or guardians. For youth that lack family support, they often face additional burdens such as paying for their own housing, transportation, childcare, etc. WIOA services can help youth attain their high school diploma/GED, transition to post-secondary opportunities, complete their education plan and/or secure employment.

4. Identify the WDA's definition of "An individual who requires additional assistance to complete an education program or to secure and hold employment." The definition must be reasonable, quantifiable, and based on evidence that the specific characteristic of the participant identified objectively requires additional assistance. See Chapter 2 of the WIOA Youth Administrative Policy.

   The criteria for "An individual who requires additional assistance to complete an education program or to secure and hold employment" for our service area will be at-risk youth as defined by MN State Statute 116L.56. As defined by state statute, these youth have barriers which are indicators they are at-risk (i.e. disability, one or more grade levels behind, offender, chemically dependent, foster child, etc.). These youth need additional assistance to ensure they attain their high school diploma/GED, transition to post-secondary opportunities, complete their education plan and/or secure employment. No more than 5% of the in-school youth enrolled may be eligible based on this criteria.

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

   MVAC administers a variety of assessments with youth during their participation on the program. MVAC's assessment process is participant-centered and encompasses informational interviews, written tests, and other tools to examine vocational interests and abilities. The result is youth are guided through a series of activities to assist them

in making informed decisions about choices which impact their educational and vocational futures.

Assessment Process:
The process begins with a review of the youth's application. Applications provide a significant amount of information including: their family composition, household income, public assistance status, migrant/seasonal farmworker status, the youth's age, race, ethnicity, education status, disability status, and at-risk factors.

The initial assessment is the next step for youth which reviews a youth's educational background, employment history, work readiness skills, and needs in the areas of transportation, child care, health, legal, and housing. Once identified, a youth's strengths, goals, and dreams become the motivators as we continue to work with them to help shape their future.

Staff utilize South Central WorkForce Council's established Youth Competencies system as a building block to provide a road map for our work with the youth. This instrument allows staff to measure the youth's competencies in three major areas: Basic, Work Readiness, and Occupational Skills. It demonstrates where youth have a skill competence and where they need to develop additional skills.

Below is a further explanation of these three components. For each area, there are a series of questions asked. The MVAC employment counselor, in conjunction with the youth, will answer the questions to determine if the youth is competent in each of the goal areas. If they are, this is evident on the assessment and no further goal development is necessary. If they are not, this becomes a focus of our involvement with the youth. The employment counselor designs strategies which will be utilized to assist the youth in becoming competent in the goal areas. As the goals are accomplished, the employment counselor records the date completed.

- ***Basic Skills:*** *The purpose is to ensure youth have the basic skills necessary for success in the workforce and/or additional training. Competent is defined as reading and math skills at or above the ninth grade level. If an in-school youth is below this level, a basic skills goal will be set. This will be a measurable goal to be re-assessed by a follow-up TABE test within 12 months of the previous TABE test. Staff will strategize with youth and encourage methods to increase these skills. When the youth reaches a ninth grade level or above in each of these areas, they will be determined competent in that area and will have no further need to be tested. MVAC coordinates services with Adult Basic Education (ABE); when a youth has TABE tested in ABE this score may be utilized to determine the Basic Skills level rather than retesting.*

- ***Work Readiness Skills:*** *The purpose of work readiness is to ensure that the youth has the critical skills or employability skills found necessary to be successful in employment. If the answer is "no" on any of the work readiness competencies, a work readiness goal will be established.*

There are four main areas of focus in this component. They are listed below along with the questions to determine work readiness skills competency. For each area where a youth is not competent, staff will implement strategies to achieve competency in the areas needed.

1. ***Career Exploration***
    - ***Career Decision:*** *Has the youth completed an exploration of careers and identified a career interest area to pursue?*
    - ***Labor Market Information:*** *Has the youth completed research to ensure a positive job outlook, job growth, and adequate wages to sustain a living wage in the career of their choice?*

2. ***Job Search Techniques:***
    - ***Resumes:*** *Has the youth completed a resume?*
    - ***Applications/Cover Letter:*** *Does the youth have the knowledge to complete a job application and a cover letter?*
    - ***Interviewing/Follow-up Letter:*** *Has the youth successfully completed an interview and have they written a follow-up letter?*

3. ***Positive Work Habits:***
    - ***Punctuality:*** *Has the youth proven they can be ready to work on time and work their entire shift?*
    - ***Attendance:*** *Does the youth work the days and hours as scheduled?*
    - ***Positive Attitude:*** *Does the youth display a positive, healthy attitude at work and are they friendly and polite with co-workers and customers?*
    - ***Appearance:*** *Does the youth dress and groom themselves appropriately for the job?*
    - ***Interpersonal Relations:*** *Does the youth work effectively with others and contribute productively?*
    - ***Task Completion****: Does the youth consistently complete work and meet quality standards?*
    - ***Maintain employment:*** *Can the youth maintain employment for at least 90 days?*

4. ***Daily Living Skills:***
    - ***Budgeting/Banking:*** *Has the youth developed a budget and received instruction in financial fitness?*
    - ***Driver's License/Transportation****: Does the youth have a driver's license and/or know how to utilize public transportation?*
    - ***Community Resources:*** *Does the youth know how to find services in the community to meet their needs?*

- ***Occupational Skills:*** *The purpose of occupational skills is to ensure youth have the skills to succeed in a specific occupational area related to their interests and abilities as*

identified in the assessment process. Competent is defined as a youth who has employable, occupational skills in an area related to the interests and abilities of the youth. If a youth does not have an employable occupational skill in an area related to their interests and abilities, an occupational skills goal will be established to address this need. The goal will be measurable and time-limited.

The information gathered from these assessments will be used by the employment counselor and the youth in the development of the Individual Service Strategy (ISS).

Career Assessment Process:
MVAC staff use a variety of career assessment tools throughout service provision. These include the Minnesota Career Interest assessment, school offered career assessment websites, the Career Occupational Preference System (COPSystem), and the Occupational Research Packet.

- *The Minnesota Career Interest assessment (MN Careers) is a quick tool where youth select from a list of 42 activities they like. Example, I like to… build things, work outdoors, or dream about starting my own business. A tabulation of their answers provide a career interest profile that can be matched with career areas to narrow down one's focus based on interests.*
- *Visions, Dreams, and Future Plans helps streamline short-term and long-term goals and what the youth can do to begin working toward their visions for themselves for the type of job, living situation, family, hobbies, and more that they would find valuable for themselves.*
- *Some school district career exploration tools, such as Naviance or MCIS, offer a view into any career exploration already being done in the high school setting. Depending on the content and items completed, employment counselors may use the results for career exploration.*
- *The Career Occupational Preference System (COPSystem) Comprehensive Career Guide, available in online or paper format is used to assess a participant's interests, abilities, and work values. This is used primarily with out-of-school youth to further define their career path and the training required. It does not pinpoint one single career best suited for an individual, however, it divides all jobs into 14 career categories and identifies the strongest areas for the participant.*

    - *The first section is called the Career Occupational Preference System (COPS) Interest Inventory. Participants must determine their feelings toward the activity by choosing one of the following: like very much, like moderately, dislike moderately, or dislike very much. The results define the types of work the participant is interested in doing. It helps to compare the relative strengths of the participant's interests in activities performed in a variety of occupations.*

    - *The second section is called the Career Ability Placement Survey (CAPS), and its purpose is to provide information regarding abilities to help in career planning. It is a series of tests which help participants identify some of their strengths and weaknesses. There are eight skill areas evaluated:*

        - *<u>Mechanical Reasoning</u> – measures how well a person can understand mechanical problems*
        - *<u>Spatial Relations</u> – measures how well a person can visualize or think in three dimensions*
        - *<u>Verbal Reasoning</u> – measures how well a person can reason with words*
        - *<u>Numerical Ability</u> – measures how well a person can reason with and use numbers*
        - *<u>Language Usage</u> – measures how well a person can recognize and use standard English grammar and punctuation*
        - *<u>Word Knowledge</u> – measures how well a person can understand the meaning and precise use of words*
        - *<u>Perceptual Speed and Accuracy</u> – measures how well a person perceives small detail rapidly and accurately*
        - *<u>Manual Speed and Dexterity</u> – measures how well a person can make rapid and accurate hand movements*

    - *The third section is called the Career Orientation Placement and Evaluation Survey (COPES) and identifies what work values are most important to the participant. A value statement is paired with a contrasting statement and participants must choose which statement best describes their values.*

    - *This system provides results in a user friendly manner. Staff interpret the scores of the three components to identify the participant's strengths in abilities, values, and interests in various occupational careers. The results are reviewed with the participant, to validate a career interest for someone or give direction to someone who did not know at what career they would likely be successful. Once suitable career areas are identified, information from the career assessment will be used to begin the examination of demand occupation and training options.*

- *For participants interested in postsecondary education/training, staff utilize an Occupational Research Packet (ORP) to guide the youth in making an informed career choice. The COPS system completion and review described above is the initial step to the ORP. The next steps include researching the labor market, finding job openings, discussion of their career goal, and two informational interviews.*

    - *The labor market research includes step-by-step instructions for looking at websites such as Department of Employment and Economic Development for occupational employment statistics, occupations in demand, looking at people already in the field of interest, working conditions of interest area, and finally education/training needed to achieve goal.*
    - *Finding job openings introduces the youth to Minnesota Works and Indeed websites and how to use them.*
    - *Several questions are answered by youth to start them visualizing themselves in*

their interest area, as well educational needs to accomplish their career goal.

- *Two interviews are requested of each youth, one with someone working in their field of interest and another with someone hiring in their field. There are suggested questions to be asked to gain the insight one needs to learn the various aspects in their area of interest.*

- *Staff may utilize additional career exploration tools as needed to further guide youth. CareerForce partners developed materials focused on non-traditional careers which include labor market information, an interest assessment, and a brochure staff can use for youth as well.*

6. Describe process for developing the Individual Service Strategy (ISS) and use of the Individualized Education Plan (IEP), including provision of wraparound support services. If your WDA/service provider(s) incorporate "Guideposts For Success" with some (or all) of your participants, please discuss when and how it is used.

   Following the completion of the above outlined set of assessments, MVAC employment counselors will work with youth to complete their Individual Service Strategy (ISS). The ISS will summarize the results of the assessments, establish employment and education goals, and define a career path. The ISS provides a road map that gives measurable steps and timelines for completion.

   The ISS will address the 14 program components which are critical elements in every youth's development. Employment counselors will determine how to best meet the requirements of each element as needed. The components include:

- *Tutoring, study skills training, instruction, and evidence-based prevention and recovery strategies that lead to the completion of requirements for a secondary school diploma or recognized postsecondary credential*
- *Alternative secondary school services or dropout recovery services*
- *Paid and unpaid work experiences including: summer employment, pre-apprenticeships, internships and job-shadowing, and on-the-job training*
- *Occupational skills training*
- *Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.*
- *Leadership development activities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors*
- *Supportive services*
- *Adult mentoring for a duration of a minimum of 12 months, that may occur during and after program participation*
- *Follow-up services for a minimum of 12 months after program completion.*
- *Comprehensive guidance and counseling, including drug and alcohol abuse counseling, as well as referrals to counseling, as appropriate to the needs of the individual youth*
- *Financial literacy education*
- *Entrepreneurial skills training*

- *Services that provide labor market and employment information about in-demand industry sectors or occupations in the local area, such as career awareness, career counseling, and career exploration*
- *Activities to help youth prepare for and transition to postsecondary education and training*

The ISS contains the following elements:

- *Training and employment goal*
- *Basic math and reading grade level equivalence*
- *Objectives and timelines to meet the stated goal*
- *Career strength areas from written career assessment, also known as, Career Occupational Preference System (COPSystem)*
- *Supporting labor market information for employment goal*
- *Support services needed to remove barriers to employment goal success*
- *Progress, follow up information, referrals, and plan updates*
- *Job search and placement plan after training is complete or youth is ready to become employed*

The ISS is a tool to identify services and resources that youth need to be successful in reaching their goals. The ISS is a working document and is modified as the youth progresses through their plan. Youth meet regularly with MVAC staff to review progress and modify the plan as needed.

MVAC staff coordinate services and resources with multiple organizations. Integrated Resources Teams are developed to increase communication and coordination of services between organizations to support youth in meeting their goals. When a youth has an Individual Education Plans (IEP) it is utilized as a foundation to build on in the development of the Individual Service Strategy (ISS) plan. It will identify specific needs of the participant to develop appropriate and achievable goals for youth, including necessary accommodations.

The development of an individual service strategy encompasses the overall career development of a youth. Several employment counselors in our area completed training through Normandale Community College and became certified as Global Career Development Facilitators (GCDF). The certification demonstrates the mastery of 12 competency areas including: helping skills, diverse populations, ethical & legal issues, consultation, career development models, assessment, labor market information, technology, employability skills, training clients & peers, program management and public relations. A GCDF helps individuals make educational and vocational choices at various times across their lifespan in ways that expand and improve their opportunities and life satisfaction. MVAC has 6 certified counselors.

Youth counselors also completed Youth Intervention Certification (YIC) through the Youth Intervention Program Association. YIC demonstrates the mastery of 8 core competencies including: youth intervention basics, youth development, communications, ethics,

diversity, behavior intervention, at-risk behaviors, and mental health basics. The YIC prepares youth counselors to help youth overcome challenges and thrive.

In addition, youth counselors regularly attend the Minnesota Social Service Association Annual Statewide and Regional Conferences, Adult Career Pathways Networking Day, Southern Minnesota Professional Network and South Central CareerForce Partner Training Days.

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

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

   In 2019, across all youth programs, we provided paid work experiences to 165 youth, ages 15-24. Prior to the start of these work experiences, youth receive training on getting and keeping a job, which includes topics such as the application process, interview practice, employers expectations, how to handle various situations at work, and the importance of building a positive work history. To further encourage a positive work experience, the youth counselor discusses possible worksite opportunities that fit the career interest area of the youth. Youth select worksites they are interested in and complete interviews. Based on the worksite's feedback, the youth are placed at one of their choices. In addition to being a worksite, worksite supervisors provide youth mentoring in topics such as expectations of employers, career options, and life lessons and choices. In addition to work experiences that focus on developing work readiness skills, we also provide paid internships that focus on a youth's career pathway.

   Work experiences and internships provide:
   - *Skills to get and maintain a job*
   - *Practice interviewing for jobs*
   - *Customer service skill development*
   - *Exposure to career opportunities*
   - *Experience for future employment*
   - *Income for youth*
   - *Hands-on learning strategies that may improve youths' grades, attendance, and graduation achievement*
   - *Awareness of skills and competencies needed to meet employer expectations in the areas of responsibility, respect, and hard work*
   - *Worksite supervisors and youth employment counselors who serve as role models and mentors, while supporting them as they learn concepts or problem-solve issues*
   - *Possible exposure to non-traditional careers and apprenticeship opportunities*
   - *Possible leadership skill development*

   Work experience, internships, and job shadowing provide youth with hands-on

opportunities to develop the following:

- *<u>Inquiry:</u> Fostering a curiosity and desire in youth to develop new skills and explore new areas.*
- *<u>Technology:</u> Exploring and becoming familiar with current technologies, used in job searches or job tasks.*
- *<u>Science, Engineering, and Math Skills:</u> Practicing vital skills to enhance mastery.*
- *<u>Decision-Making and Daily Living Skills:</u> Learning important time management skills and practicing decision-making skills.*
- *<u>Interaction with Others:</u> Working with diverse groups of people and learning how to work together to reach goals.*
- *<u>Positive Attitudes and Behaviors:</u> Teaching young people about the importance of attitude in the workforce and having the confidence to solve problems.*

MVAC educates and encourages youth to pursue educational and employment options in high-growth industries and in-demand occupations, including Healthcare, "STEM" Occupations (Science, Technology, Engineering, and Manufacturing), Information Technology, Construction/Trades and Agriculture. We recruit employers who are able to provide work experience opportunities in high-demand careers. Some examples of recent work experiences include:

Health Care:

- *Autumn Grace Memory Care*
- *Associate Optometry, PA*
- *Bridgewater*
- *Crystal Seasons*
- *Center for Specialty Care*
- *Central Health Care*
- *Country Neighbor*
- *Ecumen*
- *Fairmont Medical Center*
- *Good Samaritan Center*
- *Oak Terrace Assisted Living*
- *Luther Memorial Home*
- *Mayo Clinic*
- *New Richland Care Center*
- *Northpoint/Willowpoint A.L.*
- *Oak Hills Living Center*
- *Parkview Care Center*
- *Pathstone Day Living*
- *Pleasant View Nursing Home*
- *Sleepy Eye Care Center*
- *Sleepy Eye Medical Center*
- *Temperance Lake Ridge*
- *Truman Senior Living*

Manufacturing:

- *Lindsay Windows*
- *3M*
- *AdMfg, Inc.*
- *Avery Weigh-Tronix*
- *Easy Automation*
- *Kahler Automation*
- *Henderson Cycle*
- *Herman Manufacturing*
- *JW Cabinets*
- *Navitor*
- *Zierke Built Manufacturing*
- *Weiss Milling Inc.*

Construction/Trades:

- *Javen's Electric*
- *Tecta America/Schwickerts*

Transportation:

- *Abel's Electric Motors*
- *Erin's Body Shop*
- *Jerry's Auto Body*
- *Mankato Motors*
- *NAPA Auto Parts*
- *NG Auto Repair*
- *Waterville Auto*

- *Southview Living Center*
- *Vista Prairie Monarch Meadows*

Information Technology:

- *Geeks 2 U*
- *Q Info Tek*
- *St. Peter Community Center: Events*

Agriculture:

- *Fairmont Vet Clinic*
- *Kohler Farms*
- *Martin County Implement*
- *Martin County Soil & Water Conservation*
- *Wakefield Pork*

MVAC has targeted work experience opportunities in the private sector. Although we continue to have great success at public and non-profit worksites, there have been greater opportunities for youth to be hired in the private sector after the completion of their work experience.

MVAC has also enhanced internship opportunities for youth. When a youth has successfully completed a work experience and demonstrated that they have the basic work readiness skills to be successful on the job, they have an opportunity to be placed in an internship that directly relates to their career interests.

8. Describe your strategy for introducing Career Pathways for young adults and process for providing current labor market information on high-growth, in-demand occupations in the region.

   MVAC staff spend time working with both in-school and out-of-school youth to explore careers. The Youth Competency System includes a section on career exploration which involves investigating careers and the labor market information that relates to them. Labor market information includes statistics such as the number of jobs in an area, average wages, and the projected outlook. There are a variety of resources staff use to explore the local labor market including DEED Labor Market Tools, Career & Education Explorer, CAREERwise, Occupational Outlook Handbook, Career One Stop, Minnesota Works, Construction Careers website, South Central Demand Occupation Lists and "Know Before You Go" labor market infographics.

   Each year the South Central WorkForce Council develops a demand occupation list from a rich set of labor market information, including statistics on current demand and future outlook, coupled with real time input from local employers and job counselors. The demand occupation list is utilized by employment counselors to assist participants in identifying high growth/high demand occupations in the region.

   Information utilized includes:

   - *Jobs with large numbers of vacancies or indication of labor shortages.*
   - *Jobs projected to grow along with regional industries, providing good future employment opportunities.*
   - *Jobs that support key regional industries or industry clusters.*
   - *Jobs paying higher than average wages or jobs that are part of career pathways that lead to higher wages.*
   - *Education and training requirements of the job.*

The top industry sectors in South Central Minnesota are healthcare and manufacturing. In South Central, home health aides and personal care aides rank at the top of our demand occupation list. South Central has developed a strong career pathway in the healthcare industry through Adult Career Pathway programming. Adult Career Pathways to Healthcare Careers is a partnership between Adult Basic Education, South Central College and CareerForce to provide preparatory classes to low-skilled adults and youth over 17 that are interested in obtaining a nursing assistant certification as a first step into a career in healthcare.

Students attend preparatory classes and receive instruction from ABE to explore healthcare careers and prepare them for the Nursing Assistant course which includes the nurse assistant certification. Upon successful completion of the preparatory class, students attend the Integrated Nursing Assistant course held at South Central College. The course is team taught by a South Central College instructor and an ABE instructor to provide extra supports in the classroom. In addition, a workforce employment counselor visits students in the classroom to provide career counseling, assists students develop a career plan and provides support services to be successful in the classroom. Students then take the Medical Terminology course at South Central College. Students earn a total of 7 credits which are prerequisites for many healthcare programs at South Central College.

Similar to the healthcare model with preparatory and integrated instruction, a career pathway in the manufacturing industry was implemented. Students completed four core manufacturing courses to prepare them for the Manufacturing Skills Standard Council (MSSC) Certified Production Technician assessments resulting in a nationally recognized industry credential. Students earn the Manufacturing Production Certificate which includes courses required for machining, mechatronics and welding programs at South Central College.

Students interested in either career pathway models can begin at any time through a new on-ramp model. Students begin learning where they are at and can start bridge classes when they are ready.

In addition, there are several opportunities for in-school youth. Many school districts in the area provide nurse assistant training in their high schools. The training costs are covered by the high school program but the certification testing is not covered so MVAC has assisted with those fees for youth program participants.

Youth also participate in the High STEP Health Science Academy which provides students with health science coursework and work-based learning experiences to prepare them for health science and technology careers. Similar programming was implemented in the SourceCode Information Technology Academy which prepares students for IT careers.

As mentioned earlier, South Central received a Twin City United Way Grant to build

career pathway programs in manufacturing, healthcare, and IT in high schools. There are 6 high schools that will participate in the project including: Madelia, Mankato, St. James/Butterfield, Le Sueur-Henderson, St. Peter, and Tri-City United. As a next step in this career pathway, this year we are piloting a work experience program in partnership with Benedictine Living Community and Rivers Edge Hospital in St. Peter. About 4-6 students from St. Peter High School will be participating in hands on work experiences in a rotational model where students will get to experience healthcare occupations in several departments at the two facilities over the course of six weeks.

Our area hosts several opportunities for career exploration in demand occupations. The Carl Perkins Consortium implemented a Career Navigator Program for over 2,300 ninth graders from area high schools to explore careers and guided pathways toward achieving their goals. Through the Career Navigator Program, students learn about 6 career fields including: (1) Agriculture, Food and Natural Resources; (2) Arts, Communications and Information Systems; (3) Engineering, Manufacturing and Technology; (4) Health Science Technology, (5) Human Services; (6) Business, Management and Administration. Students complete a skills assessment to determine their interests, talents and strengths; explore careers and the skills needed; and develop an education plan for high school and beyond.

Youth also participate in the Greater Mankato Career Expo where over 200 businesses and community volunteers showcase hundreds of career opportunities to over 1,400 area high school sophomores. Rather than a traditional career fair, this event is a highly interactive educational experience. Youth explore careers that align with their skills and interest through hands-on activities and face to face discussions with local experts. They are encouraged to have high achievement in high school and seek higher education and training beyond high school. Youth develop their job skills by increasing their understanding of what employers are looking for and the transferable skills they need for all careers. The event increases awareness to students, teachers, and the community on the career and employment opportunities that exist in our area. The Greater Mankato Career Expo has been replicated in two other communities in our area. The Area Career Exploration (ACE) is held in Fairmont and Career Fair in New Ulm.

Over 1,100 juniors participated in Career Day at South Central College which was organized by school counselors in the area where a wide array of professionals give presentations about their career field. Each junior attends four different career sessions of their choosing to gain a better understanding of those careers.

Our area hosts several industry specific career exploration events. Minnesota State University-Mankato will be hosting a three day Scrubs Camp which offers an opportunity for high school students to explore health science professions through engaging hands on activities. Health care science careers that will be featured include alternative health, dentistry, EMT, medical lab, nursing, nutrition/wellness, pharmacology, physical therapy, psychology, surgery, regenerative medicine and more. We are expecting 65 area students to attend the camp this year. The Mankato Scrubs Camp was featured in a

documentary about career readiness opportunities for rural Minnesota high school students produced by the Regional Education Laboratory Midwest and Twin Cities Public Television. The documentary can be found here: Ready for the Future: Career Preparation in Rural Communities

Youth participated in the Tour of Manufacturing where local manufacturers opened their doors for tours and provided information on career opportunities at their business. In 2019, over 900 students from 38 area high schools participated in the event. For more information visit: www.tourofmanufacturing.com

Mankato hosted a Construct Tomorrow event in November 2019. Construct Tomorrow is an interactive career fair that provides hands on experiences in each of the construction trades to inform students about union apprenticeship opportunities. About 700 students from 25 schools attended the event. New this year, we extended our hours and opened the event to the public. We hosted "Trades After Hours" for job seekers, students and parents to explore careers in the construction trades. About 70 individuals attended the event including job seekers, career changers, and students that were not able to attend the event during the day that came with their parents. The response we received from attendees and construction trade representatives was very positive so we plan to continue this event next year.

The feedback we receive from school counselors and career and technical education teachers indicates that students enjoy the Construct Tomorrow event and get excited about construction careers but are not clear on their next steps. Construct Tomorrow helps students identify an interest in construction but they still might not know which trade is right for them. A student in 9th through 11th grade that is interested in a construction career, would have to wait years before they could sign up for an apprenticeship. How do we help students hone in on the specific trade that is right for them? And how do we keep students that are interested in construction trades engaged and excited for their future career?

New this year, our area is piloting the South Central Construction Trades Bootcamp, which is a two week interactive camp that will provide hands-on experiences for youth to gain exposure to careers in the constructions trades and learn about union apprenticeship training opportunities in the following trades: laborers, carpenters, millwrights, cement masons, electricians and operating engineers. Camp will be held at Mankato West High School in the technical education classroom from 9:00 a.m. through 3:00 p.m. the weeks June 8-12, 2020 and June 15-19, 2020. We plan to serve 20 youth ages 16-24. We will target our marketing to students of color and females. We have identified a former technical education teacher that is interested in overseeing the classroom, assisting with projects and handling students. Each day of camp, the featured trade will guide students through an interactive, hands-on project. Each Wednesday of camp, we plan to transport

students to training centers in the metro area to experience what an apprenticeship training is like. On the final day of camp, we plan to have a panel discussion with trade representatives to share how students can enter the trades, what they wish they had known before they started working in the trade and the union trade/workplace culture. At the graduation ceremony, students that successfully completed camp will receive a voucher to purchase a pair of Thorogood Steel Toe Work Boots. Parents will also be invited to attend graduation. Students will also receive elective academic credit from their school after successful completion of boot camp and a submission of a written assignment on their experience. This experience will give youth that have an interest in construction the opportunity to explore several trades in depth to decide if it is for them, which trade is the best fit, and outline the steps they need to take to enter the career.

As result of our regional planning efforts, 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 was sent to school counselors, principals, superintendents and workforce partners in the region. The DEED Labor Market Analysts received requests from other regions to provide the same information. As a result, regional handouts were developed that detail the costs of college, the cost of living for a single person in each region, wage ranges for jobs requiring different levels of education, and a list of occupations in demand sorted by educational requirements. The handout can be found here: Southwest Region Path to Workforce Success

Region 5 developed industry specific infographics for health care, manufacturing, information technology and agriculture. The infographics feature a variety of occupations in each industry and compare education, important qualities, job description, employment opportunities and work environment. The infographics also feature career pathways that demonstrate demand occupations at every education level. The Rural Career Counseling Coordinators (RC3) across the state have agreed to work on this initiative together by focusing on a few industries and sharing what has been developed. Other industries that have been developed by other areas include business, education, transportation, and construction. They will be modified to include local labor market information. The infographics are also available in Spanish.

Studies indicate that parents have a strong influence on youth's career decisions so this past summer we launched a social media campaign through Facebook and Instagram to inform youth and parents of demand occupations.

We have received positive comments from schools about the labor market resources to

use with students. This information has been incorporated in all career related activities, including Career Navigator, Career Expos, Scrubs Camp, Tour of Manufacturing, Construction Tomorrow, etc.

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

   In-School and Out-of-School Youth that are interested in and appropriate for post-secondary training, will complete the Career Occupational Preference System (COPS System) Comprehensive Career Guide to assess their interest, abilities and values. This assessment will assist youth to define their career path and the training required. Youth will complete an occupational research packet to explore the local labor market including demand occupations and training requirements with the assistance of their youth counselor. If the youth identifies an appropriate career path supported by local labor market information for a training program with a certified training provider and demonstrates the ability to complete the program, the youth would be eligible to utilize an Individual Training Account (ITA). The youth, post-secondary institution and the youth counselor will sign an ITA identifying all resources provided to the youth for their training plans. Payments would be made directly to the post-secondary institution by a voucher. The ITA would cover one school year and would be reviewed on a semester/quarter basis. The ITA would include tuition, books, fees and supplies.

10. Describe follow-up strategies for the WIOA Young Adult program and discuss any policy relating to extending beyond the statutory requirement of offering follow-up for at least 12 months after exit.

    All youth receive 12-months of follow up services through contact from their employment counselor upon completion of the WIOA program to provide support and assist with any problem solving that may be needed. At the time of enrollment, staff explain the follow-up services and attain contact information for the youth and at least two others that may know how to reach the youth. The contact with youth occurs at 3, 6, 9, and 12 months post-exit and may happen in a variety of ways including, face-to-face, over the phone, letters, e-mail, texts or social media. The employment counselor gets information about schooling updates, current employment, and assess for any current needs. Staff help them resolve issues or provide referrals.

11. Describe the Youth Incentive Policy and attach a copy of the most recent local incentive policy and when it was last approved by your LWIB/Youth Committee. Refer to 2 CFR 200.438 and Chapter 18 "WIOA Youth Cost Matrix" for additional background.

    Incentives will be provided for youth who have completed a basic skills, work readiness, or occupational skills goal; or who has obtained a credential. Youth who have achieved a goal, documented on the Youth Employability Goals System (competencies), will receive a $25 gift certificate for every goal they achieve, up to a maximum of $100 in gift certificates per year. This policy has been approved by the South Central Youth Council and South Central WorkForce Council.

12. Describe how co-enrollments will be facilitated for youth, including a summary of all funds that are "braided or blended" with participants beyond WIOA Youth Formula Grant funds and MYP funds.

    For all funding sources, youth complete one application and the youth counselor determines the appropriate enrollment. Co-enrollments are utilized as needed due to funding, when appropriate. Youth could be co-enrolled in the MN Youth Program, WIOA Youth Program or other specialized youth grants targeting services to youth in foster care, youth from communities of color, teen parents on MFIP or youth from MFIP households. Youth not in high school may also be co-enrolled in Adult Career Pathway programming.

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:

    MVAC will customize their career services as needed to assist youth in meeting their goals. In some cases, this means working with multidisciplinary teams that may consist of school personnel, probation officers, county social workers, mental health, chemical dependency, rehabilitation workers, interpreters, youth, and the youth's parents or guardians. During these meetings, the team will develop an action plan to support the youth. For example, MVAC will assist youth with a work experience while the school will provide a specialized or modified education plan. A probation officer will ensure the youth is getting to school, work, therapy appointments, and chemical dependency treatment; and parents will be a support system to encourage the youth to continue to make positive choices in their life. An interpreter, whether it is for a non-English speaking individual or a hearing-impaired person, may also be utilized as needed.

    - Dropouts and potential dropouts

    Our ultimate goal for out-of-school youth will be placement and retention in unsubsidized employment at livable wage in high growth, demand occupations as well as the completion of an occupational skills training.

    Strategies to help youth meet that goal include:
    - *Obtain a high school diploma/GED*
    - *Basic Skills: Ensure youth have the basic skills necessary to succeed in education/employment.*
    - *Occupational Skills: Youth to obtain a credential in an occupational skills training.*
    - *Work Readiness Skills: Ensure youth have job seeking and job keeping skills.*

    These strategies will require the coordination of services with local school districts, GED/ABE programs, college prep programs, post-secondary education and CareerForce partners.

In addition, the Adult Area Learning Cooperative, Faribault County Adult Basic Education, Mankato Area Adult Education and Southwest Adult Basic Education offer the adult diploma program. The Adult Diploma program gives individuals another option to complete their high school equivalency.

Youth will be encouraged and supported to complete their high school diploma or equivalent and attain some type of post-secondary education. A four year college degree is not for everyone so youth will be informed of other training opportunities such as two year degrees or one year certificates at community and technical colleges, apprenticeships, On-The-Job Training, and occupational licensures or certifications.

For potential high school dropouts, services will be individualized to address their specific needs. As significant barriers are identified, a service strategy is developed to overcome the barrier. Depending on the needs of the youth, the strategy may be more frequent contact for intensive one-on-one services. Often the strategy includes a referral or coordinating other community resources such as Rehabilitation Services, community education (ABE/ESL/GED), Human Services, corrections, Lutheran Social Services, The REACH Drop-In Center, individual/family counseling, CTICs or special school district programs such as individualized tutoring. In some cases it involves working with multidisciplinary teams, or Integrated Resource Teams, to assist youth to meet his or her goals. It has become a regular practice with several key staff in local school districts to provide information on our youth program to students that drop out of high school.

- Youth with language and/or cultural barriers to employment

  In addition to the work readiness, basic skills (including high school diploma/GED) and occupational skills training that is assessed and addressed, staff will identify barriers that need to be addressed due to language barriers. Modified career interest assessments with pictures of people working introduce careers that a youth might be interested in exploring further. We will provide interpreters, as needed, for one on one meetings and workshops. We would coordinate services with local ESL programs to ensure the youth has the English skills they will need to succeed in education and employment. The youth may also be referred to community programs such as the, Minnesota Council of Churches, Mankato YWCA, Life Work Planning Center, Motivation Education & Training, Migrant Farmworker Program, etc.

  South Central has provided programming specifically for youth from communities of color through a MN Youth at Work Competitive Grant. Language and cultural barriers can provide special challenges to youth trying to assimilate into the United States culture. This grant engages youth from communities of color and their families in group activities and workshops to assist them make plans for their future and outline the steps needed to be successful while being sensitive to

their culture of origin.

It was equally important to provide cultural awareness to worksite supervisors. The Greater Mankato Diversity Council provides a training session to worksite supervisors on cultural awareness and sensitivity. Youth are placed at quality worksites that fit their interest and could accommodate their cultural beliefs. For example, there are many cultures that prohibit people from touching pork. In that case, we avoid a worksite that involves contact with pork, work with the employer to assign duties that don't involve contact with pork or develop other worksite accommodations. Another example would be religious faiths that prohibit people from bathing another person. In the healthcare field, that could be a difficult job task to avoid as a nurse assistant. Youth counselors provide thorough career exploration and guidance services so youth are fully prepared for job duties and expectations. In some cases, youth counselors have worked with youth and elders in their community for guidance on acceptable job opportunities and/or received permission to perform certain job related tasks. In addition, youth with language barriers experienced significant growth in their development when they were able to practice the English language on a regular basis in the context of employment. This project was identified as a best practice by the Minnesota Association of Workforce Boards in 2016.

- Youth in foster care and aging out of foster care

  MVAC has been providing specialized services to youth in foster care for the past 11 years through the Youth Intervention Program which was funded by the Minnesota Department of Public Safety, Office of Justice Programs. This program serves foster care youth between ages 16-24 with an emphasis on youth transitioning out of foster care. The purpose of the program is to provide career and life skills curriculum to explore, identify and attain positive educational, career and life goals.

  Youth counselors work closely with several organizations to identify youth that could benefit from these services including: Human Services, corrections/probation, foster care agencies, foster parents, mental health professionals and schools.

  MVAC recently connected with Nicollet County Human Services Children's Services team to promote our programming for youth in foster care. We will be reaching out to these teams in other counties in our area.

- Homeless youth or runaways

  MVAC is the service provider for the Family Homeless Prevention Assistance Program (FHPAP). The goal of the program is to stabilize families or individuals in their current housing unit or re-house without a day of homelessness. The

program also assists families or individuals who are homeless find permanent housing and maintain that housing. FHPAP provides case management services and support services to assist with rent, other housing costs, transportation, or education expenses. Youth ages 14-24 are a priority group to receive these services. There is specific funding set aside for this age group as well as additional support services.

MVAC has developed and facilitated Homeless Response Teams in each of the nine counties in the region. The Homeless Response Team is facilitated by MVAC staff and includes a variety of members of the community such as police officers, social services, homeless shelter staff, school staff and others. The teams meet on a quarterly basis to discuss homeless issues in the community.

In addition, Project Community Connect is a free event scheduled for April 21, 2020 that is organized by the Blue Earth County Homeless Response Team each year for people experiencing poverty. The goal of the event is to reduce poverty and homelessness in South Central Minnesota by providing a way for people in need to access services. The event is a "one-stop shop" approach where over 90 organizations will provide needed services in one location to engage people who need the services but don't normally participate or who don't know the services exist. Some of the services offered include legal services, medical/dental services, housing resources, veteran services, financial literacy, free HIV testing, free lunch, haircuts, photographer and ID & birth certificate vouchers. Transportation, interpreters and childcare is available for attendees. Over 900 guests are expected to attend the event.

MVAC also coordinates services with Lutheran Social Services homeless youth programs including the Street Outreach Program, which provides advocacy and community connection and the Reach Drop-In Center, which is a gathering place for homeless youth. MVAC staff are present at the center one day a month to meet with current program participants and for outreach to other eligible youth that could benefit from the services.

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

In addition to the work readiness, basic skills (including high school diploma/GED) and occupational skills training that is assessed and addressed, we will pay particular attention to the barriers that youth face due to their adjudication. We will coordinate their employment plan with their probation plan. We may provide the youth a work experience or internship in their local community or connect them with opportunities in another community if there are reputation issues. Our youth providers will work with youth one-on-one to explore issues that may have caused adjudication and refer them to other community resources as needed such as drug/alcohol, mental health, financial and legal counseling. MVAC will assist adjudicated youth with expunging their criminal record and/or

utilization of the Work Opportunity Tax Credit and Minnesota Bonding Program in their job search.

In addition, South Central, Southwest and Southeast Minnesota hosted a professional development day for staff that focused on serving individuals with criminal records. Emily Baxter presented "We Are Criminals" which uses photography and stories to offer an in-depth examination of our current criminal justice system and impact on individuals with a criminal record. Michael Hreha from the MN Department of Corrections presented on the benefits of hiring individuals with a criminal record and his approach to helping individuals connect with potential employers and employment opportunities.

Finally, South Central hosted an employer forum titled "Fair Chance: Benefits of Hiring People with Criminal Records". The event included the "We Are Criminals" presentation by Emily Baxter described above. Mark Schultz, MN DEED Labor Market Analyst discussed regional and occupational data on job seekers with criminal backgrounds. Joshua Esmay from Legal Rights discussed the benefits of hiring those with previous convictions; disparate impacts resulting from criminal records, state level and national advocacy efforts working to make the reach of a criminal background less severe.

- Youth with disabilities

In addition to the work readiness, basic skills (including high school diploma/GED) and occupational skills training that is assessed and addressed, staff will identify barriers that need to be addressed due to disabilities. Staff work closely with special education at high schools in the area. Staff are members of local CTICs. As a core CareerForce partner, MVAC has a close working relationship with Rehabilitation Services and MRCI and coordinates with these agencies as appropriate.

South Central was an implementation site for the Minnesota Disability Employment Initiative (DEI) to serve youth with disabilities. Strong partnerships were developed through this initiative with the following organizations: local school districts, CTICs, MRCI WorkSource, Vocational Rehabilitation Services, State Services for the Blind, State Deaf and Hard of Hearing Services, Social Security Administration, SMILES, Goodwill Easter Seals and PACER.

Although the grant has ended, the key strategic approaches for the DEI Project including Guideposts to Success, Integrated Resources Teams, and Partnerships & Collaborations were proven to be very successful and continued after the grant period. To build on the momentum of the DEI Project, several partners were invited to join the Youth Council to focus on services to people with disabilities under Workforce Innovation and Opportunity Act (WIOA).

To gain a better understanding of the resources that are available for youth participants with disabilities, staff participate in PACER parent meetings.

MVAC staff utilize the Minnesota State publication "Postsecondary Resource Guide: Successfully Preparing Students with Disabilities for the Postsecondary Environment" which outlines the support services that are available in college compared to the support services they may have received in high school through their Individualized Education Plan (IEP).

South Central is a Limited Use Vendor for Pre-Employment Transition Services with Vocational Rehabilitation Services for youth with disabilities. MVAC staff provide job exploration, post-secondary education options, workplace readiness training and work-based learning experiences through one-on-one or group presentations as authorized by Vocational Rehabilitation Services.

South Central hosted an employer event focused on the "Hidden Talent Pools: Benefits of Hiring Individuals with Disabilities". Don Lavin from Strengths@Work presented on strengths based employment practices. Mark Schultz, DEED Labor Market Analyst, presented on regional labor market data. A panel featuring multiple examples how workforce services supported individuals with disabilities in a variety of employment settings including manufacturing, IT, healthcare, human services and retail.

- Teen parents

  In addition to the work readiness, basic skills (including high school diploma/GED) and occupational skills training that is assessed and addressed, staff will identify barriers that need to be addressed due to being a teen parent. Our youth providers will refer and coordinate with other community resources such as county human services, Public Health, Women Infants and Children (WIC), Early Childhood Family Education (ECFE), Head Start, etc.

  MVAC provides specialized services to teen parents who are also receiving Minnesota Family Investment Program (MFIP) benefits through the Teen Parent Project that was funded by the Department of Human Services. The Teen Parent Project provides work experiences to teen parents receiving MFIP benefits where they can work an average of 29 hours per week for 12 weeks while meeting their MFIP work participation requirements.

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

  For the past seven years, South Central provided programming specifically for youth from communities of color through a MN Youth Workforce Development Competitive Grant. In addition to providing work readiness activities, work experiences, information on in-demand occupations and career pathways for

youth, this program engages youth and their families, provides cultural awareness to the community, positive role models and leadership opportunities to inspire youth and specialized services for those with disabilities. Because we recognize the strong family connection in communities of color, parents are invited to participate in the initial meetings for program enrollment as well as the group activities. To increase cultural awareness in the community, worksite supervisors participate in cultural awareness training. The program provides positive role models from communities of color that have overcome adversity to demonstrate that it is possible to achieve their dreams. In addition, the YWCA Mankato provides leadership opportunities, such as SURGE, which is a leadership program for young girls grades 9-12 or the Annual Women's Leadership Conference. Youth with disabilities that are not ready for competitive employment participate in specialized programming to build their employability skills.

In addition, South Central hosted an employer forum titled "Embracing Change in a Changing World". Tiffnie Jackson, Director of Racial Justice from the YWCA Mankato presented on the history of immigrants in our country and the valuable contributions made by non-white American's in the workplace. Throughout history there have been several laws that have made it a challenge for immigrants. She challenged us to think about how to design a community where everyone can thrive. Do images reflect the members of the community? Who is in leadership? Are there places for people to find a home, purchase a car and worship? Are there grocery store, salon services, and social event options? How are they treated in stores or restaurants? Luke Greiner, DEED Labor Market Analyst, presented on regional occupational data including immigration and changing demographics related to the current and future workforce. A business panel featuring Cambria, Monarch Healthcare, and Schwickert's Tecta America LLC shared best practices and innovative solutions for attracting, developing and retaining diverse talent.

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

- Approach to assuring work readiness skill attainment for youth participants

  MVAC will address work readiness skills with youth from the time they apply for our program to the time that they exit our program. Ways in which we will do this include the following:

  - *Reviewing and providing feedback to the youth on their program application and its thoroughness and neatness.*
  - *Workshops will be conducted which focus on work readiness skills, the initial phone call to employers, greeting the employer including a firm*

handshake and good eye contact, interviewing skills and mock interviews, resume-writing, cover letter, and thank-you letters.

- *Completing a pre-assessment and post-assessment of each youth's work readiness skills and working on areas that need improvement.*
- *Completing a pre-assessment and post-assessment of each youth's employability competencies and working on areas that need improvement.*
- *Assessing work readiness skills on each monitoring visit to worksites, discussing the feedback with supervisor and youth, and recording it on the monitoring tool.*
- *Supervisors will evaluate youth's work readiness skills on their timesheet bi-weekly. Staff will use this information to provide guidance to youth.*
- *Staff will provide recognition for positive work readiness development.*

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

  The worksite monitoring tool includes an evaluation of attendance, punctuality, appearance, taking initiative, quality of work, communication skills, and response to supervision, teamwork, and problem solving/critical thinking. The youth is evaluated by the worksite supervisor. In addition, worksite supervisors evaluate youth performance on attendance, punctuality, communication, cooperation, work quality and quantity on the youth's bi-weekly timesheets. The worksite supervisor's evaluation is documented on the worksite monitoring tool at each visit and the bi-weekly timesheets.

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

    South Central plans to utilize a portion of our MYP allocation for Outreach to Schools activities. In South Central, the Partners In Career Exploration program places interns in local rural school districts to provide one-on-one career exploration and career counseling assistance to high school students.

    The interns are first year graduate students in the Student Counseling Program at Minnesota State University-Mankato. Interns receive training from CareerForce Mankato staff, Minnesota State University-Mankato, South Central College, and our local labor market analyst who provides them with information on our labor market including high growth/demand occupations in the region. The training includes tours with local businesses so that interns have hands on exposure to demand occupations.

    Interns are placed at local school districts to provide career exploration and career counseling assistance through one-on-one advising and classroom presentations. The

intern meets with every high school junior and senior enabling them to reach students that are not proactive about their plans after high school and would otherwise go unnoticed and fall through the cracks. The interns also provide career exploration activities for younger grade levels so that they can begin to consider their plans after high school.

Interns are expected to work one school day per week and receive $150 monthly stipend to apply toward their expenses. We would assist school districts with the costs of supplies for career exploration, such as, career assessments, career resources for high school career centers and transportation for students including busing costs for field trips, college visits and CareerForce tours.

Higher Education Career Advisor Project (HECAP) is included in our Outreach to Schools model. MVAC Staff and Sara Carrigan, Regional Career Coordinator developed a new interactive curriculum titled "Skills for Success in Employment, Education & Life" that covers the following topics.

<u>Job search techniques</u> (1 to 3 sessions)

- *Skills/Strengths*
- *First impressions – appearances/handshakes/elevator speech*
- *Networking (social media)*
- *Applications/person data records*
- *Resumes*

<u>Interviewing</u> (1 to 2 sessions)

- *Interviewing Tips*
- *Answering common interview questions*
- *Interview practice (mock interviews)*
- *Questions to ask in an interview*
- *Thank you letters*

<u>Workplace Skills (Soft Skills)</u> (1 to 3 sessions)

- *Communication*
- *Time management, problem solving, critical thinking & organization skills*
- *Attendance, different personalities at work, taking feedback, & motivation/attitude.*

<u>Career Exploration</u> (amount of sessions varies depending on need/interest)

- *Assessments – Interests, values*
- *Labor Market Information*
- *Post-Secondary Options – looking at ALL the possibilities!*

<u>Financial Literacy</u> (1 to 3 sessions)

- *Wants verses needs*
- *Reality Check*

- *Budgeting/money management*
- *Life Happens Game*

Lastly, the South Central WorkForce Council and MVAC participated in the Community of Practice developed by the South Central Service Cooperative (Perkins Consortium). This partnership brings together area school counselors and MVAC youth counselors on a regular basis to address the following:

- *A key professional development, growth or problem solving topic of interest as determined by the community*
- *Student support service and partnership opportunities*
- *Collaboration with the CareerForce System and their provider for youth services, Minnesota Valley Action Council (MVAC)*
- *Collaboration with Office of Career and College Success including: curriculum, assessment, graduation and programming requirement updates and student options opportunities including regional and Perkins initiatives, post-secondary options, and online and blended learning options including SOCRATES Online advisory work.*
- *Round table discussion and sharing time*

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 4)**

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

  Our worksites are a fundamental part of our program's success and more so for the youth's success in gaining crucial work readiness skills and training for their future employment. Staff continuously see that youth participants gain skills, but perhaps more importantly, self-confidence through interactions at and feedback from the worksite. We recruit worksites that target the interest areas of youth that will provide a quality work experience.

  In the past year, we utilized 90 worksites, 61 were for-profit and 34 were non-profit businesses. We continue to increase the number of for-profit worksites as they have a greater tendency to result in an unsubsidized job. While recruiting worksites we keep in mind finding those in demand based on local and regional labor markets. We find ourselves receiving requests from employers looking for workers. Often times we can turn these conversations into new worksites for youth with the possibility for unsubsidized employment in the future.

  We keep the lines of communication open with the worksites by requesting feedback on the program and the working relationship between MVAC and the

worksite. Annually, we deliver certificates of appreciation to each worksite to recognize their contribution to mentoring area youth. Many worksites display their certificates in public locations with pride.

The Martin County Internship Project is a partnership with Martin County Commissioners, Minnesota Valley Action Council and the South Central WorkForce Council. The goal of this project is to expose college age youth to potential career opportunities in Martin County to attract them back to the area after graduation. Last summer, 14 youth were recruited, assessed and matched with for profit and non-profit paid internships. One intern was offered a full-time permanent position, another intern earned credits that helped him attain his college degree, and one intern was offered a paid internship over their holiday break. The project was recognized by the Association of Minnesota Counties for the 2013 County Achievement Award.

An area of focus is to provide information on apprenticeship opportunities specifically for women. Several partners including Adult Basic Education, Department of Employment & Economic Development, Life Work Planning Center, MRCI WorkSource, Minnesota Valley Action Council, South Central College, and South Central WorkForce Council joined efforts to bring awareness to non-traditional careers for women. The group developed several resources including a brochure on non-traditional careers, an assessment to determine if someone is interested in a non-traditional career and steps to take to enter a non-traditional career. Our local labor market analyst developed a list of occupations in the area that are considered non-traditional. The group developed a non-traditional careers page on the South Central WorkForce Council website http://www.workforcecouncil.org/nontradcareers/ where these resources are available along with information on local training opportunities and apprenticeship opportunities. This year Southwest and South Central Minnesota received a regional Women's Economic Security Act (WESA) grant to increase the number of women in high-wage, high-demand non-traditional occupations.

As mentioned earlier, South Central hosts a Construct Tomorrow event annually to inform high school students and job seekers about the apprenticeship system of paid-on-the-job training that leads to careers with great pay and benefits.

This year we will be piloting the South Central Construction Trades Bootcamp which is a two week interactive camp that will provide hands-on experiences for youth to gain exposure to careers in the constructions trades and learn about union apprenticeship training opportunities. This experience will give youth that have an interest in construction the opportunity to explore several trades in depth to decide if it is for them, which trade is the best fit, and outline the steps they need to take to enter the career.

Several local labor representatives presented to school counselors in the region on how to connect participants to career opportunities in the trades such as Electrician, Carpenters, Plumbers & Pipefitters, Operating Engineers, Millwrights, Laborers, Painters, Elevator Constructors, Cement Masons, Mechanical (heating & cooling) and Bricklayers. By gaining a better understanding of how to access opportunities in skilled trade occupations, we will be better equipped to match appropriate youth with these viable careers.

Last summer, school counselors, career and technical education instructors and workforce development staff toured training centers in St. Paul including the MN/ND Laborers Training Center, Pipefitters Local 455 Training Center and Ironworkers Local 512 Training Center. This is an annual event that will rotate between St. Paul and Rochester training center facilities.

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

  South Central is a Limited Use Vendor for Pre-Employment Transition Services with Vocational Rehabilitation Services for youth with disabilities. MVAC staff provide job exploration, post-secondary education options, workplace readiness training, and work-based learning experiences through one-on-one or group presentations as authorized by Vocational Rehabilitation Services.

- 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.

  In 2013, South Central was selected as an implementation site for the MN DEI Project. Several of the key strategic approaches that were implemented were proven to be successful and are still in practice in our youth programming today including the following:

- ***IRT meetings** are instrumental in coordinating services and resources with multiple agencies for youth with disabilities. The IRTs have resulted in increased communication and coordination between agencies. This strategy has been helpful for all youth participants.*
- ***Guideposts for Success** represent key educational and career development interventions that make a positive difference in the lives of youth with disabilities. The Guideposts strategy has benefited all youth participants and has been included in the youth assessment and Individual Service Strategy for all youth programming.*
- ***Partnerships & Coordination** – MVAC staff developed strong relationships with numerous agencies and organizations in the community. Many agencies and organizations have participated in the IRT meetings and seen the benefits of*

working together to help youth with disabilities reach their goals. To build on the momentum of the DEI Project, several partners were invited to join the Youth Council to focus on services to people with disabilities under Workforce Innovation and Opportunity Act (WIOA).

- ***Meetings with Vocational Rehabilitation Services** – Due to the number of youth jointly being served by VRS and MVAC, staff from both agencies meet on a monthly basis to discuss co-enrolled youth, services and resources. Both agencies have a better understanding of what each other does. Appropriate referrals are being made more often and ultimately more youth are being served.*
- ***Community Transition Interagency Committee involvement** – MVAC staff participated in local CTIC meetings and gained a better understanding of the services being provided to youth with disabilities through the high school. Participation on this committee has also built a better connection to special education staff.*
- ***Relationship with high school special education staff** has resulted in increased referrals. The staff have a better understanding of the services that MVAC can provide to youth with disabilities.*
- ***Awareness of different types of disabilities -** This project was a tremendous learning experience for staff. In the past, many youth may have been referred to other agencies with disability expertise. The DEI project increased the level of awareness of disabilities including impact in school/work, accommodations, and services/resources that are available to help youth with disabilities achieve their employment and training goals.*
- ***High expectations for youth with disability –** The DEI Project demonstrated repeatedly that youth with disabilities can succeed.*
- ***Access to resources –** The DEI Project helped staff become more aware of the resources such as assessments, assistive technology, and training to help youth with disabilities. These resources have made it easier for youth to participate and be successful in employment and training activities.*
- ***Resource mapping** – We continue to collect information on area services and resources for youth with disabilities. This information was incorporated in the Youth Directory of resources in the nine county area that was developed by the Youth Council.*

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

  MVAC strongly encourages youth to participate in after-school or out-of-school time programming. Such programs have been proven to increase academic achievement, keep youth safe, and avoid risky behaviors. Although a work experience is the primary after-school or out-of-school activity, youth are often referred to the following programs: 4-H, Boy Scouts, Girl Scouts, Big Brother/Big Sister mentoring programs, YMCA, YWCA (including SURGE Leadership), and libraries. A new program in our area is the Boys and Girls Club, which could

provide another great connection to youth programming. Youth are also referred to Connecting Kids, which provides scholarship assistance to help cover the costs of a youth program or activity.

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

  MVAC provides MFIP and SNAP Employment Services and performs both roles as youth counselor and employment counselor in five of the nine counties in South Central Minnesota. In the four remaining counties, MVAC staff work closely with the employment counselors to coordinate services. We were fortunate enough to receive a Support Services Grant that is focused on serving SNAP participants. This initiative will provide more opportunities to partner with our SNAP providers and connect to eligible youth. Youth are a target population under this grant.

17. Describe the WDA's approach to making each of the 14 required youth Program Elements available to participants in WIOA. Briefly describe the following for each of the 14 required elements:
    a. Who provides the service. If another agency (or agencies) provide these services, describe the scope of service(s) provided and how the WDA ensures participants are receiving appropriate service levels. **SEE ATTACHMENT 5: WIOA Youth Program 14 Elements Matrix**
    b. If the service is provided by another agency (or agencies), describe how they were selected, what kind of MOU exists between the WDA and the provider. **SEE ATTACHMENT 5: WIOA Youth Program 14 Elements Matrix**
    c. Summarize whether or not WIOA youth funds are used, and/or other funding sources are braided or blended to offset some (or all) of the cost of delivering that particular service. **SEE ATTACHMENT 5: WIOA Youth Program 14 Elements Matrix**
    d. Summarize how the required program element is delivered to participants and any "best practices" associated with that element. **See narrative below.**
    e. The required 14 WIOA Young Adult Program Elements [P.L 113-128, Sec 129(c)(2) and individually defined and discussed in the final rules at 20 CFR 681.460]:
        i. Program Element 1: Tutoring, study skills training, instruction and dropout prevention services

           Along with connecting youth to area secondary schools, Adult Basic Education Services and post-secondary schools, our staff provide encouragement and guidance which has been proven an effective motivator to youth attending and graduating from high school or obtaining their GED. Staff attend and join school led youth meetings,

such as Individualized Education Plan (IEP) meetings, truancy reviews, and behavioral or progress concerns when helpful to youth we serve.

Youth may be referred to other resources in the community to provide tutoring, counseling, and support including Alternative Schools, Day Treatment programs, GED programs, ABE programs, ESL programs, SMILES, academic support centers, smarthinking online tutoring, Rehabilitation Services, and MRCI.

An effective strategy to dropout prevention is academic credit. At the end of every summer, we provide a report to secondary school officials of the number of hours each youth worked and workshops they attended in our program with the request that academic credit be granted to the youth. For 2019, there were 45 youth that attained 77 credits. Academic credit allows youth to catch up credits where they are behind and for some youth has helped them graduate from high school.

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

Youth who are unable to find success in the traditional high school setting are generally served by an alternative secondary school. MVAC has developed strong relationships with Alternative Schools in the nine counties and make/receive referrals and coordinate services with them. Staff arrange and accompany youth on school tours to help youth connect to the new setting.

One other area of concentration are those clients attending and working on GED through Adult Basic Education. The ABE staff are instrumental in identifying youth for our services and partnering with MVAC to provide the additional educational resources for not only GED students but those needing college preparedness work.

Online school is another alternative secondary school option. MVAC has coordinated with several of the online school providers to offer academic credit for youth who have completed our work experience component. Additionally, encouragement is provided to youth utilizing this resource and guidance when troubleshooting issues.

For youth that drop out of high school, we will work with schools to inform them about the opportunities WIOA can offer these youth in re-engaging and obtaining their diploma or GED.

iii. Program Element 3: Paid and unpaid work experience

As described in question 7, MVAC provides employment opportunities year round to all youth with a focus on work readiness skills, academic and occupational learning.

iv. Program Element 4: Occupational skill training

As described in question 5*, MVAC assists youth in attending occupational skill training in high growth/high demand occupations. Staff administer career assessments and utilize an occupation research packet to guide youth in making informed choices about their career. We utilize Individual Training Accounts with local training providers such as South Central College, Minnesota State University-Mankato, Ridgewater College, Minnesota West Community and Technical College, Riverland Community College and Rasmussen College.*

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

As described in Question 8*, MVAC encourages youth to explore the opportunities offered by the Adult Career Pathways and Guided Pathways for Success programming.*

vi. Program Element 6: Leadership development opportunities

We empower youth to become informed, active, and engaged citizens. Leadership development is an on-going process and it starts by assisting youth to gain self-confidence. Leadership development can be fostered during workshops where youth with more experience welcome new attendees and answers questions from their peers. Many workshop activities are created to allow participants to practice leadership skills through their communication and action. Feedback and encouragement for participation is given by staff who promote a safe environment to practice these skills.

We also encourage leadership opportunities for youth at their work experiences by sharing this goal with worksite supervisors during

orientation. We hear examples from worksite supervisors when youth have displayed leadership skills, either in taking on appropriate tasks without being asked or by youth providing directions to other staff.

Youth are invited to participate on the South Central WorkForce Youth Council in which they represent the youth voice of our program participants. They have the opportunity to present themselves, provide feedback, and respond to questions from Youth Council members. They are serving as youth leaders in their community in this capacity.

We will also connect youth participants to leadership opportunities in the community including the YMCA Teen Leadership Camp, YWCA SURGE program, United Way mentors where youth connect with an adult during their lunch hour at school, and Big Brother/Big Sister mentoring programs.

As the youth counselor gets to know the youth, we can identify their skills and talents to encourage other leadership development opportunities. MVAC believes that leadership is not a position but a way of life and opportunities present themselves on a daily basis that call youth to be leaders. Our goal is help youth see that they can be a leader at school, their work experience and at home by being a good role model and contributing in a positive way.

vii. Program Element 7: Supportive services

MVAC provides support to youth in a variety of ways including: getting to know the youth; identifying and encouraging youth strengths and talents; challenging youth, celebrating youth achievements; and maintaining rapport with youth.

Financial support is another way we provide support services to youth. Staff work with youth to assist them in meeting their basic needs by connecting them to resources and services in the community. MVAC provides financial support to remove other barriers that hinder the ability for youth to achieve their employment and training goals. As funding allows, we provide financial support for things including an interview outfit, work clothing, safety equipment, tools for work, transportation costs, tuition, books, fees, and driver's training. We support their individual development of effective problem-solving skills to support themselves financially.

As stated above, we utilize other resources available in our communities as needed. A helpful tool in this process is the Youth Directory, designed and produced by the South Central WorkForce Council. It is available for all nine-counties we serve as a pocket-sized directory (available online as well) to provide contacts for resources and providers available in their county, and serves as a self-referral guide to meet the youth's needs.

viii. Program Element 8: Adult mentoring

MVAC employment counselors seek employers who commit to mentoring relationships with youth participants. During the work experience/internship orientation conducted by MVAC staff for worksite supervisors and youth, mentoring is one of the topics emphasized. Staff share what the research shows us about the positive impact a mentoring relationship can make in a youth's life. MVAC provides the supervisors information on areas we encourage them to mentor on. When staff visit a worksite to review progress, they review what has occurred and encourage on-going mentoring. We have witnessed how much a youth can learn from a worksite supervisor. They learn how to be a good employee, a good person, and a good citizen. A quality supervisor challenges them to grow, helps build the youth's self-esteem, and exposes them to a wealth of possibilities. All in all, they provide another building block to the youth's success in the world of work.

Our MVAC employment counselors are strong mentors to youth participants. In partnering with our youth, we become their teachers, advocates, guidance counselors, financial advisors, and provide a positive voice.

MVAC also links youth to structured mentoring programs which exist in our service area such as the Big Brother/Big Sister program and the United Way mentoring program.

Youth are also encouraged to connect with positive adults in their life such as a school counselor, advisor or coach at their school, church or extracurricular activities.

ix. Program Element 9: Follow-up services

As described in question 10, *follow up services are provided to youth for a 12 month period.*

x. Program Element 10: Comprehensive guidance and counseling

As described in question 5 & 6*, MVAC staff provide guidance and referrals on a variety of areas of employment and education. They may face other issues in which we are not qualified to handle, where in we provide referrals to area partners. Some of these include services for chemical dependency, mental health, counseling, health and dental needs, housing partners, and safety concerns.*

xi. Program Element 11: Financial literacy education

Through online and written materials, youth receive training on how to handle their money. Youth who participate in a work experience open a savings or checking account for the direct deposit of their paycheck. This often introduces youth to a financial institution, encourages one to save money, and exposes them to online banking.

Understanding the importance of money and how to manage it is an important aspect in financial literacy. We explore resources with the youth about relative costs for them to realize how much it costs to live independently. This chart highlights the required hourly wage and annual wages it takes to afford to live in this area. Cost of living includes food, housing, health care, transportation, child care, and clothing.

We use material from Bureau of Consumer Financial Protection's Your Money, your Goals curriculum and Reality Check from CAREERwise website are some of the most commonly used items. Workshops surrounding finances are provided, with the ability to offer them in an individual setting if necessary for the best interest of the participant. We have had presentations and resources from organizations including Lutheran Social Services, University of Minnesota Extension, Credit Unions, Banks and NovaDebt Solutions. This is one area we try to individualize for each person based on their current situation and what they already know.

Referrals to Lutheran Social Services Debt Management program are made when needed to help individuals who have already found themselves in difficult financial situations.

xii. Program Element 12: Entrepreneurial skills training

MVAC connects youth to entrepreneurial training opportunities through referrals to Small Business Development Center at Minnesota State University, Mankato as well as curriculum and services through Junior Achievement at local high schools. When possible, we will partner with local business owners in the youth's expressed interest area and create a list of questions to help facilitate a conversation between a youth and business owner to explore what it is like to start a business.

xiii. Program Element 13: Services that provide labor market information

As described in question 8*, MVAC utilizes a variety of tools to expose youth to labor market information on demand occupations in South Central Minnesota. MVAC staff work individually and in group settings to provide career counseling and share labor market information through employer panels, career interest assessments, occupational research, field trips to local businesses and tours at local colleges.*

xiv. Program Element 14: Postsecondary preparation and transition activities

Staff help youth prepare for postsecondary opportunities by assisting the youth in identifying a career path through interest assessments and occupational research. Staff assist youth with the post-secondary enrollment process including application, financial aid/scholarship applications, orientations, class scheduling and advising. Staff attend college events with youth to further explore training opportunities. Staff work closely with admissions, financial aid, academic advisors and TRIO programs at local colleges to ensure successful transition and success for youth in post-secondary training.

[Attachment 4]

MINNESOTA BLUEPRINT FOR SHARED VISION FOR YOUTH

Interagency Projects Supporting Positive Outcomes for At-Risk Youth

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

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

Outcomes				
Improve Transition Outcomes for Juvenile Offenders	**Improve Transition Outcomes for Youth Aging Out of Foster Care**	**Improve Transition Outcomes for Youth with Disabilities**	**Prevent and End Homelessness**	**Reduce High School Dropout Rates**
Strategies				
MVAC assist adjudicated youth with expunging their criminal record and/or utilization of the Work Opportunity Tax Credit and Minnesota Bonding Program in their job search. Partners include: Probation/Correction, In/Out-Patient Treatment Facilities, Mental Health Professionals and School Counselors/Social Workers.	**Youth Intervention Program** MVAC has been providing specialized services to youth in foster care through the Youth Intervention Program which was funded by the Minnesota Department of Public Safety, Office of Justice Programs. This program serves foster care youth between ages 16-24 with an emphasis on youth transitioning out of foster care. The purpose of the program is to provide career and life skills curriculum to explore, identify and attain positive educational, career and life goals.	**Pre-Employment Transition Services** MVAC is a Limited Use Vendor for Pre-Employment Transition Services with Vocational Rehabilitation Services for youth with disabilities. MVAC staff provide job exploration, post-secondary education options, workplace readiness training and work-based learning experiences through one-on-one or group presentations as authorized by Vocational Rehabilitation Services. Partners include: Local School Districts, Community Interagency	**Family Homeless Prevention Assistance Program (FHPAP)** MVAC provides services to stabilize families or individuals in their current housing unit or re-house without a day of homelessness. The program also assists families or individuals who are homeless find permanent housing and maintain that housing. Youth ages 14-21 are a priority group to receive these services. There is specific funding set aside for this age group as well as additional support services.	MVAC provides programming to in-school youth to encourage them to stay in school and complete their high school diploma or equivalent. The work experience is used as a "carrot" to motivate youth. When students are in school and successfully meeting their requirements, they can participate in work experience. For some youth that are having a negative experience in the classroom setting, a work experience can be an area where they excel. Youth that successfully

Outcomes				
Improve Transition Outcomes for Juvenile Offenders	**Improve Transition Outcomes for Youth Aging Out of Foster Care**	**Improve Transition Outcomes for Youth with Disabilities**	**Prevent and End Homelessness**	**Reduce High School Dropout Rates**
Strategies				
	Partners include: Human Services/Children's Services, Corrections/Probation, Foster Care Agencies, Foster Parents, Mental Health Professionals, and School Counselors/Social Workers.	Transition Committees (CTIC), MRCI WorkSource, Vocational Rehabilitation Services, State Services for the Blind, State Deaf and Hard of Hearing, Social Security Administration, SMILES, Goodwill Easter Seals and PACER.	**Homeless Response Teams** The Homeless Response Team is facilitated by MVAC staff and includes a variety of members of the community such as police officers, social services, homeless shelter staff, school staff and others. The teams meet on a quarterly basis to discuss homeless issues in the community. **Project Community Connect** is a free event that is organized by the Blue Earth County Homeless Response Team each year for people experiencing poverty. The goal of the event is to reduce poverty and homelessness in South Central Minnesota by providing a way for people in need to access services. The event is a "one-stop shop" approach where over 90 organizations will provide needed services in one location to engage people who need the services but don't normally participate or who don't know the services exist. Some of the services offered include legal services, medical/dental services,	complete a work experience can earn academic credit. School districts receive a summary of the youth's work preparation and work experience activities and award academic credit ranging from .5 -7 credits. Staff also talk to youth about other options to obtain their high school equivalency through GED and Adult Diploma programs. **The Higher Education Career Advisor Project (HECAP)** has been a very effective way to reinforce the importance of completing high school. There are topics that cover demand occupations including the education requirements and wages. There are also topics that cover post-secondary planning. MVAC partners will local school district counselors/social worker and Adult Basic Education.

Outcomes				
Improve Transition Outcomes for Juvenile Offenders	**Improve Transition Outcomes for Youth Aging Out of Foster Care**	**Improve Transition Outcomes for Youth with Disabilities**	**Prevent and End Homelessness**	**Reduce High School Dropout Rates**
Strategies				
			housing resources, veteran services, financial literacy, free HIV testing, free lunch, haircuts, photographer and ID & birth certificate vouchers. Transportation, interpreters and childcare is available for attendees. Over 900 guests attend the event annually. **Lutheran Social Services** MVAC also coordinates services with homeless youth programs including the Street Outreach Program, which provides advocacy and community connection and the REACH Drop-In Center, which is a gathering place for homeless youth.	

WIOA YOUTH PROGRAM: 14 ELEMENTS MATRIX [ATTACHMENT 5]

17e ELEMENTS	17a Who provides the services	17b Selection Process	17b Selection Type	17c WIOA Youth	17c MN Youth	17c Youth Intervention Program	17c Youth at Work Grant	17c TANF Youth Innovations Project	17c Pre ETS	17c HECAP	17c RC3	17d Descriptions and Best Practices
17e. Element 1: Tutoring, study skills training, instruction and dropout prevention services.	Minnesota Valley Action Council and local educational institutions	Youth Committee, South Central WorkForce Council, Partners	Service Provider Agreement; MOU; Referral Form; Individual Service Strategy	X	X	X	X	X		X	X	See narrative above
17e. Element 2: Alternative secondary school services or drop out recovery services.	Minnesota Valley Action Council, Alternative Learning Programs, Adult Basic Education, South Central Service Cooperative	Youth Committee, South Central WorkForce Council, Partners	Service Provider Agreement; MOU; Referral Form; Individual Service Strategy	X	X	X	X	X				
17e. Element 3: Paid and unpaid work experience.	Minnesota Valley Action Council, local employers and organizations	Youth Committee, South Central WorkForce Council, Partners	Service Provider Agreement; MOU; Work Experience Agreement; Individual Service Strategy	X	X	X	X	X	X			

17e. Element 4: Occupational Skills Training.	Minnesota Valley Action Council, local employers, secondary and post-secondary educational institutions	Youth Committee, South Central WorkForce Council, Partners	Service Provider Agreement; MOU; Individual Training Account; Individual Service Strategy	X	X	X	X	X				
17e. Element 5: Education offered concurrently with workforce preparation and training for a specific occupation.	Minnesota Valley Action Council, Adult Career Pathway Partnership	Youth Committee, South Central WorkForce Council, Career Pathway Partnership	Service Provider Agreement; MOU; Individual Service Strategy	X	X	X	X	X				See narrative above
17e. Element 6: Leadership development opportunities.	Minnesota Valley Action Council, Youth Committee, South Central WorkForce Council, local employers, secondary and post-secondary educational institutions	Youth Committee, South Central WorkForce Council, Partners	Service Provider Agreement; MOU; Individual Service Strategy	X	X	X	X	X	X	X	X	
17e. Element 7: Supportive Services.	Minnesota Valley Action Council	Youth Committee, South Central WorkForce Council	Service Provider Agreement; MOU; Individual Service Strategy; Vendor Accounts	X	X	X	X	X				
17e. Element 8: Adult Mentoring.	Minnesota Valley Action Council, Youth Committee, local employers, secondary	Youth Committee, South Central WorkForce Council, Partners	Service Provider Agreement; MOU; Work Experience Agreement; Individual	X	X	X	X	X	X	X	X	

	and post-secondary educational institutions		Service Strategy									
17e. Element 9: Follow-up Services.	Minnesota Valley Action Council	Youth Committee, South Central WorkForce Council	Service Provider Agreement; MOU; Individual Service Strategy; Vendor Accounts	X	X	X	X	X	X			See narrative above
17e. Element 10: Comprehensive guidance and counseling.	Minnesota Valley Action Council, Partners, local services providers	Youth Committee, South Central WorkForce Council, Partners	Service Provider Agreement; MOU; Individual Service Strategy	X	X	X	X	X	X	X	X	
17e. Element 11: Financial Literacy Education.	Minnesota Valley Action Council, Lutheran Social Services, local financial institutions	Youth Committee, South Central WorkForce Council, Partners	Service Provider Agreement; MOU; Individual Service Strategy	X	X	X	X	X	X	X	X	
17e. Element 12: Entrepreneurial skills training	Minnesota Valley Action Council, Small Business Development Center, Junior Achievement	Youth Committee, South Central WorkForce Council, Partners	Service Provider Agreement; MOU; Individual Service Strategy; Referral Form	X	X	X	X	X	X	X	X	
17e. Element 13: Services that provide labor market information (LMI).	Minnesota Valley Action Council, Minnesota Department of Employment and Economic Development	Youth Committee, South Central WorkForce Council, Partners	Service Provider Agreement; MOU; Individual Service Strategy	X	X	X	X	X	X	X	X	
17e. Element 14: Postsecondary	Minnesota Valley Action Council and	Youth Committee, South Central	Service Provider Agreement; MOU;	X	X	X	X	X	X	X	X	

preparation and transition activities.	local educational institutions	WorkForce Council, Partners	Individual Service Strategy									

Individual Training Account (ITA) Policy

In-school and Out-of-School youth that are interested in and appropriate for post-secondary training, will complete the Career Occupational Preference System (COPS System) Comprehensive Career Guide to assess their interest, abilities and values. This assessment will assist youth to define their career path and the training required. Youth will complete an occupational research packet to explore the local labor market including demand occupations and training requirements with the assistance of their youth counselor. If the youth identifies an appropriate career path supported by local labor market information for a training program with a certified training provider and demonstrates the ability to complete the program, the youth would be eligible to utilize an Individual Training Account (ITA).

The youth, post-secondary institution and the youth counselor will sign an ITA identifying all resources provided to the youth for their training plans. Payments would be made directly to the post-secondary institution by a voucher. The ITA would cover one school year and would be reviewed on a semester/quarter basis. The ITA would include tuition, books, fees and supplies. This ITA policy has been approved by the SC Youth Council and SC WorkForce Council.

Youth Incentive Policy

Incentives will be provided for youth who have completed a basic skills, work readiness, or occupational skills goal; or who has obtained a credential. Youth who have achieved a goal, documented on the Youth Employability Goals System (competencies), will receive a $25 gift certificate for every goal they achieve, up to a maximum of $100 in gift certificates per year. This incentive policy has been approved by the SC Youth Council and the SC WorkForce Council.

03/11/2020

Worksite Monitoring

Participant: _____
Worksite: _____
Supervisor: _____
Alt Supervisor: _____
Staff: _____

Start Date: _____

12 Week: _____

15 Week: _____

Person who completed the evaluation
S = Supervisor
A = Alternate Supervisor
P = Participant

Supervisor Evaluation of Participant
Rating Scale
1 = Performance Improvement Plan Needed
2 = Needs Improvement
3 = Proficient
4 = Exemplary

		Date of Evaluation							
		S A P	S A P	S A P	S A P	S A P	S A P	S A P	S A P
1. Attendance	• Has good attendance, notifies supervisor in advance about any absence								
2. Punctuality	• Arrives on time, takes & returns from breaks on time. Calls supervisor prior to being late.								
3. Appearance	• Is dressed & groomed appropriately for work, practices appropriate personal hygiene.								
4. Taking Initiative	• Participates fully in task from beginning to end.								
5. Quality of Work	• Gives best effort, evaluates own work, improves work from feedback received. Completes expected work in a timely manner.								
6. Communication Skills	• Speaks clearly & communicates effectively, verbally & non-verbally, listens attentively & uses appropriate language for work environment.								
7. Response to Supervision	• Accepts direction & constructive criticism with a positive attitude & uses information to improve.								
8. Teamwork	• Relates positively with co-workers, works productively with individuals & teams, respects diversity.								
9. Problem Solving/ Critical Thinking	• Uses sound reasoning. Uses knowledge & information from job to solve workplace problems.								
10. Mentoring	• Interacts with supervisor/other adults at worksite to increase their own knowledge & seek guidance in the worksite & in life situations.								
	A. Total Score								
	B. Average Score (Total/10)								
	C. Number of Categories Rated 3 or Greater								

Overall Average Score_____
Met Work Readiness? YES ◯ NO ◯
End Date_____

Note: To meet work readiness skill attainment:

A. **Youth employee must have an overall average score that is 3.0**

B. **Must be rated proficient in 8 of the 10 categories listed.**

Examples of Mentoring between supervisor/alternate supervisor & participant:

Youth Work Experience Evaluation Grading Scale

Attendance			
1: Perf Imp Plan Needed	2: Needs Development	3: Proficient	4: Exemplary
Excessive absences consistently impact work performance. Addtn'l training is needed.	Below 90% attendance, but participant seeks out opportunities to make up missed work.	Maintains 90% attendance and notifies supervisor ahead of time prior to absence.	100% attendance or missed once with valid reason that did occur in first two weeks.
Punctuality			
1: Perf Imp Plan Needed	2: Needs Development	3: Proficient	4: Exemplary
Excessive lateness consistently impacting work performance. Addtn'l training is needed.	Inconsistent in arriving to work, returning from breaks on time, and calling supervisor prior to lateness.	Arrives to work & returns from breaks in time with rare exception. If late, calls supervisor ahead of time.	Perfect of near perfect in arriving for work and returning from breaks on time. Model for other workers.
Workplace Appearance			
1: Perf Imp Plan Needed	2: Needs Development	3: Proficient	4: Exemplary
Has not yet demonstrated appropriate appearance and/or personal hygiene for position or duties.	Inconsistent with appropriate appearance and/or personal hygiene for workplace.	Dresses appropriately and practices hygiene for position and duties with rare occasion.	Consistently in professional appearance and hygiene and serves as a role model for other workers.
Taking Initiative			
1: Perf Imp Plan Needed	2: Needs Development	3: Proficient	4: Exemplary
Reluctant to begin tasks without significant staff intervention. Needs frequent reminders. Addtn'l training is needed.	Inconsistently begins or remains on task. Needs occasional prompting. Often satisfied with bare minimum performance.	Begins or remains on task until completed with rare exception.Works independently. Initiates interaction for next task.	Consistently begins/remains on task after completion, initiates interaction for next task. Works independently, leads others.
Quality of Work			
1: Perf Imp Plan Needed	2: Needs Development	3: Proficient	4: Exemplary
Has not yet given best effort. Rarely evaluates work and utilizes feedback. Completes work inconsstently. Adtn'l training needed.	Uneven work quality. Sometimes evaluates own work and utilizes feedback, but inconsistent in meeting quality standards.	Quality of work meets expectations. Evaluates own work, and utilizes employer feedback to improve performance.	Quality of work often exceeds expectations. Consistently give best effort. Evaluates own work and utilizes employer feedback.
Communication Skills			
1: Perf Imp Plan Needed	2: Needs Development	3: Proficient	4: Exemplary
Seldom speaks clearly or listens attentively. Repeatedly uses inappropriate language for the workplace. Adnt'l training needed.	Inconsistent in communication appropriate for work. Inconsistent in effort to speak clearly or listen attentively.	Demonstrates positive oral and non-verbal comminucation with rare exception. Listens attentively and uses langauage appropriate for workplace.	Consistently demonstrates postive oral and non-verbal communication. Speaks clearly and attentively. Can present to a group if needed.
Response to Supervision			
1: Perf Imp Plan Needed	2: Needs Development	3: Proficient	4: Exemplary
Reluctant to accept feedback and constructive criticism from supervisor. Responds with poor verbal or non-verbal communication. Adnt'l training needed.	Inconsistent in accepting direction, feedback, and constructive criticism from supervisor. Shows potential for improvement.	Accepts direction and constructive criticism with positive attitude with rare exception. Uses feedback to improve work performance.	Consistently accepts direction and constructive criticism with positive attitude. Uses feedback to improve work performance, and provides new & useful ideas to employer.
Teamwork			
1: Perf Imp Plan Needed	2: Needs Development	3: Proficient	4: Exemplary
Has not yet demonstrated appropriate group behaviors. Imrpovement needed in treating others with respect. Rarely contributes to group efforts. Adnt'l training needed.	Inconsistent in promoting positive group behaviors amongst co-workers, and in contributing to group efforts. Shows potential for improvement.	Works well with co-workers, is respectful, and contributes to group efforts with rare exception. Respects diversity within the workplace.	Consistently facilitates positive group dynamics. Demonstrates leadership that plays a significant role in success of group efforts. Promotes larger group unity.
Problem-Solving/Critical Thinking			
1: Perf Imp Plan Needed	2: Needs Development	3: Proficient	4: Exemplary
Makes little or effort to use knowledge learned from the job to solve workplace problems.	Inconsistent in using sound reasoning to solve work problems. Shows potential for improvement.	Uses sound reasoning, and job knowledge to sovle workplace problems. Shows initiative in improving skills.	Consistently applies sound reasoning to solve work problems. Identifies potential problems before they can occur.

South Central Workforce Development Area #7
South Central Workforce Council

Request for Proposal
Workforce Innovation and Opportunity Act
Youth Career Development Services

CONTENTS

Section I. Application Information

Section II. Application Instructions
- A. Signature Page
- B. Proposal Abstract
- C. Organization Description
- D. Statement of Work
- E. Budget Materials
- F. Administrative Assurances

Section III. Forms
1. Signature Page
2. Proposal Abstract
3. Activities and Services
4. Cost Summary and Narrative
5. Fiscal Administrative Checklist

Section IV. Attachments
- A. SC WorkForce Council Youth Employability Goals
- B. MN KIDS COUNT Indicators
- C. MN Department of Education Report Card
- D. Activity Definitions

Section V. Resources
- A. Workforce Innovation and Opportunity Act (WIOA) https://www.govinfo.gov/content/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf
- B. Definition of At-Risk Youth https://www.revisor.leg.state.mn.us/statutes/?id=116L.56
- C. Minnesota's WIOA Youth Policies https://mn.gov/deed/programs-services/office-youth-development/youth-programs/wioa-youth.jsp
- D. WIOA Youth Cost Matrix https://mn.gov/deed/assets/wioa-chapter18_tcm1045-348169.pdf
- E. 2019 Local Youth Plan for WIOA and MYP http://www.workforcecouncil.org/area-plans/
- F. Minnesota Career Fields, Clusters & Pathways https://minnstate.edu/system/cte/consortium_resources/documents/POS-Career-Wheel-18x24-poster-2016.pdf
- G. Pre-Employment Transition Services https://mn.gov/deed/assets/pre-ets-services_tcm1045-379874.pdf

Section I - Application Information

A. General Introduction

The South Central WorkForce Council and its Youth Council has been given the responsibility of identifying eligible providers to carry out youth career development activities funded under the Workforce Innovation and Opportunity Act (WIOA). This Request for Proposal (RFP) is being issued to solicit proposals for the operation of youth career development programs in the nine county area of Blue Earth, Brown, Faribault, Le Sueur, Martin, Nicollet, Sibley, Waseca, and Watonwan Counties. This Workforce Development Area contracts for all services except administrative services, which includes: accounting, data management, monitoring, policy development and management, planning and marketing. The WorkForce Council will retain 15% of the funds to cover administration and oversight of WIOA. The start date for youth career development programs under the Workforce Innovation and Opportunity Act is April 1, 2020. The end date for all programs is March 31, 2024.

The application instructions and attachments are intended to assist organizations interested in responding to the RFP. The entire application should be reviewed to ensure that all the requirements are understood.

This RFP does not commit the SC WorkForce Council to award a contract or grant, or to reimburse any costs incurred by successful or unsuccessful bidders in the preparation of their proposal.

The SC WorkForce Council will provide limited technical assistance to those preparing a proposal. Assistance will be in the form of a Proposer's Conference to review the Workforce Innovation and Opportunity Act legislation, clarify the instructions and respond to questions. Proposers may contact the WorkForce Council prior to the Proposer's Conference with questions. Verbal instructions or explanations are not binding on the WorkForce Council. No assistance will be provided after the Proposer's Conference.

Applicants must complete all required forms, attachments and assurances.

The awarding of WIOA Youth funds to successful proposers will be contingent upon the satisfactory negotiation of a contract.

B. Funding Authority

The SC WorkForce Council is soliciting proposals for the operation of youth career development programs authorized under the Workforce Innovation and Opportunity Act. An estimated $300,000 will be available in federal resources *annually* for youth programs in all nine counties. Youth served under this grant will be youth ages 14-24 (see eligibility requirements under section I. E.). A minimum of 75% of the funds must be used to provide services to out-of-school youth and a minimum of 20% of the funds must be spent on work experiences. Final allocations will be based on the actual funds available. Actual fund availability should be known by April, 2020. In addition, successful responders will have access to state resources.

C. Eligible Applicants

Eligible applicants are organizations which have adequate administrative controls and personnel to provide services for the proposed youth programs, achieve the goals and objectives of their proposed program and the conditions of the contract. Eligible applicants may include public organizations/agencies; incorporated, private non-profit and for-profit organizations. Proposers may enter into partnership with other providers to deliver services throughout the nine-county area. Prior experience in working with low income youth is desirable.

D. Timeline

Issue Notice of RFP Availability..... October 11, 2019
Deadline to Notify WorkForce Council of Intent to Apply for Funds ..... October 21, 2019
Proposer's Conference .....2:00 p.m., October 21, 2019
Proposals Due .....4:00 p.m., November 18, 2019
Reviewer Ratings Completed.....November 25, 2019
Workforce Council & Joint Powers Board Approval Secured..... January, 2020
Contracting Completed ..... March 31, 2020
Begin Implementation .....April 1, 2020

E. Purpose/Program Requirements

The purpose of these funds is to provide career development activities for eligible youth. Proposers must demonstrate the ability to establish integration between the Workforce Innovation and Opportunity Act and a broad range of State and local providers, including a commitment to Minnesota's CareerForce system. The purpose and program requirements of the WIOA Youth Program is summarized below and described in Chapter 2 of the Workforce Innovation and Opportunity Act. The Workforce Innovation and Opportunity Act can be found at https://www.govinfo.gov/content/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf

All programs and services must be client driven; NOT program driven. Programs must be geared to the needs of the youth and the economy of the specific counties being served.

Youth Program Design (Section129(c)(1)) must include:

- an objective, individualized assessment of the academic levels, skill levels and service needs of each youth. Assessment should include a review of basic skills, work readiness skills, occupational skills, prior work experience, employability, interests, aptitudes, supportive service needs and developmental needs for the purpose of identifying appropriate services and career pathways for youth. Recent assessments conducted pursuant to another education or training program may be utilized.

- development of Service Strategies for all youth served. The Service Strategy is an individual plan that identifies career pathways that include education and employment goals, appropriate achievement objectives, and appropriate services for the youth, taking into account the assessment results. Recent service strategies developed for the youth under another education or training program may be utilized.

- Services that provide:
  - Activities leading to the attainment of a secondary school diploma or recognized equivalent or a recognized postsecondary credential;
  - Preparation for postsecondary educational and training opportunities;
  - Strong linkages between academic and occupational education that lead to the attainment of recognized postsecondary credentials;
  - Preparation for unsubsidized employment opportunities, in appropriate cases; and
  - Effective connections to employers, including small employers, in in-demand industry sectors and occupations of the local and regional labor markets.

Youth Program Elements (Section 129(c)(2)) (provided directly or through referrals to other resources) must include:

- Instruction leading to completion of secondary school or recognized equivalent or a recognized postsecondary credential, including dropout prevention and recovery strategies, tutoring and study skills training, as appropriate;
- Alternative secondary school services, or dropout recovery services, as appropriate;
- Paid and unpaid work experiences with an academic and occupational education component, including summer and year round employment opportunities, pre-apprenticeship programs, internships and job shadowing, and on-the-job training opportunities, as appropriate;
- Occupational skill training, with priority consideration for training programs that lead to recognized postsecondary credentials aligned with in-demand industry sectors or occupations, as appropriate;
- Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.
- Services that provide labor market and employment information about in-demand industry sectors or occupations in the local area, such as career awareness, career counseling, and career exploration services;
- Activities that help youth prepare for the transition to post-secondary education and training.
- Financial literacy education;
- Entrepreneurial skills training;
- Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social behaviors, as appropriate;
- Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate;
- Supportive services;
- Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months;
- Follow-up services for 12 months after the completion of participation;

The specific services a youth will receive is based upon the youth's objective assessment and individual service strategy.

Eligibility (Section 129 (a)(1)):

To be eligible the youth must be an out-of-school or in-school youth.

- Out-of-School
  - Not attending any school (as defined under State law);
  - Not younger than age 16 or older than age 24; and
  - One or more of the following:
    - School dropout
    - Within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter
    - Recipient of a secondary school diploma or its recognized equivalent who is low-income and basic skills deficient or an English language learner
    - Subject to the juvenile or adult justice system
    - A homeless individual defined in sec. 41403(6), Violence Against Women Act (42 U.S.C. 14043e–2(6))), a homeless child or youth, a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477, Social Security Act (42 U.S.C. 677), or in an out-of-home placement
    - Pregnant or parenting
    - An individual with a disability
    - Low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment as defined by MN State Statute 116L.56 https://www.revisor.leg.state.mn.us/statutes/?id=116L.56

- In-School
  - Attending school
  - Not younger than age 14 or older than 21; and
  - Low-income; and
  - One of more of the following:
    - Basic skills deficient
    - English language learner
    - An offender
    - A homeless individual defined in sec. 41403(6), Violence Against Women Act (42 U.S.C. 14043e–2(6))), a homeless child or youth, a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477, Social Security Act (42 U.S.C. 677), or in an out-of-home placement
    - Pregnant or parenting
    - An individual with a disability
    - Requires additional assistance to enter or complete an educational program or to secure or hold employment defined by MN State Statute 116L.56 https://www.revisor.leg.state.mn.us/statutes/?id=116L.56

Outcomes (Section 116)

Services for youth must result in:

- Achieving employment or involved in education/training activities or unsubsidized employment during second quarter after exit from program
- Achieving employment or involved in education/training activities or unsubsidized employment during fourth quarter after exit from program
- Median earnings of participants in unsubsidized employment during second full calendar quarter after exit from program
- Attainment of recognized post-secondary credential (including registered apprenticeship), a secondary school diploma or it's recognized equivalent either during program or within 1 year after program exit. *(only counts if individual has obtained/retained employment, or are in an education/training program leading to post-secondary credential within I year after exit from program)*
- Participation during a program year in education/training programs leading to: recognized postsecondary credential or employment and are achieving measurable skill gains toward such a credential or employment
- Primary indicators of effectiveness of programs serving employers

F. South Central Youth Council/WorkForce Council Focus

The goal of our youth programs is to ensure that all youth have basic skills, work readiness skills and occupational skills to be successful in the workplace. Services should focus on career development providing the youth with an awareness of in-demand occupations in high growth industries in south central Minnesota, career pathways to access these occupations, and an identification of area employers who hire these occupations. Training will be provided in demand occupations that have high-growth opportunities.

A minimum of 75% of the youth served must be out-of-school youth and will include strategies to engage disconnected youth to ensure that youth attain a high school diploma or equivalent, have an occupational skill (recognized postsecondary credential) as well as successful placement and retention in employment or education/training activities.

In-school youth services will include drop-out prevention strategies to ensure that youth attain their high school diploma or equivalent or recognized post-secondary credential as well as transition strategies to post-secondary education, employment, military service or apprenticeships.

Youth services should encompass the following goals of the Youth Council:

- Support career exploration opportunities that provides youth with knowledge of demand/STEM occupations.
- Support work experience opportunities that connect youth to local employers & teaches work readiness skills.
- Support community connections through service learning & civic engagement.
- Support all youth achieving a high school diploma, GED or equivalent.
- Support occupational training that leads to a credential.
- Identify service gaps for at-risk youth and leverage resources.

G. Proposal Requirements

1) Proposals must be consistent with the Workforce Innovation and Opportunity Act and applicable State and Federal regulations.
2) Keep your proposal as concise as possible. Use the format outlined in the RFP. Do not send reports, brochures or similar attachments.
3) 100% of the funds made available to proposers are Program dollars and must be spent on allowable program costs. See WIOA Youth Cost Matrix. https://mn.gov/deed/assets/wioa-chapter18_tcm1045-348169.pdf
4) These funds may not be used to supplant funds or pay for services that are available through other funding sources. The Youth Council, in its local 2019 WIOA and MYP Youth Programs Plan (http://www.workforcecouncil.org/area-plans/), identified (but not limited to) resources available under each of the program elements.
5) Proposers must make services available in all nine counties. Providers are encouraged to enter into partnership with other providers to deliver services.
6) If any portion of these funds is to be subcontracted, it must be identified in the proposal. All sub-contracts require SC WorkForce Council approval and must meet State and Federal procurement policies and procedures (available by contacting the WorkForce Council).
7) One hard copy of the proposal and one electronic copy of the proposal must be received at the South Central WorkForce Council office no later than 4:00 p.m. on November 18, 2019. Proposals should be addressed to: Youth Council, 706 North Victory Drive, Mankato, MN 56001. The electronic copy should be emailed to: hgleason@workforcecouncil.org.
8) Proposals not meeting all the requirements, not conforming to the application format or missing the submission deadline, will be eliminated from funding consideration.
9) The SC WorkForce Council retains the right to accept or reject any or all proposals, to negotiate with selected proposers and require revisions to applications as agreed to during negotiations.
10) Programs selected for funding must comply with approved client reporting requirements and computer management systems as required by the State.
11) Programs selected for funding are required to submit regular reports, including, but not limited to:
    - Service Provider Invoice
    - Final Invoices
    - Other reports required by the SC WorkForce Council, State of MN, and the Department of Labor (DOL)
12) Proposals selected for funding are required to comply with State financial management procedures.
13) Programs selected for funding are required to comply with SC WorkForce Council monitoring and oversight requirements.
14) Programs selected for funding may (based on meeting the federal, state and local performance standards and all other requirements stipulated in the contract) be granted continued funding through Program Year 2023. Continued funding is contingent on performance, continuation of current legislation and availability of funds.
15) Proposers selected to deliver services may need to fulfill service commitments to those persons who are currently enrolled and may not have finished their service plan as of March 31, 2020.

H. Evaluation Criteria

Proposals that meet all requirements will be evaluated based upon the following criteria:

1) Identified Need (10 points)

- Is the proposer sufficiently aware of the needs of eligible youth in the area?
- Is the proposer sufficiently aware of the local labor market?
- Has the proposer identified counties where different needs exist and explained why?
- Has the proposer included relevant demographic and/or survey data?

2) Services for Eligible Youth (30 points)

- Is it clear how the proposer will identify and assess eligible youth and develop appropriate Service Strategies?
- Does the proposer describe their career services to help youth overcome barriers?
- Does the proposer describe how they will provide services to meet the differing needs of the counties?
- Does the proposer describe how they will provide comprehensive career counseling services that ensure that youth explore careers, identify a career pathway and develop a career plan?
- Does the proposer describe how they will address work readiness ("soft skills") and retention skills?
- Does the proposer describe how they will address basic skills including math and reading?
- Does the proposer describe how they will provide internship opportunities?
- Does the proposer address how they will provide/facilitate each of the 14 service elements?
- Does the proposer plan to use incentives/bonuses? Does the criteria for incentives appear to be appropriate?
- Does the proposer have other resources that will be coordinate with WIOA resources?
- Is it clear how referrals for individuals who are not enrolled will be facilitated and documented?
- Does the proposer describe how they will assist high school students in selecting a career of interest and postsecondary path for in-demand occupations through HECAP and how it connects to the "World's Best Workforce"?
- Does the proposer describe how they will align career exploration and career counseling services with the Minnesota Career Fields, Clusters and Pathways wheel?
- Does the proposer explain how they will provide the five Pre-Employment Transition Services?
- Do the planned services meet the needs of eligible youth?
- Does the proposer's program design provide:
    - Activities leading to the attainment of a secondary school diploma or recognized equivalent or a recognized postsecondary credential;
    - Preparation for postsecondary educational and training opportunities;

- Strong linkages between academic and occupational education that lead to the attainment of recognized postsecondary credentials;
- Preparation for unsubsidized employment opportunities, in appropriate cases; and
- Effective connections to employers, including small employers, in in-demand industry sectors and occupations of the local and regional labor markets.

3) **Performance Outcomes (15 points)**
   - Are the proposer's performance outcomes reasonable?
   - Does the proposer indicate how they plan to achieve the outcomes?
   - Based on the services described, can the proposer achieve the outcomes?
   - Does the proposer describe how they will ensure the youth wages measure will be met? Are they reasonable?
   - Does the proposer describe how customer satisfaction will be achieved and measured?
   - Does the proposer describe how they will make continuous improvements to youth services?

4) **Commitment to Partnership (15 points)**
   - Does the proposer have a relationship and commitment to the area's CareerForce System? Does the proposer describe what services will be provided at area CareerForce locations?
   - Is it clear that there will be no duplication services?
   - Is it clear that Workforce Innovation and Opportunity Act funds will not be used to pay for services covered by other funding sources?

5) **Costs (15 points)**
   - Did the proposer complete all required forms?
   - Were the costs submitted in sufficient detail to evaluate reasonableness of the costs?
   - Is the cost per participant appropriate? Are the direct client costs versus staff/indirect costs reasonable?
   - Does the proposer identify other funds or in-kind resources that will be used to supplement Workforce Innovation and Opportunity Act funds?

6) **Operational Capability (15 points)**
   - Does the staff proposed appear to be sufficient to support the program design?
   - Has the proposer demonstrated previous success in operating employment & training programs?
   - Has the proposer demonstrated success in serving low income youth?
   - Has the proposer documented adequate fiscal administrative capabilities (Form 5)?
   - Is the proposer accessible to participants? Can participants easily access services?

Providers currently funded through the SC WorkForce Council are eligible to apply. In addition to the above criteria, the actual performance of these providers will be assessed.

I. Proposal Review Process

All proposals will be evaluated individually and as a group, by a proposal review committee comprised of local elected officials, Youth Council/WorkForce Council members and staff. The committee will rate the proposals and a provider for youth services will be recommended for approval to the Youth Council, the South Central WorkForce Council and the Joint Powers Board for endorsement. All applicants will be notified of the results of the review process. Reviewer ratings and any comments will be provided upon request.

Section II - Grant Application Instructions

The grant application consists of the following sections: Signature Page; Proposal Abstract; Organization Description; Statement of Work; Costs; Outcomes; and Administrative Assurances. The proposal narrative should be concise. Complete each section as follows:

A. Signature Page

Complete the "Project Application Signature Page" (Form 1).

B. Proposal Abstract

Complete the "Proposal Abstract" form (Form 2). The information requested is limited to one side of each page and on the form provided. Instructions are provided on Form 2.2.

C. Organization Description

Describe the organization submitting the proposal, including experience in operating youth employment and training programs and experience providing services to low income youth. Describe your staff, including the number of staff, job descriptions, and background of staff providing youth services. DO NOT send annual reports - summarize their results in the text.

The South Central WorkForce Council desires organizations with staff that have either a State of MN Social Work License or the Global Career Development Facilitator Certification. Please indicate how many staff are currently licensed/certified and how you will ensure staff working with youth participants have this license/certification?

D. Statement of Work

A Program Narrative should be written as described below, and in the format outlined.

1. Need

   Describe this Workforce Development Area's local labor market. Identify counties where different needs exist and explain why. Describe the needs of eligible youth. Include relevant demographic and/or survey data. The Need Statement should relate to the services you are providing.

2. Services for Eligible Youth

   Summarize the services which you will provide that will enable you to achieve the outcomes you identified in the Proposal Abstract. Please relate your services to your Need Statement and identify for each, as appropriate, the different service strategies you will utilize for in-school and out-of-school, as well as how those strategies differ for year round and summer youth.

   a. Describe your methods of outreach and recruitment of eligible youth and documentation of eligibility (age, income and barriers) for the Workforce Innovation and Opportunity Act.

b. Describe in detail your assessment methods for year round and summer youth. Include how you will assess basic skills, occupational skills, work readiness skills (see Attachment A), prior work experience, employability, interests, aptitudes (including interest & aptitudes for non-traditional jobs), support service needs and developmental needs of each participant. Identify the test(s) and other methods that will be used. How will assessment be administered, and the results documented? How will you coordinate assessment with other education and training programs the youth is involved in?

c. Describe the methods you will use to develop Individual Service Strategies for year round and summer youth. Describe what the Service Strategies will include and how they are developed based on the assessments. Please be specific and attach a sample copy of the Individual Service Strategy that will be used. How will you make the ISS a motivational tool to drive the youth's career plans?

d. Describe the career services you will provide/facilitate to help year round and summer youth overcome barriers to achieving their goal(s).

e. What service strategies will you use to meet the differing needs of counties that were identified in the Needs Statement (D.1.) and the statistics provided through MN KIDS COUNT (Attachment B) and MN Department of Education Report Card (Attachment C)? How will your strategies differ by county?

f. Describe the comprehensive career counseling services that will be provided to ensure that youth explore careers, identify a career pathway and develop a career plan to attain that occupation.

g. Employers have indicated that work readiness skills ("soft skills") and critical thinking skills are a major consideration in hiring and retaining employees. Describe in detail how you will address work readiness skills and retention skills for in-school and out-of-school youth. How will those strategies differ for year round and summer youth?

h. Employers have also indicated that basic skills, including math and reading, are lacking in the current workforce. Describe in detail how you will address basic skills for in-school and out-of-school youth. How will those service strategies differ for year round and summer youth? What creative service strategies will you use to encourage conceptual learning for summer youth when their work experience is limited to a few weeks?

i. The purpose of a work experience is for youth to gain work readiness skills. Once a youth has successfully attained work readiness skills through a work experience, it is expected that they complete an internship in their career interest area. Describe how you will ensure that youth with work readiness skills will be given internship opportunities in their career interest area.

j. Describe how you will provide each of the following services and include whether you will provide the service directly or facilitate referrals to other organizations/ agencies serving youth. Include when each of the services are appropriate for youth.

- Instruction leading to completion of secondary school or recognized equivalent or a recognized postsecondary credential, including dropout prevention and recovery strategies, tutoring and study skills training, as appropriate;
- Alternative secondary school services, or dropout recovery services, as appropriate;
- Paid and unpaid work experiences with an academic and occupational education component, including summer and year round employment opportunities, pre-apprenticeship programs, internships and job shadowing, and on-the-job training opportunities, as appropriate;
- Occupational skill training, with priority consideration for training programs that lead to recognized postsecondary credentials aligned with in-demand industry sectors or occupations, as appropriate;
    - In addition, please describe how you will determine the amount of funding available to youth with an Individual Training Account.
- Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.
- Services that provide labor market and employment information about in-demand industry sectors or occupations in the local area, such as career awareness, career counseling, and career exploration services;
- Activities that help youth prepare for the transition to post-secondary education and training.
- Financial literacy education;
- Entrepreneurial skills training;
- Leadership development opportunities, which may include community service, volunteer opportunities and peer-centered activities encouraging responsibility and other positive social behaviors, such as;
    - Exposure to post-secondary education possibilities;
    - Community and service learning projects;
    - Peer-centered activities, including peer mentoring and tutoring;
    - Training in decision-making, including determining priorities and problem solving;
    - Citizenship training; including life skills training such as parenting or work behavior training; and
    - Other activities that place youth in leadership roles such as serving on a committee like Youth Council.
    - In addition, please explain partnerships that can provide this opportunity for youth.
- Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate;
- Supportive services;
- Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months and must:
    - Be a formal relationship between a youth participant and an adult mentor that includes structured activities where the mentor offers guidance, support and encouragement to develop the competence and character of the mentee;

    - Include a mentor who is an adult other than the assigned youth case manager; and
    - Provide financial education that is age appropriate, timely and provides opportunities to put lessons into practice, such as by access to safe and affordable financial products that enable money management and savings and;
    - Implement other approaches to help participants gain the knowledge, skills and confidence to make informed financial decisions that enable them to attain greater financial health and stability by using high quality, age-appropriate, and relevant strategies and channels, including, where possible, timely and customized information, guidance, tools and instruction.
- Follow-up services for 12 months after the completion of participation;
  Follow-up services are critical services provided following a youth's exit from the program that help ensure the youth is successful in employment or education as they progress along their career pathway. Follow-up services may include:
    - Leadership development and supportive services;
    - Regular contact with the youth's employer to address work related problems that arise;
    - Assistance in securing better paying jobs, career pathway development and further education or training;
    - Work-related peer support groups;
    - Adult mentoring and/or;
    - Services necessary to ensure the success of youth in employment or education/training.

k. Describe how you will ensure that each youth is provided information on the full array of applicable or appropriate services that are available through the local board or other eligible providers or one-stop partners; and referral to appropriate training and educational programs that have the capacity to serve youth either on a sequential or concurrent basis.

l. If you would like to use incentives or bonuses, please describe. Identify what criteria you would use for incentives/bonuses.

m. Identify any other resources that will be coordinated with the Workforce Innovation and Opportunity Act to serve area youth.

n. Describe how you will facilitate and document referrals for youth who are not enrolled for services (Section 129(c)(3)).

o. Complete the Activity Form (Forms 3 - 3.3).

p. Describe how you will assist high school students in selecting a career of interest and a postsecondary path to prepare for a career in-demand occupations through the Higher Education Career Advisor Project (HECAP). How will these services connect to local high schools plans to achieve goals for the "World's Best Workforce"?

q. Describe how you will align career exploration and career counseling services for high school students with the Minnesota Career Fields, Clusters & Pathways wheel. https://minnstate.edu/system/cte/consortium_resources/documents/POS-Career-Wheel-18x24-poster-2016.pdf

r. Describe how you will provide the following Pre-Employment Transition Services to students with disabilities 9th grade – 21 years of age.
https://mn.gov/deed/assets/pre-ets-services_tcm1045-379874.pdf
   - Job Exploration Counseling
   - Work Based Learning Experience
   - Post-Secondary Education Counseling
   - Workplace Readiness Training
   - Instruction in Self-Advocacy

3. Commitment to Partnership

   a. Describe in detail your relationship and commitment to the area's CareerForce locations. Describe what services will be provided at area CareerForce locations.

   b. Describe how you propose to coordinate funding sources to ensure that Workforce Innovation and Opportunity Act funds will not duplicate or supplant other sources of funding.

4. Customer Satisfaction

   One of the primary objectives of the CareerForce System is ensuring that customer satisfaction and readily accessible services is achieved. Please describe:

   a. How you will achieve customer satisfaction for youth and employers?
   b. How customers will access your services in each of the nine counties?

5. Continuous Improvement

   a. The South Central WorkForce Council/Youth Council desires a proposer with prior experience working with low-income youth. Describe what new or additional strategies you will implement for continuous improvement of your youth services.

E. Cost Materials

Complete the Cost Summary and Budget Narrative using Forms 4, 4.1 and 4.2.

F. Outcomes

1) Describe for each of the performance outcomes identified on page 4, what steps will be taken to ensure you meet these outcomes.

G. Administrative Assurances

Complete the Fiscal Administrative Capabilities Checklist (Form 5).

Workforce Development Area #7
South Central
Project Application Signature Page

1. _____
Applicant

2. _____
Contact Person

_____
Address

_____
Telephone Number

_____
City/State/Zip

_____
Email Address

3. Start Date: April 1, 2020 End Date: March 31, 2024

4. Projected Annual Funds Available: $300,000 (Estimate)

5. Applicant Signature:

Application is made for a grant under the Workforce Innovation and Opportunity Act in the amount of and for the purposes stated herein.

_____
Name of Authorized Official

_____
Title

_____
Signature

_____
Date

Form 1

Project Application Signature Page Instructions

Item

1. Enter the name and address of the organization submitting the proposal.

2. Enter the name, telephone number and email address of a person to contact regarding questions on this proposal.

3. Start and End dates are provided.

4. Projected funds available are provided.

5. Enter the identifying information and signature of the person who has the authority to enter into a contract for the project.

Workforce Development Area #7
South Central
Proposal Abstract

1. **Workforce Innovation and Opportunity Act Youth Career Development Services**

2. Applicant Name _____

3. Summary of Needs and Services:

Form 2.0

4. Cost Summary

Average Cost Per In-School Youth _____

% Direct Client Costs _____

% Staff/Indirect Costs _____

Average Cost Per Out-of-School Youth _____

% Direct Client Costs _____

% Staff/Indirect Costs _____

5. Program Outcomes

A. Total Participants Out of School_____ In School_____

B. % Entering Employment or Education/Training during second quarter _____

C. % Entering Employment or Education/Training during fourth quarter _____

D. Median earnings of youth in unsubsidized employment during second quarter _____

E. % Attaining a recognized credential relating to achievement of a secondary diploma (or equivalent) or an occupational skill. _____

Form 2.1

Proposal Abstract Instructions

Bidder must submit an abstract limited to the form provided.

1. The program this abstract form is for has been completed for you.

2. Applicant Name: Enter the name of the organization submitting the proposal.

3. Summary of Needs & Services: Summarize the need(s) based on information in the program narrative and the services you plan to provide to address those needs limited to the space provided.

4. Cost Summary: Identify the average cost per in-school youth and identify what percentage will be spent on: Direct Client Costs (i.e. youth wages, training, and support services) and Staff/Indirect Costs (i.e. staff, facility and indirect costs). Identify the average cost per out-of-school youth and identify what percentage will be spent on: Direct Client Costs (i.e. youth wages, training, and support services) and Staff/Indirect Costs (i.e. staff, facility and indirect costs).

5. Program Outcomes:

   A. Enter the total number of in-school and out-of-school youth to be served annually.

   B. Enter the % of youth you expect will be employed or involved in education/training activities during the second quarter after program completion.

   C. Enter the % of youth you expect will be employed or involved in education/training activities during fourth quarter after program completion.

   D. Enter the median earnings of participants in unsubsidized employment during second full calendar quarter after exit from program.

   E. Enter the % of youth you anticipate will attain a recognized credential (i.e. diploma, GED, post-secondary diploma or credential).

WORKFORCE INNOVATION AND OPPORTUNITY ACT: Youth Career Development Programs
IN-SCHOOL

Form 3

Activities and Services Chart

Below is a list of allowable activities and services for Youth Programs. Please complete the chart. You do not need to utilize all activities. Complete only those lines where you will be providing that Activity/Service (See Attachment D for definitions).

Activity/Service	Youth Age Group Served	% of Youth Served	Average Direct Client Costs	Avg. # of Staff Hours per Youth	Avg. Staff Cost Per Hour	Avg. Cost Per Youth Per Activity
Alternative Secondary School Services						
Apprenticeship						
Basic Skills Training						
Career Counseling						
Classroom Training						
Community Involvement & Leadership Development						
Credential Attained without Training						
Entrepreneurial Training						
Financial Literacy Education						
Labor Market/In Demand Employment Info						
Mentoring						
Non-Credentialed Training						
Occupational Skills Training						

Activity/Service	**Youth Age Group Served**	**% of Youth Served**	**Average Direct Client Costs**	**Avg. # of Staff Hours per Youth**	**Avg. Staff Cost Per Hour**	**Avg. Cost Per Youth Per Activity**
On-the-Job Training						
Partnering						
School-to-Work Transition						
Secondary School Classes						
Staff Assisted Assessment						
Staff Assisted Job Placement						
Staff Assisted Job Search in Area						
Staff Assisted Job Search Out of Area						
Study Skills Training/Tutoring						
Transition to Post-Secondary						
Work Experience						
Work Readiness Skills Training						

WORKFORCE INNOVATION AND OPPORTUNITY ACT: Youth Career Development Programs
OUT-OF-SCHOOL

Form 3.2

Activities and Services Chart

Below is a list of allowable activities and services for Youth Programs. Please complete the chart. You do not need to utilize all activities. Complete only those lines where you will be providing that Activity/Service (See Attachment D for definitions).

Activity/Service	Youth Age Group Served	% of Youth Served	Average Direct Client Costs	Avg. # of Staff Hours per Youth	Avg. Staff Cost Per Hour	Avg. Cost Per Youth Per Activity
Alternative Secondary School Services						
Apprenticeship						
Basic Skills Training						
Career Counseling						
Classroom Training						
Community Involvement & Leadership Development						
Credential Attained without Training						
Entrepreneurial Training						
Financial Literacy Education						
Labor Market/In Demand Employment Info						
Mentoring						

Activity/Service	Youth Age Group Served	% of Youth Served	Average Direct Client Costs	Avg. # of Staff Hours per Youth	Avg. Staff Cost Per Hour	Avg. Cost Per Youth Per Activity
Non-Credentialed Training						
Occupational Skills Training						
On-the-Job Training						
Partnering						
School-to-Work Transition						
Secondary School Classes						
Staff Assisted Assessment						
Staff Assisted Job Placement						
Staff Assisted Job Search in Area						
Staff Assisted Job Search Out of Area						
Study Skills Training/Tutoring						
Transition to Post-Secondary						
Work Experience						
Work Readiness Skills Training						

WORKFORCE INNOVATION AND OPPORTUNITY ACT
YOUTH CAREER DEVELOPMENT SERVICES
COST SUMMARY

Program Dollars

Total Direct Costs:

In-School Youth Work Experience Wage/Fringe	_____
Out-of-School Youth Work Experience Wage/Fringe	_____
In-School Youth Training Services	_____
Out-of-School Youth Training Services	_____
In-School Youth Support	_____
Out-of-School Youth Support	_____
In-School Youth Other Services	_____
Out-of-School Other Services	_____

Total Staff/Indirect Costs:

In-School Youth Work Experience Staff Costs:	_____
Salary/Fringe –Supervisor	_____
Salary/Fringe –Case Manager	_____
Salary/Fringe –Support Staff	_____
Out-of-School Youth Work Experience Staff Costs:	_____
Salary/Fringe –Supervisor	_____
Salary/Fringe –Case Manager	_____
Salary/Fringe –Support Staff	_____
In-School Youth Staff Costs:	_____
Salary/Fringe –Supervisor	_____
Salary/Fringe –Case Manager	_____
Salary/Fringe –Support Staff	_____
Indirect Costs (Non-Salary)	_____
Out-of-School Youth Staff Costs:	_____
Salary/Fringe –Supervisor	_____
Salary/Fringe –Case Manager	_____
Salary/Fringe –Support Staff	_____
Indirect Costs (Non-Salary)	_____
In-School Youth Other Services	_____
Out-of-School Other Services	_____
TOTAL	_____

WORKFORCE INNOVATION AND OPPORTUNITY ACT
YOUTH CAREER DEVELOPMENT SERVICES
BUDGET NARRATIVE – Direct Costs

Please provide a detailed description of what is included under each amount listed on the Cost Summary (Form 4) and how you calculated the amounts.

Program Dollars

Direct Costs:

In-School Youth Work Experience Wage/Fringe

Out-of-School Youth Work Experience Wage/Fringe

In-School Youth Training Services

Out-of-School Youth Training Services

In-School Youth Support Services

Out-of-School Youth Support Services

In-School Youth Other Services

Out-of-School Other Services

WORKFORCE INNOVATION AND OPPORTUNTY ACT
YOUTH CAREER DEVELOPMENT SERVICES
BUDGET NARRATIVE – Indirect Costs

Please provide a detailed description of what is included under each amount listed on the Cost Summary (Form 4) and how you calculated the amounts.

Staff/Indirect Costs:

In-School Youth Work Experience Staff Costs:
- Salary/Fringe –Supervisor
- Salary/Fringe –Case Manager
- Salary/Fringe –Support Staff

Out-of-School Youth Work Experience Staff Costs:
- Salary/Fringe –Supervisor
- Salary/Fringe –Case Manager
- Salary/Fringe –Support Staff

In-School Youth Staff Costs:
- Salary/Fringe –Supervisor
- Salary/Fringe –Case Manager
- Salary/Fringe –Support Staff
- Indirect Costs (Non-Salary)

Out-of-School Youth Staff Costs:
- Salary/Fringe –Supervisor
- Salary/Fringe –Case Manager
- Salary/Fringe –Support Staff
- Indirect Costs (Non-Salary)

In-School Youth Other Services

Out-of-School Other Services

FISCAL ADMINISTRATIVE CAPABILITY CHECKLIST

	YES NO If No, Explain (continue on back, if necessary)
1. Records a. Does the applicant maintain formal accounting records?	
b. Does the applicant maintain receipt and disbursement accounts which identify disbursements to date and amounts remaining to be disbursed by funding source? (One column for each funding source.)	
2. Procedures a. Is the individual reconciling the bank statement different from the individual who writes the checks?	
b. Does the applicant reconcile the General Ledger cash account with its bank statement on at least a monthly basis?	
c. Do the accrued expenditure worksheets link actual expenditures via an accrual adjustment figure?	
d. Does the applicant's accounting system provide for control for receipts and disbursements separately for each subgrant, by source of funds?	
e. Are employees responsible for handling both receipts and disbursements covered by blanket bonds?	
f. Are disbursement approved by someone other than the person writing the check or by someone other than the person who is responsible for the expenditure?	

g. Are deposits made by an employee other than the individual maintaining the accounting records and are remittance advices placed in the file?	
3. Disbursements a. In General i. Are pre-numbered checks used so that check forms or blanks are treated as accountable items?	
ii. Are erroneous or spoiled checks properly voided out and maintained in the cancelled check file?	
iii. Are dual signatures required on all checks if hand-signed checks are used?	
iv. If a check-signer machine is used, are two people required (and two separate keys) in order for checks to be signed?	
v. Do existing accounting procedures preclude the signing of checks?	
vi. Are disbursements other than salaries authorized only by the Director or other authorized program representative?	
vii. Are invoices paid only after substantiation with a purchase order type form which references the invoice?	
viii. Are travel vouchers supported by invoices or receipts?	
b. Payroll i. Are time and attendance forms or equivalent records used to substantiate the actual hours of labor to be reimbursed to the employee whose work hours are documented by the records?	

ii. When applicable, are time and attendance forms for individuals served through the program reviewed and signed by both the individual and the authorized supervisor?	
iii. Are these forms used in the preparation of the payroll?	
iv. Are cumulative records for sick leave, compensatory time off and vacation leave maintained?	
4. Subgrant Standard Provisions a. Does the applicant have a written travel policy approved by their Board of Directors?	
b. Does the applicant have a written personnel policy?	
c. Does the applicant have a written Equal Employment Opportunity (EEO) Policy?	
d. Does the applicant have a written Affirmative Action (AA) Plan?	
e. Does the applicant have access to current applicable Federal Management Circulars?	
f. Has the applicant received and understood the draft WIOA Regulations as published in the Federal Register in April 2015?	
g. Is parking available at your facility to accommodate a person with a handicap?	
h. Is the facility in which you plan to serve participants barrier free?	
i. Does the applicant have a Participant Complaint Procedure?	