

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

**Cover Sheet/Signature Page**

<b>APPLICANT AGENCY - Use the legal name and full address of the fiscal agency with whom the grant will be executed.</b>	<b>Contact Name and Address</b>
<p><b>Workforce Development, Inc.            2070 College View Road East            Rochester, MN 55904</b></p>	<p><b>Jinny Rietmann            Regional Youth Programs Coordinator            2070 College View Road East            Rochester, MN 55904</b></p>
<p>Director Name: Randy Johnson            Telephone Number: 507-292-5189            FAX: 507-292-5173            E-Mail: RJohnson@wfdi.ws</p>	<p>Contact Name: Jinny Rietmann            Telephone Number: 507-292-5165            FAX: 507-529-2713            E-Mail:            JinnyRietmann@workforcedevelopmentinc.org</p>

MN Tax ID #: 4986064 Federal Employer ID #: 41-1484613

DUNS Number: 615475536

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

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

Title: Randy Johnson, Executive Director

Date: 3-21-2017

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

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

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

## Youth Committee and Service Provider Information

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

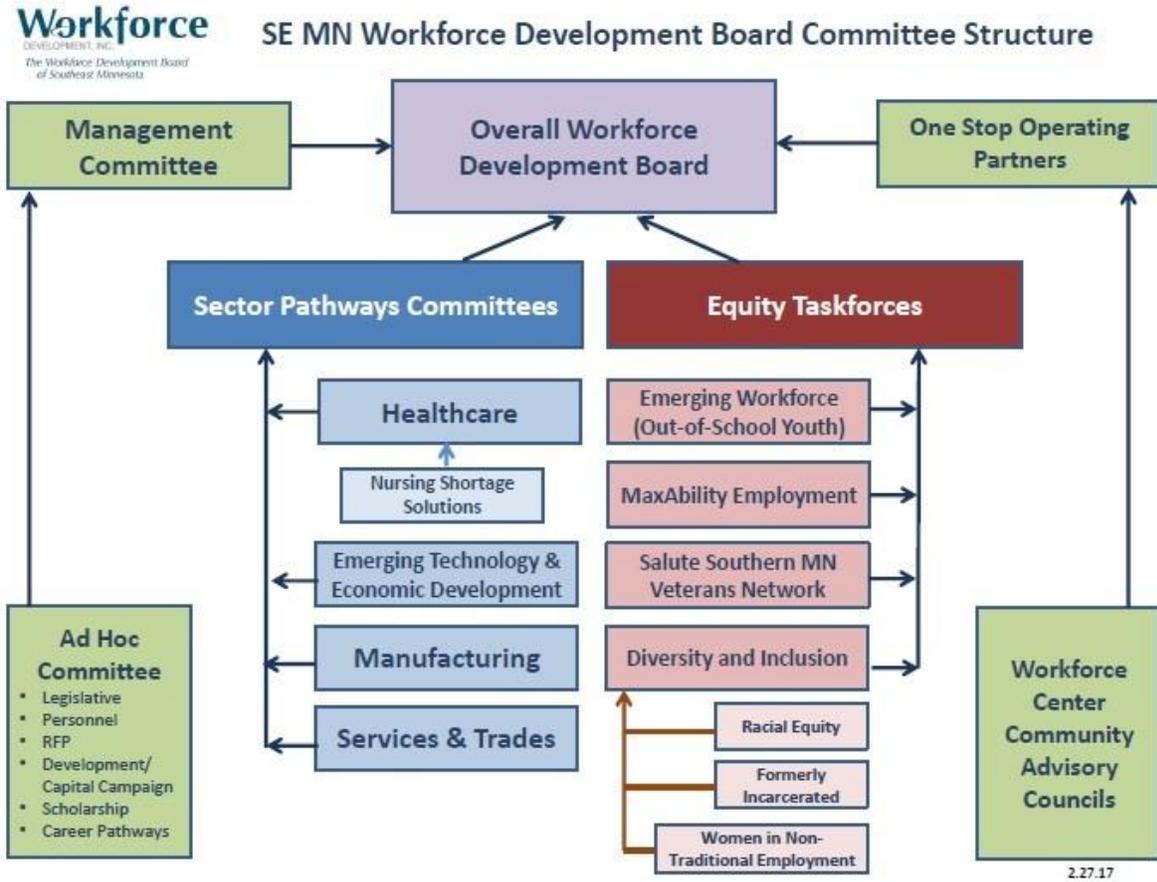
### EMERGING WORKFORCE TASKFORCE/YOUTH COUNCIL

Mission: To develop and advance the workforce of Southeast Minnesota through empowering young adults and offering opportunities to gain life and work skills, preparing them for the career of their choice. We believe that every youth has the potential for success.

### EMERGING WORKFORCE TASKFORCE WORKPLAN 2016 - 2017

1. Organize and oversee a Youth Employment and Training system that will meet the federal WIA/WIOA performance standards, via direct delivery or purchase of service contracts; regularly review the performance outcomes, and report the progress to the Workforce Development Board.
2. Ensure that at least 75% of the federal WIOA Youth funding is expended on Out-of-School youth:
  - a. Recruitment – engage board members, schools, employers, and other youth serving agencies to refer eligible youth who need our services
  - b. Engaging Employers – develop opportunities for apprenticeships, internships, and mentorship activities for youth and young adults
  - c. Best Practices – develop models for best practices in serving out of school youth
  - d. Focus on youth with low educational attainment
3. Ensure that at least 20% of the federal WIOA Youth funding is expended on work experience activities, both in the summer and during year-round programming.
4. Expand the number of youth work experience agreements and internships in the private sector, and in doing so, seek to replicate the STEP-UP program throughout the region.
5. Utilize the Minnesota Youth Program resources to assist local K-12 schools with establishing a plan and advancing the concepts embedded in the state’s “World’s Best Workforce” legislation.
6. Help secure additional Minnesota Youth Program resources from the legislature in order to offer an extensive array of Career Education and Planning activities to the region’s K-12 schools, replicating the pilot project known as “Career EdVenture”.
7. Develop new and expand existing Career Pathways initiatives throughout the region.

**Board and Committee Structure:**



**Current Youth Committee Membership List:**

YOUTH COMMITTEE MEMBER NAME	ORGANIZATION/REPRESENTING (examples: business, education, community-based organizations, youth, parent, etc.)	Full LWIB Member?
<b>Chair: Rotating Chair</b> <b>Phone Number: N/A</b> <b>E-Mail: N/A</b>		
<b>Member Name: Diane Simon</b> <b>Phone Number: 507-373-6384</b> <b>E-Mail: dsimon@mrsgerry's.com</b>	Mrs. Gerry's Kitchen, Manufacturing/HR	Yes
<b>Member Name: Jennifer Bauer</b> <b>Phone Number: 507-280-2907</b> <b>E-Mail: jen.bauer@state.mn.us</b>	Economic Development/Business Services – DEED	No

<b>Member Name: John Devlin</b> <b>Phone Number: 507-289-0761</b> <b>E-Mail: devlin@miiq.com</b>	Medical Innovations International, Inc., Manufacturing of Medical Devices	Yes
<b>Member Name: David Wheeler</b> <b>Phone Number: 507-285-0710</b> <b>E-Mail:</b> <b>David.Wheeler@na.manpower.com</b>	Business/Employment Services Manpower	No
<b>Member Name: Najjib Malinguur</b> <b>Phone Number: 507-292-5152</b> <b>E-Mail: najjibmalinguur@</b> <b>workforcedevelopmentinc.org</b>	Youth Counselor Workforce Development, Inc. Staff	No
<b>Member Name: John McDonald</b> <b>Phone Number:</b> <b>E-Mail:</b> <b>mcdonald.john@kingsland.k12.mn.us</b>	K-12 Education Kingsland Schools	Yes
<b>Member Name: Likheang Moeurn</b> <b>Phone Number:</b> <b>E-Mail: moeurnlikheang@yahoo.com</b>	Participant Representative – Youth	No
<b>Member Name: Andy Toft</b> <b>Phone Number: 507-282-7081</b> <b>E-Mail: atoft@scmnjatc.org</b>	Construction Partnership; IBEW 343 – SC MN JATC	Yes
<b>Member Name: Christine Bauman</b> <b>Phone Number: 507-389-6965</b> <b>E-Mail: Christine.bauman@state.mn.us</b>	Vocational Rehabilitation Services representative – DEED	No
<b>Member Name: Dan Belshan</b> <b>Phone Number: 507-402-3250</b> <b>E-Mail: dbelshan@lakes.com</b>	Freeborn County Commissioner, Joint Powers Board Representative Private Business Owner	Yes
<b>Member Name: Tina Hugeback</b> <b>Phone Number:</b> <b>E-Mail: hugeback.tina@co.olmsted.mn.us</b>	Community Corrections	No
<b>Member Name: Jerrianna Hansen</b> <b>Phone Number:</b> <b>E-Mail: jericorn16@gmail.com</b>	Participant Representative – Youth	No
<b>Member Name: Jeremy Thompson</b> <b>Phone Number: 507-536-0304</b> <b>E-Mail: Jeremy@ualocal6.org</b>	UA Local #6 Plumbers and Pipefitters	Yes
<b>Member Name: Jinny Rietmann</b> <b>Phone Number: 507-292-5165</b> <b>E-Mail: JinnyRietmann@</b> <b>workforcedevelopmentinc.org</b>	Youth Programs Coordinator, WDI Staff	No

<b>Member Name: Pete Hinrichs</b> <b>Phone Number: 507-529-2014</b> <b>E-Mail: pete.hinrichs@agstar.com</b>	AgStar Financial Services	Yes
<b>Member Name: Jeffrey Custer</b> <b>Phone Number:</b> <b>E-Mail: Jeffrey.O.Custer@xcelenergy.com</b>	Xcel Energy	Yes
<b>Member Name: Don Peterson</b> <b>Phone Number:</b> <b>E-Mail: dop@mwsco.com</b>	Mississippi Welder's Supply Representative from Winona Region for Region 6	No
<b>Member Name: Jason Sundberg</b> <b>Phone Number: 507-451-6340</b> <b>E-Mail: JSundberg@unitedprairiebank.com</b>	Market President United Prairie Bank Owatonna, MN	No
<b>Member Name: Jim Root</b> <b>Phone Number: 651-565-5526</b> <b>E-Mail: Jim.Root@ministryhealth.org</b>	VP, Human Resources St. Elizabeth's Clinic Wabasha, MN	Yes
<b>Member Name: Kris Pierce</b> <b>Phone Number: 507-373-1401</b> <b>E-Mail: KPierce@alamcowood.com</b>	Plant Manager Alamco Wood Products, LLC	Yes
<b>Member Name: Kristopher Loving</b> <b>Phone Number:</b> <b>E-Mail: Krisdloving@official-love.com</b>	Official Love Youth Mentoring Organization	No
<b>Member Name: Melissa Brandt</b> <b>Phone Number:</b> <b>E-Mail: mebrandt@rochester.k12.mn.us</b>	Rochester Alternative Learning Center	No
<b>Member Name: Monica Pech</b> <b>Phone Number:</b> <b>E-Mail: monicapech@yahoo.com</b>	Participant Representative - Youth	No
<b>Member Name: Nathan Greco</b> <b>Phone Number:</b> <b>E-Mail: ocelotrevolves@gmail.com</b>	Participant Representative - Youth	No
<b>Member Name: Wayne Stenberg</b> <b>Phone Number:</b> <b>E-Mail: wayne.stenberg@semcac.org</b>	Southeast Minnesota Community Action Agency	Yes

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

Youth Service Provider/Contact	WIOA	MYP
Name of Service Provider: Workforce Development, Inc. Address: 2200 Riverland Drive City, State, ZIP: Albert Lea, MN 56007 Contact Person: Alison Sabinish Contact Person Phone: 507-369-1488 Contact Person E-Mail: alisonsabinish@workforcedevelopmentinc.org Service Provider Website: <a href="http://www.workforcedevelopmentinc.org">www.workforcedevelopmentinc.org</a>	Yes No In-School? [X] [ ] Out-of-School? [X] [ ]	Yes No Summer? [X] [ ] Year-Round? [X] [ ] OTS*? [X] [ ]
Name of Service Provider: Workforce Development, Inc. Address: 1600 8th Avenue NW City, State, ZIP: Austin, MN 55912 Contact Person: Alison Sabinish Contact Person Phone: 507-433-0557 Contact Person E-Mail: alisonsabinish@workforcedevelopmentinc.org Service Provider Website: <a href="http://www.workforcedevelopmentinc.org">www.workforcedevelopmentinc.org</a>	Yes No In-School? [X] [ ] Out-of-School? [X] [ ]	Yes No Summer? [X] [ ] Year-Round? [X] [ ] OTS*? [X] [ ]
Name of Service Provider: Workforce Development, Inc. Address: 110 East Grove Street, PO Box 410 City, State, ZIP: Caledonia, MN 55921 Contact Person: Pam Erickson Contact Person Phone: 507-724-5231 Contact Person E-Mail: pamerickson@workforcedevelopmentinc.org Service Provider Website: <a href="http://www.workforcedevelopmentinc.org">www.workforcedevelopmentinc.org</a>	Yes No In-School? [X] [ ] Out-of-School? [X] [ ]	Yes No Summer? [X] [ ] Year-Round? [X] [ ] OTS*? [X] [ ]
Name of Service Provider: Workforce Development, Inc. Address: 201 Lyndale Avenue South, Suite 1 City, State, ZIP: Faribault, MN 55021 Contact Person: Paul Stanton Contact Person Phone: 507-333-2088 Contact Person E-Mail: paulstanton@workforcedevelopmentinc.org Service Provider Website: <a href="http://www.workforcedevelopmentinc.org">www.workforcedevelopmentinc.org</a>  Youthprise Bridge Mentors: Contact Person: Vicky Carillo Contact Person Phone: 507-433-2088 Contact Person Email: VickyCarillo@workforcedevelopmentinc.org  Contact Person: Maelynn Rosas Contact Person Phone: 507-433-2088 Contact Person Email: MaelynnRosas@workforcedevelopmentinc.org	Yes No In-School? [X] [ ] Out-of-School? [X] [ ]	Yes No Summer? [X] [ ] Year-Round? [X] [ ] OTS*? [X] [ ]

<p>Name of Service Provider: Workforce Development, Inc.  Address: 504 South Mantorville Avenue, Suite 4  City, State, ZIP: Kasson, MN 55994  Contact Person: Desirae Dyke  Contact Person Phone: 507-634-7380  Contact Person E-Mail:  desiraedyke@workforcedevelopmentinc.org  Service Provider Website:  <a href="http://www.workforcedevelopmentinc.org">www.workforcedevelopmentinc.org</a></p>	<p>In-School? Yes No  <input checked="" type="checkbox"/> [X] [ ]  Out-of-School? <input checked="" type="checkbox"/> [X] [ ]</p>	<p>Summer? Yes No  <input checked="" type="checkbox"/> [X] [ ]  Year-Round? <input checked="" type="checkbox"/> [X] [ ]  OTS*? <input checked="" type="checkbox"/> [X] [ ]</p>
<p>Name of Service Provider: Workforce Development, Inc.  Address: 965 Alexandria Drive SW  City, State, ZIP: Owatonna, MN 55060  Contact Person: Amy Lofquist  Contact Person Phone: 507-431-2275  Contact Person E-Mail:  amylofquist@workforcedevelopmentinc.org  Service Provider Website:  <a href="http://www.workforcedevelopmentinc.org">www.workforcedevelopmentinc.org</a></p>	<p>In-School? Yes No  <input checked="" type="checkbox"/> [X] [ ]  Out-of-School? <input checked="" type="checkbox"/> [X] [ ]</p>	<p>Summer? Yes No  <input checked="" type="checkbox"/> [X] [ ]  Year-Round? <input checked="" type="checkbox"/> [X] [ ]  OTS*? <input checked="" type="checkbox"/> [X] [ ]</p>
<p>Name of Service Provider: Workforce Development, Inc.  Address: PO Box 395  City, State, ZIP: Preston, MN  Contact Person: Tami Sheff  Contact Person Phone: 507-765-2476  Contact Person E-Mail:  tamisheff@workforcedevelopmentinc.org  Service Provider Website:  <a href="http://www.workforcedevelopmentinc.org">www.workforcedevelopmentinc.org</a></p>	<p>In-School? Yes No  <input checked="" type="checkbox"/> [X] [ ]  Out-of-School? <input checked="" type="checkbox"/> [X] [ ]</p>	<p>Summer? Yes No  <input checked="" type="checkbox"/> [X] [ ]  Year-Round? <input checked="" type="checkbox"/> [X] [ ]  OTS*? <input checked="" type="checkbox"/> [X] [ ]</p>
<p>Name of Service Provider: Workforce Development, Inc.  Address: 1606 West Third Street  City, State, ZIP: Red Wing, MN 55066  Contact Person: Ashley Nelson  Contact Person Phone: 651-385-6372  Contact Person E-Mail:  ashleynelson@workforcedevelopmentinc.org  Service Provider Website:  <a href="http://www.workforcedevelopmentinc.org">www.workforcedevelopmentinc.org</a></p>	<p>In-School? Yes No  <input checked="" type="checkbox"/> [X] [ ]  Out-of-School? <input checked="" type="checkbox"/> [X] [ ]</p>	<p>Summer? Yes No  <input checked="" type="checkbox"/> [X] [ ]  Year-Round? <input checked="" type="checkbox"/> [X] [ ]  OTS*? <input checked="" type="checkbox"/> [X] [ ]</p>
<p>Name of Service Provider: Workforce Development, Inc.  Address: 2070 College View Road East  City, State, ZIP: Rochester, MN 55904  Contact Person: Najjib Malinguur  Contact Person Phone: 507-292-5152  Contact Person E-Mail:  NajjibMalinguur@workforcedevelopmentinc.org   Contact Person: Betsy Andrews  Contact Person Phone: 507-292-5152  Contact Person E-Mail:  ElizabethAndrews@workforcedevelopmentinc.org   Service Provider Website:  <a href="http://www.workforcedevelopmentinc.org">www.workforcedevelopmentinc.org</a></p>	<p>In-School? Yes No  <input checked="" type="checkbox"/> [X] [ ]  Out-of-School? <input checked="" type="checkbox"/> [X] [ ]</p>	<p>Summer? Yes No  <input checked="" type="checkbox"/> [X] [ ]  Year-Round? <input checked="" type="checkbox"/> [X] [ ]  OTS*? <input checked="" type="checkbox"/> [X] [ ]</p>

Name of Service Provider: Workforce Development, Inc. Address: 222 West Main Street City, State, ZIP: Wabasha, MN 55981 Contact Person: Ashley Nelson Contact Person Phone: 651-565-2635 Contact Person E-Mail: ashleynelson@workforcedevelopmentinc.org Service Provider Website: <a href="http://www.workforcedevelopmentinc.org">www.workforcedevelopmentinc.org</a>	   In-School?      Yes    No [X] [ ]  Out-of-School? [X] [ ]	   Yes    No Summer?      [ X] [ ]  Year-Round? [ X] [ ]  OTS*?          [ X] [ ]
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\*"OTS" = Outreach to Schools component of MYP.

[Attachment 1]

## Workplan: Youth Program Service Delivery Design

(WIOA Young Adult and MYP)

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

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

Workforce Development, Inc. plans to provide all youth services in 2017-2018. The last round of RFP's started in the fall of 2014 and the 18-month projects ended on August 31, 2016.

Local Workforce Development, Inc. Sub-grantee List:

Name of Sub-Grantee	Services Provided	Funding Source	If not in WFC, provide Address, City, State, ZIP Code
Red Wing Youth Outreach	<ul style="list-style-type: none"> <li>• Serve at least 50 youth in an Independent Living Skills Program</li> <li>• Provide work experience opportunities to OSY</li> </ul>	WIOA Youth	410 Guernsey Lane, Red Wing, MN 55066
Rochester Alternative Learning Center	<ul style="list-style-type: none"> <li>• Outreach to at least 100 students</li> <li>• Students who complete the program will earn an adult diploma and gain valuable employment experience through the RALC garden project and Growing Home compost project</li> </ul>	WIOA Youth	37 Woodlake Drive, Rochester, MN 55904
Tackling Obstacles and Raising College Hopes (TORCH)	<ul style="list-style-type: none"> <li>• Serve 25 participants in Northfield</li> <li>• Improve the career and college readiness of youth who are low-income, students of color, and/or potential first-generation college attendees</li> </ul>	WIOA Youth	1400 Division St., Northfield, MN 55057

2. Describe outreach and recruitment of:

- Out-of-School Youth (“OSY”)

Workforce Development, Inc. has successfully increased our efforts from in serving out of school youth throughout the past couple of years. Before WIOA came into law, service numbers were 30-50% OSY, and service numbers are now 75% OSY in WIOA.

This transition has taken efforts across our communities and has changed some of our partnerships, but has also opened up new opportunities for collaboration. WDI is currently receiving on-going referrals from a variety of organizations, schools, government agencies, parents, and youth and young adults themselves. To date, we are on track for meeting our out of school enrollment goals for this current year and feel confident we will be able to meet the goals for next year as well.

Strategies for recruitment and outreach include:

- a. Outreach efforts – youth counselors currently have office hours at a variety of locations where potential young adult participants congregate including:

Boys and Girls Club	Public Libraries	Adult Basic Education
Alternative Learning Centers	Empowerment Center and homeless shelter	Community and Technical colleges
County social service offices	Community based non-profit organizations	Intercultural Mutual Assistance Association
Independent Living Centers	Public High Schools and Charter Schools	United Way

- b. Further outreach to youth serving organizations and staff members within these organizations that work with out of school youth, primarily organizations that work with youth in transition
- c. Partnering with local colleges, universities and TRiO programs to receive referrals of youth interested in and youth who are struggling with their education plan
- d. Coordinate with schools to refer youth who are struggling and who have been disengaged partially or may end up disengaging entirely from school
- e. Communicate with local Adult Basic Education providers to ensure co-enrollment with out of school youth and to provide basic program information for braiding funding and resources
- f. Utilize current enrolled youth to refer other youth, encourage leadership development activities that increase referrals from other youth
- g. “Hit the streets” – youth counselors attending events around the community where youth participate; this activity is particularly important in engaging youth from diverse communities throughout our region
- h. Open House events – youth counselors have hosted a number of open house events to encourage potential youth participants, parents, and community members to learn more about our programs and services
- i. Networking and open “iExplore” career club sessions that include a variety of topics and open learning/networking time to learn about programs and services
- j. Court Services – WDI is currently offering programming for diversion clients instead of having them pay a fine; youth are referred by probation and we have a curriculum that provides job search, career development, and work experience opportunities
- k. Jails and Correctional Facilities – we teach job search classes in-house at some of these locations and begin building a relationship and an employment plan before they are released
- l. New marketing materials to focus on older, out of school youth – we recently changed the name of our youth/young adult program and now use language for young adults
- m. Offer incentives for completion of program goals such as steps within the GED,

- obtaining employment, maintaining employment and completing a credential
- n. Connect with MFIP and DWP counselors to co-enroll young adults ages 16-24 who are accessing public assistance programs and those who are in families who are accessing TANF dollars, to provide additional assistance and staff who understand the challenges and barriers to young adults
  - o. Vocational Rehabilitation Services (VRS) – we have many students who are co-enrolled with VRS and WDI, and through this partnership we develop integrated resource teams (IRT) to serve the needs of youth with disabilities

Workforce Development, Inc. youth counselors currently receive referrals of out of school youth from numerous other community organizations. Counselors work with these organizations to partner and provide a myriad of services that align with helping a youth gain self-sufficiency, re-connect to educational opportunities, and become work ready.

- In-School Youth (“ISY”)

Youth Counselors have relationships throughout the 43 school districts in our 10-county area. These relationships have expanded significantly throughout the past year, due in part to our HECAP and Outreach to Schools funding, along with the development of our menu of services. Providing services for in-school youth often presents a challenge; with 43 school districts and only a handful of staff it is difficult to offer any type of robust programming. WDI has created a menu of services for the schools, similar to and in part including curriculum from, Career EdVenture materials. This menu looks very similar in each community but is tailored to the needs of a particular school district. WDI is also working with multiple school districts on Career Pathways programming, discussed later until question #8. WDI is also working with schools on regional planning for career counseling in the schools, and an overall regional approach to work-based learning programming and services for students. We never have a lack of referrals of in-school youth, we normally struggle more to determine priority of service for this population. The Minnesota Youth Program, Outreach to Schools, and HECAP funding have all helped us increase these services, and we hope to continue to develop even stronger partnerships over the next year.

One example of success is providing time-intensive education with the schools regarding our programs and services and appropriate referrals for the program. The goal of the in-school youth program going forward is to assist youth to stay in school or return to school to complete a high school diploma or GED. We are also building a pipeline of referrals into our out of school youth program this way. In-school youth are encouraged to match interests with experience to prepare them for future careers. WDI offers comprehensive guidance and counseling paired with mentoring to assist this population in staying in school. Academic mentoring is used to build academic skill with youth as well. In addition, in school youth benefit from paid work experience and often times at a much more minimal amount (while also in school) where they can quickly gain marketable skills to assist them in gaining employment.

Another approach we utilize is to develop relationships with staff and teachers by providing them with resources that they can use to teach some of the information we have available. As an example, our counselors have limited time to reach each classroom even within one school, and labor market information is always a coveted topic. By providing teachers with training on our labor market tools and resources, they can utilize these tools throughout their student population.

WDI is using three best practices in our area for in-school youth. The first one is the “Hire Up” initiative, which was modeled after Minneapolis’s “Step Up” program. Hire Up is working to bring employers and youth/young adults together for an 8-10 week period during the summer months where the employer will hire these individuals; in turn, allowing them to gain skills, explore career interests, and prepare for the workforce. Our team works to recruit Hire Up employers to demonstrate their commitment to the Rochester area by supporting youth/young adults and helping to build a stronger workforce for our future economy. This program creates a partnership between employers and youth/young adults, as well as partnerships between employers and the school districts. These employers are able to provide valuable training, helping to prepare the future workforce. Last summer was our first pilot year and we were able to place approximately 20 youth into 15 various worksites. We started in the fall of 2016 for this upcoming summer’s program, and we hope to double this number. The goal is to also replicate this in other communities. This also serves a dual purpose of being able to expand work experience opportunities even when we aren’t able to fund them all through our youth program dollars. This program has an advisory committee that is made up of community members (such as the Somalia Rebuild Organization and the YMCA) and employers (such as Xylo Technologies and McDonalds Corporation).

The second initiative is funding career counselors in the high schools through braiding funding with other resources. At the Owatonna High School, we have a full-time counselor who provides career counseling and connections to work-based learning opportunities and local employers to connect students to mentors in the workplace. This is a co-funded position with MYP dollars and United Way funding. We also have counselors at the Northfield and Faribault schools, funded through MYP and Youthprise funding.

A third best practice includes our use of and involvement in the Perkins Consortiums throughout our region. By connecting with Career and Technical educators, we are able to assist schools in developing relationships with employers and developing work-based learning opportunities. While employer connections are only one of the menu items on our service list, this is by far where the greatest need lies within the schools. Educators are often unsure of how to even begin developing these options, and WDI is able to serve as a convening agent for these opportunities to develop.

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

When the youth is referred to the Youth Counselor, there is normally a referral form or other information provided and the counselor contacts the youth to set up the initial meeting or invites them to an open house or other event that we may be hosting. This gives the opportunity to discuss the youth program and the services that WDI can provide, complete a screening application or do a verbal screening to determine the level of interest, eligibility, and desired services. Youth and young adults normally contact the Youth Counselor and meet with them at an off-site location where we are offering

services, or stop into the WFC to meet with the Youth Counselor. Another meeting is then scheduled to complete the paperwork and the GAIN assessments are discussed and scheduled at the youth's convenience. At this meeting, the youth and the Youth Counselor complete all of the paperwork together. The Youth Counselor discusses and explains the purpose of the forms that they are completing and signing. If the youth is under 18 years old, the Youth Counselor highlights all of the signature lines and dates that the parent or guardian needs to sign. WDI utilizes both individual and group orientation sessions, depending on the area.

Upon receiving all of the necessary information, the Youth Counselor reviews all of the paperwork and refers to an eligibility checklist to ensure that they have everything necessary for determining eligibility and for the program enrollment. The Youth Counselor submits this to their intake staff, reviewing the application for completion, reviewing all of the forms for signatures and dates and checking off all of the items on the Intake Checklist. If there are no changes needed, the Intake Coordinator sends the approval, noting why the youth is eligible and the intake staff enrolls the youth. The Youth Counselor then receives the file and is able to enter the eligibility case note and begins working with the youth on the items and goals of the Individualized Service Strategy (ISS).

The steps and processes listed above do not always happen in sequence. Youth do not always enroll the first time they come in, it may take them extra time to decide to make a positive change in their life and/or be able to gather the necessary paperwork for enrollment. The enrollment process varies greatly depending on the youth and their circumstances. We try to build relationships and rapport before focusing on completing enrollment paperwork so sometimes it may take several meetings to complete enrollment. The most important part is that we focus on building a trusting relationship with the young adult; once this is solidified it is often much easier to gain all of the eligibility information needed.

Currently, our Youth Programs Coordinator approves all requests for use of the 5% window; however we haven't utilized this within the past 9 months. Often times it is used for an individual who has significant barriers to employment but may not fall under the eligibility criteria. Previously, we had been using this when youth were also not able to provide eligibility documentation, but with the use of self-certification in WIOA, this has been alleviated greatly.

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

Workforce Development, Inc. has historically used program coordinator approval and also letters from schools or other community organizations that verify a youth needs additional assistance to complete an education program or secure and hold employment. Youth staff will need to submit one of the following for approval through the Youth Programs Coordinator and will need to be signed by the youth as a self-certification:

- 1) Letter from the school stating this youth requires additional assistance to complete an education plan or to secure and hold employment with information supporting this.
- 2) Letter from a referring agency or non-profit organization stating this youth requires additional assistance to complete an education plan or to secure and hold employment with information supporting this.
- 3) A description provided by the local youth counselor describing the individual's need for additional assistance to complete an education plan or to secure and hold employment with information supporting this.

This certification will then be approved on a case-by-case basis by the Youth Programs Coordinator. Examples of youth served under this category may include youth from families on public assistance, youth from underserved and minority populations in our region, youth who have shown to be at-risk of dropping out of high school, youth who are habitually and significantly truant, and youth with undocumented/self-disclosed disabilities.

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

#### **Attachment: WDI Assessment**

WDI Youth Counselors use a variety of assessments and methods to gain information to assist youth in developing a plan that will best suit their needs and achieve success. The first step in this assessment process is referral and gaining basic information from the referral source (if applicable) including the youth's current education and employment status. Often times this information is imperative in knowing the best ways to engage a particular youth and what some of their challenges have been to date. The second step in the process is doing an informal and informational interview/intake appointment with a young person. Counselors often wait until a second or third appointment before expecting a youth to complete official paper or computer assessments; however the informal assessment process is started right away with getting to know a youth, listening to their story and building rapport.

Once a relationship is established, WDI counselors administer at a minimum, a basic skills assessment, an informational WDI assessment (discussed below and attached), and career interest assessments.

The basic skills assessment tool that is used by WDI staff is the Wonderlic General Assessment of Instructional Needs (GAIN) assessment. This tool is approved by the US Department of Education for use in Adult Basic Education programs and is also an allowable assessment under the Workforce Investment Act youth programs. The assessment consists of two exams up to 45 minutes in length for literacy skills and math skills and they can be administered separately or together. The assessment is flexible to administer because it has a paper-and-pencil version or an online version. If a youth falls under 9.0 grade level for either reading or math, they are considered basic skills deficient if they are 15 years of age or older. If they are 14 years or younger and are one or more grade level below their current level they are considered BSD.

Once results are received, youth counselors meet with individuals to go through the results, including an analysis of what each score means and how they can increase their

scores if needed. If youth are considered basic skills deficient, plans are made within their Individual Service Strategy to address their basic skills and goals are created to increase their skill level.

The WDI general assessment is used to discuss strengths of an individual as well as barriers to employment. This assessment allows a counselor to dive a little deeper into each individual situation and discover areas to focus on and areas of strength. The assessment includes the following areas:

- a. Support Network  
Areas discussed include listing individuals who support this young person, relationships within their family and networks such as groups and other community organizations that they have a caring connection with.
- b. Transition and Employment Goals  
This section discusses transportation plans for the youth for attending school or obtaining employment, their current employment status, past employment history, work availability, and work skills held by the individual.
- c. Job Keeping, Promotion, and Job Satisfaction  
Counselors ask about past barriers in employment, successful and unsuccessful work experiences and interests in past experiences.
- d. Job Readiness  
Barriers to employment are outlined as well as independent living skills. Subtopics include legal issues, living arrangements/housing, living environment, financial, education, and children/child care. Youth outline their current living situation and any support needs in this area. Legal issues and their limitations to work are discussed. Safety and family support is discussed as well as their current financial status and historical income. Education topics are covered such as their grade level, IEP status if applicable and certifications and skills obtained. Children and Childcare is also discussed including their child support, childcare plan, backup plans, and any other support needs for an individual's employment plan.

Career Interest Assessments are used to determine a youth's individual interests and work personality and preferences. Counselors have a variety of assessments on hand to use depending on their preference, a youth's individual situation including age, basic skills level, where they are in progress towards work readiness and an employment plan, and accessibility. The two most commonly used with in the youth program include the Strong Interest Inventory and the World of Work Inventory.

The Strong Interest Inventory is one of the most widely respected and frequently used career planning tools and uses Hollands' psychology-based codes to provide a theoretical structure to the Strong. Holland's theory is based on four main assumptions:

- a. In our culture, most people can be categorized into six Themes and each person may be characterized by one Theme or some combination.
- b. Job environments can be divided into these same six Themes and each environment is dominated by a particular type of person. Thus, the personality types of co-workers, as much as job requirements, establish the working tenor of a given occupation.
- c. People search for environments that let them exercise their skills and abilities, express their attitudes and values, take on problems and roles they find stimulating and satisfying, and avoid chores or responsibilities they find distasteful or formidable.

- d. Behavior is determined by an interaction between a person's personality and the characteristics of his or her working environment. Factors such as job performance, satisfaction, and stability are influenced by this interaction.

Holland's theory organizes the six themes by placing them at six points of a hexagon with those presumed to be the most closely related located adjacent to each other and those most dissimilar across from each other. The assessment assists a young person in determining a college major, in career exploration by opening up the world of work to first-time career seekers and identifying their interests and demonstrating how they relate to various occupations and careers, and in career development by increasing self-awareness and offering a deeper understanding of individual strengths and blind spots including work style and risk-taking orientation.

(<https://www.cpp.com/products/strong/index.aspx>)

The World of Work Inventory allows counselors to assist clients in thinking about themselves in relation to their total environment. This holistic, multidimensional career test offers opportunities to expand horizons by exploring occupational choices that are compatible with their interests, work styles, and skills. It is comprised of three essential parts designed to measure the whole person in relation to this or her individual differences. These three sections include career interests, aptitudes/skills and work styles. (<http://www.wowi.com/>)

Regardless of the assessment chosen, the counselor then meets with the individual to discuss the results and set forth ideas and goals that align with each individual's skills, interests and work style. Interpretation of the assessment is the most important part; youth are validated in their desire to show potential for various careers and are given direction on how to achieve their short and long term goals. Information gained from all assessments as well as comparative data from labor market information is used to move on to the next step of developing an individual career development plan.

When youth and young adults are interested in post-secondary training, we also use the Occupational Research Packet (attached). This has the student researching their perspective field of study, job opportunities, training requirements, wages, costs of training, benefits, and length of training. The packet also requires the student to interview two individuals in the field and complete an informational interview.

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

WDI supports a comprehensive person-centered, strengths-based approach to assessment and development of an individual employment plan, or the Individual Service Strategy (ISS). Counselors use all of the assessment results listed earlier, along with the individual's input, to develop each plan. Youth Career Counselors engage youth in the development of the Individual Service Strategy (ISS). A strong indicator of the success of the plan is the degree to which a youth feels he is an integral part of the planning process and success therein. Whenever a youth is invested in the plan, he/she is significantly more engaged in the process and outcomes. When applicable, counselors also incorporate the goals of their past or current school IEP or any other assessments available, into the development of the ISS.

The ISS includes sections to outline assessment results, background information, work

experiences, education/training, barriers and strengths, recommended services to reach goals, support services needed, a timetable for the planned goals, referrals needed, classroom training assistance needed, participant responsibilities, and sufficient space to write a detailed career development, education, and work readiness plan. Through these major headings, counselors work to outline the best plan for each of the program elements required. WDI counselors offer the following activities to each youth participant, either through direct service or partnerships with other organizations:

- a. Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies leading to completion of requirements for secondary school, recognized equivalent, or for recognized postsecondary credential;
- b. Alternative secondary school services or dropout recovery services;
- c. Paid and unpaid work experiences, including summer and year-round employment opportunities, pre-apprenticeship programs, internships, job shadowing, and on-the-job training opportunities;
- d. Occupational skill training, with potential priority given to programs leading to recognized postsecondary credentials aligned with in-demand industry sectors/occupations;
- e. Education offered concurrently and in same context as workforce preparation activities and training for specific occupation or occupational cluster;
- f. Leadership development activities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate;
- g. Supportive services;
- h. Adult mentoring for the period of participation and subsequent period, for a total of not less than 12 months;
- i. Follow-up services for not less than 12 months after the completion of participation, as appropriate;
- j. Comprehensive guidance counseling, which may include drug and alcohol abuse counseling and referral, as appropriate;
- k. Financial literacy education;
- l. Entrepreneurial skills training;
- m. Services that provide labor market and employment information about in-demand industry sectors of occupations available;
- n. Activities that help youth prepare for and transition to postsecondary education/training.

Regarding the newest of activities under WIOA, counselors have attended training and participated in planning meetings to determine our area's strengths and weaknesses in offering activities and guidance in financial literacy, entrepreneurial training, labor market information, and post-secondary transition. Financial literacy training in group and individual form is available for youth customers and counselors complete individual budgets with youth. Labor market information is shared readily with youth and used in developing each individual plan. Counselors have been trained in using labor market tools and connect often with our local DEED labor market representative. Our efforts on developing entrepreneurial training include partnering with our local Small Business Development Centers (SBDC), many of which are located on the same campuses as our Workforce Centers. They offer group trainings and individual assistance. We also partner with the Southeast Minnesota Chapter of SCORE for many of their free resources and trainings. Our Youth Counselors recently became involved with the Rochester Youth Startup Weekend. Considered to be the world's starting point for entrepreneurship, Startup Weekends are hands-on experiences where aspiring

entrepreneurs can find out if startup ideas are viable. The first event in Rochester occurred last summer, welcoming primarily high school students as well as interested middle school students.

Counselors and youth work together to complete the ISS and also sign the form as an agreement to the goals established. The document is fluid meaning goals change and evolve as the youth works through their career development. Counselors meet with the youth on a regular basis to review the plan and determine any changes needed.

Support services are offered throughout the life of their ISS and enrollment in our program. Attached is our support services policy letter, developed by WDI and approved by our local Workforce Development Board, to serve as a guide for counselors in determining support service opportunities.

#### **Attachment: Support Service Policy Letter**

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

This topic is incredibly diverse depending on each local area's economy, partnerships, school districts, counselors available, and funding. The agency's work experience program (funded work experiences) currently comprises over 20% of the agency's youth funds; WDI is positioned well to offer robust and successful work experience opportunities throughout all ten counties. Summer and year-round opportunities are available to give youth real work experience while developing skills necessary to find sustainable employment and self-sufficiency.

Counselors work with each individual to determine their interests as discussed above. Through this process it may be determined that a youth could have significant benefit from a work experience in a for-profit or non-profit organization. Counselors and placement specialists within the agency establish relationships with area employers to explain our work experience program, the benefits to youth as the benefits to the community and businesses willing to participate as a work experience site.

Counselors use a variety of worksites determined by the interests of the youth, as well as worksite supervisors who are able and willing to offer meaningful work experience and mentoring opportunities for youth. We try our best to place youth in experiences that align with their career goals and interests. We also take advantage of positive mentors and worksites that have a passion for helping youth and teaching marketable skills to under-served youth in our area. Some of the work experience sites used throughout the past year in our ten-county region include nursing care facilities, automotive shops, daycares, public libraries, the Alternative Learning Centers (garden workers and daycare workers), public school districts, insurance companies, local city and municipals, hotels, Honkers Baseball Team, community/technical colleges, and non-profit organizations such as the Somali Outreach Center, Islamic Center of Faribault, Red Cross, YMCA, and Boys and Girls Club.

This activity is also heavily influenced by the private sector employer representation on the Workforce Development Board and Youth Advisory Council and their contribution to program design of the WDI Youth Program. Each of the ten counties has representation of several local private sector employers who are willing to come to speak at youth

employment activities at the Workforce Centers or schools and many of those are willing to allow tours or visits on their site. We also host employers at numerous job and career fairs where youth can connect with employers and gain ideas for future employment.

WDI currently has several best practices for engaging employers and developing work-based learning opportunities. A few of them are outlined below:

a. Multi-tiered work-based learning model

WDI has been working with school districts, colleges, and employers in developing a multi-tiered work experience program that could serve the needs of students, work-based learning opportunities for the schools, pipelines of employees for our regional economy, and real-life meaningful experiences for students to explore career paths. Work-based learning is something that is happening across our region, however it is disconnected, unorganized, and at times, having little impact on building a pipeline into the workforce. WDI is working to pull the pieces together with these various institutions to offer programming that is intentional, focused on employer's needs, and creates opportunities that will align with in-demand careers for students.

Below is an example of what this could look like – this has not been adopted universally but something that WDI has been using as a talking piece when meeting with schools, Chambers of Commerce, and employers. We truly believe that it takes the workforce development service providers to assist these entities in pulling together the partners necessary to make this type of transition successful.



- b. Career Pathways programming throughout our region  
Engaging employers through real-life work opportunities starts with showing them the economic benefits of employing and training youth and young adults. Career Pathways programming is a proven success in building these opportunities through showing actual return on investment in terms of skilled workers. More information on Career Pathways is provided in question #8 below.
8. Describe strategy for introducing Career Pathways for young adults and process for providing current labor market information on high-growth, in-demand occupations in the region.

Workforce Development, Inc. is providing a variety of Career Pathways programming throughout our 10-county area. Each program looks different in each community based on the needs of the youth and young adults, the secondary and post-secondary institutions' goals and funding, and the sectors that are in demand in those areas. Career Pathways program development has been the major focus of our youth programming throughout the past year, as well as the major focus for our Rural Career Counseling Coordination dollars.

Our region has had great success with Career Pathways programming and we feel we are often ahead of many other areas in creative programming, aligning resources, and organizing services to meet the needs of customers in our region. We worked in advance to develop programming around the WIOA requirements to develop Career Pathways models specific to youth. In this process, we have used the Career Pathways Toolkit – A Guide for System Development, created by the Department of Labor, to guide this process.

The Career Pathways Toolkit outlines seven necessary qualities of a Career Pathways program. We work to identify the skill needs of industries in the economy through the work with our Workforce Development Board, Targeted Job List, and labor market information; these practices are listed under #7 in this document. Through our work readiness and connections with business, we also prepare youth to be successful in any of a full range of secondary or post-secondary options including apprenticeships.

Our counselors provide counseling and support in achieving individuals' education and career goals, and we offer contextualized learning through Adult Basic Education and post-secondary institutions in various pathways including manufacturing, healthcare, and education. We also offer career laddering information and guidance as well as offer the services of our "Career Coaches" that are trained specifically in each of our targeted sectors in Southeast Minnesota.

Examples of Career Pathways Programs in our service area include the following:

- a. We have developed a program called "Emerging Leaders" and have developed a "Roadmap" of services that starts a youth's path towards success. This roadmap is shown below under question #13. This guide takes young people through a robust work experience and Career Pathways program, providing support, guidance, career research and exploration, as well as connections to post-secondary programming. This programming is currently providing services to young adults in Dodge, Olmsted, Rice and Steele counties.

- b. Our organization (as a partner with Northfield Healthy Community Initiative) was awarded a Youthprise grant for three years that provides Career Pathways programming. Below is a description of the grant:

“Bridges to the Future” is a new collaborative in Faribault, Red Wing, and Northfield, including the MN Correctional Facility-Red Wing. This initiative will offer career pathways approaches for youth ages 14-24 in the three cities who are in foster care, involved in the juvenile justice system, homeless, or are disconnected from school and work. The primary focus is high school completion with dual enrollment options through partnerships with area higher education institutions and postsecondary training in career clusters that have clear pathways to higher degrees, including construction, manufacturing, and healthcare.

The Northfield Healthy Community Initiative (HCI) will serve as the convener and backbone organization for the coalition. Lead partners in the project include Workforce Development, Inc., Faribault Public Schools, Northfield Public Schools, Minnesota Department of Corrections–Red Wing Juvenile Facility, Riverland Community College, South Central Community College, Minnesota State College-Southeast Technical, the Rice County Family Services Collaborative, and more than 20 local businesses and community organizations.

To date, we have over 80 youth served in this program (40 in Faribault, 20 in Northfield, and 20 at the Minnesota Correctional Facility – Red Wing). We have also completed three courses at MCF – Red Wing in manufacturing basics, providing college credit for completion of the course.

- c. In the Freeborn County, we offer apprenticeship opportunities that connect youth with a registered apprenticeship opportunity during their junior and senior years of high school. Youth have been employed at various employment sites in Albert Lea while earning high school credit and earning a paycheck. Most of these individuals go on to get hired at their place of employment permanently, over the summer, and/or go on to college for a degree that will advance them in their particular field.
- d. Our most well-established program in our region experience lies within our Bridges to Healthcare model. The partners in the Bridges to Healthcare grant project, Workforce Development, Inc. (WDI), RCTC, United Way, and Hawthorne Education Center, have been working together for the past 10+ years in the development and delivery of the FastTRAC model. The employment and credentialing outcomes of Bridges to Healthcare are impressive. Mayo Clinic, as a partner in this project, has made a financial and personnel investment. To date, 89 of Mayo’s current staff members participated in Bridges. In addition to Mayo, other major employers of Bridges to Healthcare students include Samaritan Bethany, Inc., Golden Living Centers, Hiawatha Homes, and Madonna Towers. Altogether, the Bridges to Healthcare students have obtained employment with 51 different employers in the region. In 2015, alone, 62 credentials were earned in CNA, Advanced Hospital CNA, Administrative Clinical Assistant, Health Unit Coordinator, and Phlebotomy Technician. This past year, there were 77 successful exits (to employment and/or continuing education), an 89.5% success rate. We also serve a very diverse population and have been successful in decreasing disparities in employment and educational success for individuals of color. 55% of the Bridges to Healthcare program students are non-white and represent 22 languages. The Pathways to

College and Career/Bridges to Healthcare Project were honored by Harvard University's Ash Center for Democratic Governance and Innovation at the John F. Kennedy School of Government as one of its 2015 Bright Ideas.

- e. Programming through the Career and Technical Education Center at Heintz (CTECH) is another successful Career Pathways partnership. This has provided a base for forming partnerships and collaborations with key stakeholders such as the Rochester Public School district staff, Perkins Consortia representatives, and several employer partners. This project was partially funded and chosen by the constituents of Rochester; many community members and employers are also committed to the future success of this type of programming. CTECH's funding through the school district allows for them to develop career pathways programming, however the resources are slim for the level of programming needed, in particular work-based learning opportunities. WDI is working with these partners to build these initiatives.
- f. We work closely with the Rochester Chamber of Commerce and through their Workforce 2020 workgroup; our region has developed a checklist for young adults to identify with and prepare to become College and Career Ready, and for employers to use in order to guide some employees towards success. Below are the guidelines we follow, including school districts, employers, post-secondary, and youth serving organizations, to prepare young people for this achievement:



### Profile of a World-Class, College/Career Ready Graduate – Rochester, MN

#### WORK DISCIPLINE

##### Personally Responsible

**DEFINED:** *making smart, healthy and productive decisions*

- Clean drug tests and clean criminal records
- What will help me succeed in college, work and life?
- Financial literacy
- Food health/wellness (tobacco/obesity)
- Professionalism – clean language, appropriate dress, positive attitude

##### Self-Directed Learner/Worker

**DEFINED:** *taking initiative and seeking out opportunities for continuous improvement*

- Exhibits motivation for continuous learning
- Takes initiative to enhance skills/talents

##### Flexible, Adaptable and Innovative

**DEFINED:** *ability to come up with novel solutions beyond rote learning or tasks*

- A willingness to learn and keep up with change
- Having the flexibility to adapt to unexpected or unique situations
- Maintaining an entrepreneurial edge

##### Critical Thinker/Analytical:

**DEFINED:** *ability to interpret, organize and prioritize mass amounts of data/information*

- Ability to locate, organize and evaluate information from multiple sources
- Ability to see something through the entire process cycle

## TEAMWORK

### Competent Communicator and Listener

**DEFINED:** *ability to use communication essentials appropriately and active listening*

- Essentials include: oral and written (virtual or real-time)
- Use of appropriate body language
- Being attentive and focused to hear, understand and affirm what others are saying

### Collaborative (thinker/worker/learner):

**DEFINED:** *ability to lead and follow + drive and demonstrate team engagement*

- Exhibit leadership in building a team approach for success
- Use of effective project management skills
- Interpersonal skills – support/encourage others, give and receive constructive criticism, able to negotiate

## CUSTOMER SERVICE ORIENTATION

### Socially/Emotionally Intelligent

**DEFINED:** *ability to connect effectively with others; ability to sense appropriate words and actions*

- Knowing what to say and where/when/how to say it (“street smart”)
- Exhibits a high “get it factor”
- Asks the right questions and follows through with appropriate actions

### Hospitable

**DEFINED:** *ability to respond favorably to customers and build relationships of trust*

- Willingness and ability to solve problems (customer empathy)
- Exhibits honesty and integrity

### Cross-Culturally Competent

**DEFINED:** *understanding and ability to work in various cultural environments*

- Exhibits global awareness or perspective
- Understanding of different cultures, languages and generations
- Experience living or studying in a foreign country or working with individuals from other cultures

## THE FOUNDATION

### ACADEMICALLY PROFICIENT (with APPLICABILITY)

**DEFINED:** *the basic academic knowledge needed to successfully enter college and apply into work settings*

- Meets or exceeds core basics set by MN Department of Education
- Meets or exceeds standards related to STEM (science, technology, engineering and math)
- Applies knowledge and skills to real-world settings through internships, hands-on experience, etc.

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

WDI does not plan to use Individual Training Accounts.

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

All youth termed from the WIOA youth program will immediately go into four quarters of follow-up. Youth counselors use this opportunity to continue to offer counseling and

guidance, as well as support services to assist a youth in maintaining their education and employment. It is often a great time to add to their self-sufficiency plan and offer additional assistance past employment; the goal is that they maintain employment or education. Follow-up contacts and information updates (contact information, credentials, employment changes, etc.) are entered into Workforce One.

We also have a budget set aside for follow-up support services so when a youth needs additional assistance past termination, we can help with things such as transportation or clothing for work. Often times these small gestures are beneficial not only in helping the youth get through a difficult time but remain on their positive track, while also in keeping connection with the youth. In the past we had utilized support service funding for incentive payments as well, but we have been awaiting further direction on what are allowable expenditures for this under WIOA.

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

WDI does have a current, but outdated Youth Incentive Policy letter; however we haven't been utilizing incentive payments until we received further guidance from the training and guidance letters. Our updated policy letter will be reviewed at the next Youth Council meeting and will then go in front of the full board for approval.

**Attachment – WDI Policy Letter for Incentive Payments to Eligible Enrolled Youth (needs updating)**

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

Our assessment, intake, plan development, and enrollment process is very similar regardless of which program a youth is enrolled in. We try to make our programs and funding sources seamless for youth in that they only need to fill out one set of paperwork to become enrolled, regardless of the program. We plan to co-enroll most of our WIOA youth into the Minnesota Youth program and/or other grant sources to diversify services, funding streams and staff time.

Often times, enrollment into other (non-youth specific) programs is also available, necessary, and beneficial for the client. Youth who are currently being served under TANF programs for example, are often co-enrolled into WIOA or MYP. Many of these individuals are eligible for both programs and the youth programming may offer them additional resources and more intensive individualized services, as well as work experience opportunities and training funds.

Without the access and availability to co-enrollment across our multiple funding sources, opportunities for young people would suffer. We are able to diversify services, offer intensive but different services and supports underneath various grant sources, and offer counselors' expertise and capitalize on their strengths and education. One example of this is our "Career Coaching" model where Career Counselors at WDI have been given the opportunity to take advantage of sector-specific training to become a Career Coach in that area. We are able to offer individuals an expert counselor in each of eight sectors when someone is interested in learning more about a field.

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

- Dropouts and potential dropouts

Because of our long history with the local school districts, schools are quick to refer youth who show signs of disengaging from the services they provide. Often times the WDI counselor is able to help them meet the needs that they are facing without leaving school and also provide education within the school regarding the daunting process for obtaining an adult diploma or GED and the barriers to employment they will face should they decide to disengage. In the event that the youth does leave school they are then already connected with the WDI counselor. Partnerships in school districts have helped the youth to meet graduation requirements and earn their diploma. In addition local Adult Basic Education providers refer youth who are currently working towards their adult diploma or GED; other youth-serving agencies that identify dropout youth refer to connect them with our services as well. We have office hours at a variety of these organizations to connect with potential and current dropouts.

One approach has been engaging them in an educational and employment plan concurrently; therefore they must attend school or be working on their education plan in order to be eligible for their work experience. Another program we have been involved with is the “We Want You Back” initiative which takes teams of youth-serving mentors (school staff, court services, social workers, WDI counselors) and gives them a list of all youth who have disengaged in school, and provide their home address. Groups show up to the youth’s home on a Saturday and work with the youth on a plan to re-engage them in programs and services that are appealing and beneficial to assist them in transition back into education.

Throughout the past year we have developed and strengthened our local connections with Adult Basic Education providers even further. We currently refer young adults between programs, work closely with these agencies to develop and complete young adult’s career and education plan, and work closely on projects such as Career Pathways opportunities.

- Youth with language and/or cultural barriers to employment

Each county’s youth counselor maintains a working partnership with our local Adult Basic Education as well as other agencies providing skills growth for youth with language and cultural barriers to employment. We refer youth to these services to assist with the skill level necessary for employment. In addition, we work with employers and community organizations to tackle issues of disparity in youth employment and to educate on working with youth from diverse populations. We often network within groups to market our youth services and opportunities for employers to engage.

As part of our Hire Up initiative and Emerging Leaders program, we are offering employer training and youth training that includes topics specific to working with youth and young adults with language and/or cultural barriers to employment and

youth with disabilities.

- Youth in foster care and aging out of foster care

Many of our counties have been hit hard with funding restrictions and are offering fewer services for youth in a difficult home situation, so they look to us to help with the youth while they are kept in their home situation. If they are placed outside of the home, WDI also connects with the counties to provide youth with transition and employment skills. WDI considers it very important to assist these youth with independent living skills and transitioning to adulthood services. Our assessment process and plan development always have several areas of independent living being addressed. We also partner with other youth-serving organizations that serve youth in foster care and aging out of foster care, many of whom, such as Red Wing Youth Outreach and Rochester's LINK program, have funding to assist youth with housing, transportation and other independent living support needs. We are often co-enrolling with these programs to provide the most comprehensive service plan.

Our Emerging Leaders Roadmap also addresses independent living skills and assists youth in foster care and aging out of foster care to develop skills necessary to become self-sufficient. Counselors receive training on resources and programs to financially assist individuals, such as the Education and Training Voucher (ETV) and leadership opportunities such as the Foster Care All-Star Program.

- Homeless youth or runaways

Many of the same organizations serving youth in foster care and aging out of foster care serve homeless youth and runaways. Many of our youth are often transitioning between being homeless, couch-hopping, and having stable housing; our goal is to identify them anywhere along the continuum and develop a relationship that can continue with their counselor throughout their transition. We also offer a variety of supportive services if needed to try to prevent homelessness. In most of our areas there are homeless transition teams that meet and discuss individual youth as well as strategies for engaging homeless youth.

WDI counselors have also been closely involved with developing a project for homeless families in Southeast Minnesota called the "Empowerment Center." This building project has been in the works for several years and opened this past fall, offering a 55-unit apartment complex for homeless families and youth ages 16-21. There is also a community center that will have satellite offices of many of the non-profit organizations serving these populations, including mental health and chemical dependency services, early childhood education, and WDI. One of our Youth Counselors was one of the partners that created the vision and labor, as well as the fundraising, to create this.

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

WDI works closely with reentry programs and community corrections programs to identify youth who could take advantage of our services. We currently go into some of the local facilities, including the juvenile detention center, to provide classes and individual services and presentations on job search topics and our programs. In many of our smaller communities, our youth programs are often the only resource available to assist youth in this population so we are often the first call for corrections staff. Education and mentoring on positive choices and cognitive skills are essential areas of focus for our youth staff.

One of our most developed partnerships is with Olmsted County Corrections (Diversion Unit) where, instead of requiring youth to pay a fine for minor offenses, they have the option to refer to WDI for career development and work readiness skill building. We use a cohort model where youth are able to access all services on the Emerging Leaders Roadmap.

WDI also hosted a Re-Entry Employment Specialist Training this past fall, co-taught by the Youth Programs Coordinator and the Reentry Affairs Coordinator for the Federal Medical Center. Twenty-five individuals in our area are now trained and certified as Reentry Employment Specialists, including staff from the local jails, probation, clergy, and employers. On the second day of the training, we offered an employer luncheon and invited employer speakers to discuss best practices in hiring ex-offenders.

- Youth with disabilities

46% of the youth we served last year have a documented disability. WDI has extensive experience and partnerships in serving youth with disabilities, and has been able to assist in coordinating these services throughout our region. WDI is still utilizing Integrated Resource Teams (IRT's), originally developed through DEI funding. The IRTs consist of the key stakeholders in the youth or young adult's lives and the team works collectively to help the youth or young adult reach their goals. As a team, there is no confusion on what the goals are and everyone is able to participate in helping reach the same outcome. This also helps the youth/young adult to gain confidence and eventually leads to independence.

Another best practice that we continue to use is implementing the Guideposts for Success as a tool for the counselors and the youth/young adults. Being able to clearly identify what supports and needs they have in the 5 key areas is a great way to create a visual aid for the youth/young adult. The youth is able to see detailed goals and feel confident in where to seek out support from if needed.

Partnerships and collaboration continue to grow and be significant to the success of our youth programs. We have collaborated with many partners in our 10 county WSA to alleviate confusion on the various services provided by each agency. Creating awareness among our partners and other agencies has helped the school districts, community and other service providers feel confident on knowing who to contact. Our staff has a great understanding on what each service provider can provide and connects youth with what they need. In Southeast MN, we developed a brochure that includes all youth-serving organizations that have specific services for youth with disabilities in the schools; this way we are all under the same umbrella and referring to each other as we

work through each youth's plan. The schools have greatly appreciated the clarification on roles and the systematic approach to services.

Through our One-Stop operation committee, WDI has been working closely throughout the past year to collaborate with VRS and other agencies serving youth with disabilities. Our goal has been to effectively and successfully fulfill the requirements of WIOA as well as to discuss creative approaches to youth programming.

- Teen parents

WDI is the service provider for the welfare to work programs in 9 of the 10 counties that we serve. The MFIP case managers appreciate having the resources of the youth program to serve this population of youth and we often co-enroll. We also have unique relationships with county personnel and school staff to refer teen parents to our programs, and are able to offer unique work experiences for TANF recipients through our co-enrollment into the TANF Innovations Grant.

- Youth of color and other under-served, under-represented youth population.

Workforce Development, Inc. (WDI) has a long history of working with and serving the diverse communities that make up Southeast Minnesota. We have worked diligently to align services throughout our 10 counties and develop programs and tackle disparities as a regional effort. WDI currently employs six individuals who provide targeted outreach and programming to underrepresented individuals in their specific communities. This staff provides native-language outreach within their community, teaches job search skills and application assistance, and helps form connections with community leaders, parents, and young adults. Staff includes two Somali-speaking counselors, one Somalian job search instructor, one Spanish-speaking Career Counselor, one Karen Outreach and Job Search Instructor, and Bridge Mentors that are working with opportunity youth ages 16-24 who have barriers such as homelessness, foster care, legal issues, or basic skills deficiencies. Fifty percent of our current youth staff who provides programming also represent communities of color.

Specific to the individuals we serve, Southeast Minnesota racial demographics represent an overall minority percentage of 13.30% for the region. WDI youth programs currently serve 48% youth of color, including 31% Black/African American youth and 13% multi-race youth.

46% of the youth we serve are also youth with disabilities.

We engage staff members of the organizations listed above, as well as youth served by WDI and those partnering organizations, in planning and implementation of all of our youth programs. We currently have two taskforces who provide direction and guidance and report to our Workforce Development Board – both our Youth Council and the Outreach and Inclusion Taskforce are made up of individuals representing communities of color. Through our existing Emerging Leaders Program we have formed a Leadership Circle that will provide the overall direction and guidance for this work.

We are in the second year of our Youth at Work Competitive grant project, The Emerging Leaders Program. This program has already shown success in the effort to eliminate economic disparities, through Career Pathways education and programming for careers in high-growth, in-demand occupations. Of the 48% youth of color and 46% youth with disabilities participating in programming outlined in our Emerging Leaders Road Map, 100% of those exited have successfully completed their employment objective, including completing their work readiness curriculum, and/or finding employment. In the first 18 months, 86 youth participated in the roadmap activities, and 34 have already entered employment or post-secondary, many of them still in the program and working towards their goals.

Organizational cultural competence is an intensive, ongoing process. Competence is not measured by something that's achieved once but rather a continual effort for improvement and commitment to organizational change. WDI is partnering with the Rochester Diversity Council to provide Equity Training to all of our staff. In addition, we are implementing the Intercultural Development Inventory (IDI). Our organization views cultural competence as breaking down barriers, creating solutions, and achieving a new level of equitable success for our region. Youth need organizations to be a part of, something that is inclusive that will help them develop into a positive adult with mentors, role models, and engagement opportunities.

Enrollment	Team Building and Orientation	Work Readiness Training	Career Pathways	Work Experience	Conclusion
<b>Activities</b> Assessment Counseling/Navigation Goal Setting and Plan Development Community Involvement Leadership Development	Attend Meet and Greet and Orientation Introductions, Team Building Activities, Program Overview Goal setting: What would you like to accomplish in this program?	Work Readiness training Job Search class Interviewing Financial Literacy Entrepreneurial Training College Tour Business Tour	Introduction to Career Pathways Programs Skills Assessment Education Plan Development Connection to Employers Labor Market Education on local employers and programs for high-growth, in-demand careers	Complete 150-200 hours of paid work experience Must complete training goals assigned to work experience Attend monthly meetings/events Must attain positive evaluation from worksite Develop list of employment references	Attainment of employment in paid worksite Explore expanded Career Pathways and future training opportunities Enroll in Career Pathways Training Opportunities Celebrate Success!
<b>Responsibilities</b> Meet with counselor once each month Complete individual employment plan Attend Meet and Greet Complete each Road Map Activity Complete leadership activities	Career Pathways exploration Networking Activities Community Services Activities	Leadership Training Participate in Youth Advisory Activities			

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

WDI uses a Work Readiness Evaluation for the youth to complete as well as a Worksite Monitoring Report for the work experience employer to complete. We use these as a guideline in determining success in becoming “work ready” as well as a base for discussion any barriers or areas needing improvement.

**Attachment: Work Readiness Evaluation**

**Attachment: Worksite Monitoring Report**

- Approach to assuring work readiness skill attainment for youth participants

Prior to a work experience, youth will participate in work-readiness training with their counselor. They complete the Blue Prints for Success curriculum that incorporates a number of different components including: self-discovery that utilizes career assessments, identifying transferrable and employability skills, and how to be effective in time management with different techniques, tips and goal setting strategies. There is also a component on the job market and skills that apply to today’s employment opportunities. Communication is another topic that is reviewed with the youth, with a focus on listening, non-verbal communication, communicating with your co-workers and supervisor, and using appropriate language and language etiquette. Contacting employers is another part of the work-readiness training and includes job search skills, how to approach employers in person, getting good references, completing a job application, preparing a resume and writing a cover letter. The interview is another important part of the training; the youth counselor will help the youth by reviewing typical interview questions, and doing mock interviews.

It is also necessary to review employment documentation requirements and laws about employment. The content addresses completing forms such as the W-4 and I-9 as well as helps with reading and interpreting a paycheck, opening a bank account and budgeting money. The last part of the training addresses ways to keep the job. This includes information about problem solving and conflict resolution and decision making methods. After the youth has completed these training points, they work with their counselor on the work experience. Each youth interviews with the job site for their work experience by applying the skills they learned through the work-readiness training. If they are offered the job, the youth, site supervisor and the youth counselor review the employee manual and review and sign off on workplace safety and any other laws that are applicable to the youth together with an orientation and worksite and participant agreements are signed. The site supervisor also reviews their policy on attendance at the job site.

- 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

WDI counselors use a work readiness evaluation that is used by both the counselor and the worksite as applicable to assess competencies regarding work habits, professionalism, teamwork and collaboration, communication skills and problem-

solving/critical thinking. Youth are also expected to complete all areas of work readiness education which includes the elements listed above.

Assisting in the development of youth participants' skills to a position where they are prepared to enter the workforce or move further upon their chosen career path is paramount for their future success.

The standardized identification of work readiness goals assists in creating an emerging workforce in the SEMN region that has a high set of competencies that will promote success on the job search, maintaining employment post hire and better prepare youth to face the challenges and demands of a rapidly changing workplace. The Blueprint for Success Curriculum, locally and nationally developed supplemental materials and guest speakers are all used to instruct and educate youth on work readiness topics.

Prior to enrollment, all youth will complete the first two sections of the checklist. Section 1, Identifying Documents, is necessary for enrollment and will be crucial in any future job search that a participant is involved in. Section 2, Career Awareness, creates a place to begin when working with a youth participant to identify a career path and any deficiencies in their English and Math skills that needs to be addressed. The GAIN assessment is currently used by all staff with youth participants to determine if there are any basic skills deficiencies.

The last three sections Job Search Tools, General Information and Work Maturity cover a variety of topics that will create an educated workforce with a broader perspective on the world of work and where they fit into it. Job Search Tools covers a variety of skills from resume writing to interviewing preparation that will serve the youth throughout their whole careers. General Information, gives the youth information about labor laws and safety that all workers should know in order to protect and advocate for themselves and others. Work Maturity, the final section identifies individual characteristics that all youth will continually work on in order to help themselves reach their future potential as an exemplary worker.

All youth participants are on an individualized path and there is no set schedule that must be followed by all. When writing a plan, counselors will work with youth to decide what order and at what pace items on the Work Readiness Checklist will be completed. It is this plan and check list that counselors will use as an indicator when determining if work readiness goals have been completed.

In addition to the above process, counselors utilize reports directly from worksite supervisors to gain perspective on a youth's strengths and weaknesses as a worker. The Performance Evaluation-Work Maturity Skills is a form that supervisors complete to give counselors their perspective on a youth employee. This form is utilized no less than two times with youth completing a work experience through WDI and it is also sent to community worksites for youth who are in unsubsidized employment. These reports are used to shape a youth's onsite and offsite training plan.

WDI worksites are encouraged to have a mentor assigned to assist a youth in their training and skill development. The Performance Evaluation is also used to open a dialogue between counselor, mentor and site supervisor to ensure that a cohesive training plan is being implemented by all for the benefit of the youth worker.

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

WDI plans to offer an outreach to schools component for the program year. Our work within the outreach to schools activities have been hugely successful over the past year, and we hope to expand these services even further, as discussed in question #2 (ISY). The OTS and HECAP projects have been greatly appreciated and well utilized throughout our region. Local youth counselors developed a menu of services to provide to schools including the following.

- Group and classroom presentations on topics related to job search and career development
  - Interviewing basics
  - Career interest, values, and personality assessments
  - Social Networking and Job Search
  - Job Searching
  - Resume Assistance
  - Postsecondary planning and financing
  - Labor Market information and education on career exploration tools such as Minnesota Careers, I-Seek, and other online resources
  - Workforce Center tours and information on programs and resources
  - Independent Living Skills and budgeting
- Individual services
  - Career Assessments
  - Work Experience opportunities
  - Job Shadowing and Business Tours
  - Postsecondary planning and financing
  - Job Searching
  - Resume Assistance
  - Career interest, values, and personality assessments
- Employer services
  - Opportunities listed above in the multi-tier work-based learning initiative
  - Employer speakers and labor market information

This opportunity allowed us to serve more schools, develop our reporting of the schools and students served, and to recruit more youth for enrollment and intensive services. In addition, this has expanded our network and collaboration with area High Schools and Alternative Learning Centers. Local schools have been asking for more assistance from Workforce Development, Inc. counselors, as guidance counselor workloads increase and number of students per counselor averages somewhere around 400 students. In addition, local schools have learned of the value of our resources and expertise as a resource and service not only to their students but to their teachers as well.

The partnerships and networks created from initiatives like this are genuinely a “win-win” for all involved. As noted above, the schools are understaffed and overwhelmed with the student/counselor ratio. School counselors are simply unable to provide many of the services listed above and provided through the Outreach to Schools plan. Workforce Development, Inc. Youth Counselors are also stretched; Southeast Minnesota has 43

school districts that we are working to assist while also providing intensive services to those enrolled in our MYP program. In addition, there are heavier standards placed on the schools through the World's Best Workforce Legislation that provide opportunities for us to provide expert knowledge and resources for high school students. Lastly, WDI counselors were able to track those they were serving through these outreach efforts without having to enroll each person in intensive services. We have historically offered these services throughout our region and we are now able to track these services more effectively, provide more of them, and increase connections with the schools.

Many of the school districts we have provided service to are incredibly pleased with the services we provide, would of course like to have even more presence from WDI counselors, and are genuinely thankful for assistance in these areas as it pertains to career development. Some feedback we have received shows that the largest needs are in areas of career planning, business connections and tours, postsecondary planning and financing, and mock interviewing.

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

- Attach the Shared Vision for Youth Blueprint to identify local interagency partnerships which serve the neediest youth and address the “opportunity gap”, “achievement gap”, and disparities in the workforce. (See Attachment 3)

**Attachment: Shared Vision for Youth Blueprint**

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

WDI's private sector relationships and best practices in all work-based learning opportunities are outlined in question #7. WDI has proven the ability to coordinate these efforts and has shown the success in developing our future workforce.

- Pre-Employment Transition Services (PETS) project.

WDI is not currently a recipient of this funding; however we are submitting a proposal through this current round of funding. Our diligent work in the Outreach to Schools model as well as our positive relationships with VRS has positioned us well to provide these 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.

WDI does not currently operate a DEI grant; however we have taken many lessons and best practices from our original round of funding and brought them into our overall youth programming. These include the Integrated Resource Teams (IRTs), ongoing partnerships with VRS and other organizations serving youth with disabilities, and utilizing the Guideposts for Success model.

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

One of our strategies for coordinating with after-school youth and out-of-school programming is our connections with local Alternative Learning Centers. Several of these centers have evening classes and counselors are available to work at the centers during this time. Each counselor sets up a schedule that works for them and the school, but often times counselors are spending one evening every other week at the ALC.

We also have iExplore classes in the evenings to work around students schedules. These are open house-type events where youth and young adults can drop in and receive services and gain information on various career and job searching topics.

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

Our Youth Counselors work closely with other counselors within our agency who serve MFIP and SNAP participants. In the rural counties the counselor is often times the same person for both youth and MFIP programs so the co-enrollment and transition is seamless. WDI currently holds the contract for MFIP and DWP employment services in nine of our ten counties and counselors work closely with county staff and WDI counselors to co-enroll eligible youth. We also have TANF innovation dollars that we use for work experiences to assist our TANF clients in gaining work experience and co-enrolling in our youth programs.

[Attachment 3]

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

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

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

Outcomes				
Improve Transition Outcomes for Ex-Offenders	Improve Transition Outcomes for Youth Aging Out of Foster Care	Improve Transition Outcomes for Youth with Disabilities	Prevent and End Homelessness	Reduce High School Dropout Rates
Strategies				
<p><b><u>Youth Intervention Program (YIPA)</u></b></p> <p>WDI provides targeted services to youth involved with the criminal justice system, mostly youth who are in a diversion program, by providing career development and job search curriculum (Blue Print for Success curriculum), and Independent Living Skills classes.</p> <p>Partners Include: Local county Human Services, Red Wing Youth Outreach Program, Corrections/Probation/Court Services, Juvenile Detention Centers, K-12 schools and Alternative Learning Centers.</p>	<p><b><u>Goodhue/Wabasha Youth Outreach Program</u></b></p> <p>WDI staff partner with this program that provides specific instruction and Independent Living Skills classes for youth in foster care and aging out of foster care. WDI counselors are invited to co-facilitate courses on career development and job search.</p> <p>Partners include: Human Services, K-12 schools, Red Wing Youth Outreach Program.</p>	<p><b><u>Integrated Resource Teams</u></b></p> <p>Our co-enrollment and partnerships have increased our opportunities and education for serving youth with disabilities. Working closely with community disability employment services and our on-site partners has brought improved services and amore solidified and organized approach to offering services</p> <p>Partners include: Vocational Rehabilitation Services, Disability Resource Center, school district staff, employers, YIPA, DEED, Minnesota Family Investment Program/DHS, Adult Basic Education, Community Transition Interagency committees (CTIC’s), PACER, Opportunity Services, and Southeast Minnesota Center for</p>	<p><b><u>Homeless Response Teams</u></b></p> <p>WDI has historically served on these teams of professionals who meet on a regular basis and discuss homeless youth and services for homeless youth in each area. Solutions vary across county but in some areas, housing developments and grant proposals have resulted from these teams.</p> <p>Partners include: Human Services, K-12 schools and Alternative Learning Centers, Adult Basic Education, Housing and Re-Development Authority, Corrections.</p>	<p><b><u>Operation Starfish</u></b></p> <p>Operation Starfish is a program through the City of Rochester and United Way to provide additional work experience dollars to youth at-risk of dropping out of high school. WDI counselors use these funds to supplement our work experience and provide services to non-WIA eligible youth who are at-risk of dropping out of school.</p> <p>Partners include: United Way, K-12 schools and Alternative Learning Centers, private business.</p>

Outcomes				
Improve Transition Outcomes for Ex-Offenders	Improve Transition Outcomes for Youth Aging Out of Foster Care	Improve Transition Outcomes for Youth with Disabilities	Prevent and End Homelessness	Reduce High School Dropout Rates
Strategies				
		Independent Living (SEMCIL).		
<p><b><u>ReEntry Employment Specialist Training</u></b></p> <p>WDI hosted the first of its kind in Rochester this past fall. 25 participants completed and we now have 25 certified Reentry Employment Specialists to serve the youth in our region.</p> <p>Partners include: WDI, Federal Medical Center, Dodge/Fillmore/Olmsted (DFO) Corrections, Juvenile Detention Center, Olmsted County Jail, National Institute of Corrections.</p>	<p><b><u>Youth Intervention Program (YIPA)</u></b></p> <p>WDI provides targeted services to youth in foster care and aging out of foster care through our Independent Living Skills partnership.</p> <p>Partners Include: Local county Human Services, Red Wing Youth Outreach Program, K-12 schools and Alternative Learning Centers.</p>	<p><b><u>MaxAbility Taskforce</u></b></p> <p>The MaxAbility Employment Taskforce is charged with maximizing career success for people with employment barriers and to develop opportunities for businesses to meet their hiring needs. MaxAbility does this through its Southern Minnesota Disability Employment Network. The network connects businesses, service organizations, and individuals with disabilities to improve employment conditions and reduce barriers to employment for those with disabilities.</p> <p>Partners include: Mayo Clinic, Disability Employment Network, WDI, and Rochester Chamber of Commerce Foundation.</p>	<p><b><u>Empowerment Center</u></b></p> <p>Multiple agencies with shared goals and values have co-located to provide programming and also housing for youth and young adults. Services are more accessible to a neighborhood in need. Services include access to respite/childcare, growth plan for each person, job training, youth development and enrichment, mental and physical health support, referrals to community resources, and parent support to improve bonding and parenting skills.</p> <p>This center also includes a 55-unit apartment complex for homeless families and youth ages 16-21.</p> <p>Partners include Family Service Rochester, Lutheran Social Services – LINK, Olmsted County, WDI, Rochester Public Schools, Tot’s Program – Center City Housing</p>	<p><b><u>We Want You Back Initiative</u></b></p> <p>This initiative brings professionals from across the region out and visits high school dropouts at their homes on a particular Saturday to entice them into returning to school. Area professionals go out in teams and discuss programs and services available.</p> <p>Partners include: K-12 schools, United Way, Human Services, other youth serving organizations.</p>
<p><b><u>Minnesota Correctional Facility – Red Wing</u></b></p> <p>WDI has been working throughout the past year on developing relationships and</p>	<p><b><u>Inspiring Tomorrow’s Leaders</u></b></p> <p>Providing Independent Living Skills for youth aging out of foster care, through the Healthy Transition and Homeless</p>	<p><b><u>Bridges Rental Assistance</u></b></p> <p>This program provides housing assistance for individuals with a mental illness. The Bridges program helps individuals</p>	<p><b><u>Continuum of Care/Regional Homeless Advisory Committee</u></b></p> <p>Active planning and implementation of regional initiatives including Youth</p>	<p><b><u>Tackling Obstacles and Raising Hopes (TORCH) Program</u></b></p> <p>The Northfield TORCH program is a collaboration to address the issues of the</p>

Outcomes				
Improve Transition Outcomes for Ex-Offenders	Improve Transition Outcomes for Youth Aging Out of Foster Care	Improve Transition Outcomes for Youth with Disabilities	Prevent and End Homelessness	Reduce High School Dropout Rates
Strategies				
<p>programming with MCF-RW to work with their individuals transitioning out of the facility. We have developed soft skills courses, transition services, and college credit programs at the facility. We also have a counselor on-site once per week.</p> <p>Partners include: WDI, MCF-Red Wing, Youthrise grant through Healthy Community Initiative (Northfield), several metro-area providers taking referrals upon release, Department of Corrections, Minnesota State College Southeast</p>	<p>Prevention funding.</p> <p>Partners include: Red Wing Youth Outreach Program, Red Wing Schools, Wabasha Schools, WDI</p>	<p>and families that include at least one adult with a serious mental illness pay for privately owned rental housing. This help continues until you become eligible for another housing program, such as the Section 8 housing choice voucher program, or until you move into another type of housing.</p> <p>Partners include: Rice County, WDI, Section 8 housing,</p>	<p>Resource Day and Career Day events, targeting homeless youth in the region. Events locally include “Youth Connect,” Triton Career Day, and “WHAT Expo,” where youth and young adults can learn about community resources, receive actual free services, and learn about career opportunities.</p>	<p>achievement gap. Programs are available to all traditionally under-served students including first-generation college students and low-income students. The program offers tutoring and academic advising, as well as ACT preparation, leadership opportunities, career exploration, and PSEO credit programs.</p> <p>Partners include: Healthy Community Initiative, Northfield Public Schools, Northfield Promise, MN Office of Higher Education, WDI, various community organizations</p>
<p><b><u>Previously Incarcerated Taskforce (sub-committee of local Workforce Development Board of SEMN)</u></b></p> <p>Goal: Increase employment of previously incarcerated individuals            Objective 1: Educate more employers each year of risk reduction and advantages when hiring formerly incarceration individuals            Objective 2: Establish a sustainable and systematic process within the community to help support successful employment of previously incarcerated individuals</p> <p>Partners include: WDI, local WDB, 10-county wide partners of corrections, social services, and employers</p>			<p><b><u>Ruth’s House</u></b></p> <p>Provides temporary housing for women and children dealing with domestic abuse, often times young mothers ages 16-24.</p> <p>Partners include: Rice County Social Services, Hope Center, United Way</p>	

