

**Program Year 2013  
Local Youth Planning Update  
WIA Youth Formula Funds**

**Form 1 - Cover Sheet/Signature Page**

<b>APPLICANT AGENCY</b> - Use the legal name and full address of the fiscal agency with whom the grant will be executed.	<b>Contact Name and Address</b>
<p><b>Southwest Minnesota Private Industry Council, Inc.</b>  <b>Lyon County Government Center</b>  <b>607 W. Main Street</b>  <b>Marshall MN 56258</b></p> <p><b>Telephone Number: 507-537-6987</b></p>	<p><b>Eriann Faris</b>  <b>Southwest Minnesota Private Industry Council, Inc.</b>  <b>Lyon County Government Center</b>  <b>607 W. Main Street</b>  <b>Marshall MN 56258</b></p>
<p>Director Name: Juanita Lauritsen</p> <p>Telephone Number: 507-537-6987</p> <p>FAX: 507-537-6997</p> <p>E-Mail: jlauritsen@swmnpic.org</p>	<p>Contact Name: Eriann Faris</p> <p>Telephone Number: 507-537-6236</p> <p>FAX: 507-537-6362</p> <p>E-Mail: efaris@swmnpic.org</p>

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

DUNS Number: 061564931

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

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

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

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

# Checklist of Items to be Submitted With Regular WIA Youth Plan Prior to DEED Approval

- Form 1:** Signed Cover Page \_\_\_\_\_
- Form 2:** Completed PY 2013 Budget for Regular WIA Youth \_\_\_\_\_
- Form 3:** Completed WIA Youth Performance Measures Chart \_\_\_\_\_
- Form 4:** Completed WIA Common Youth Performance Measures Chart \_\_\_\_\_
- List of Youth Council Members \_\_\_\_\_
- List of All CURRENT Youth Service Providers \_\_\_\_\_
- Current Youth Council Mission Statement and Work Plan \_\_\_\_\_
- Current Request for Proposal (RFP) Used to Select Youth Service Providers (If applicable) \_\_\_\_\_
- Best Practices for Serving the Neediest Youth \_\_\_\_\_
- Completed Narrative Checklist \_\_\_\_\_

**Form 2 – PY 2013 Budget Information Summary: WIA Youth Formula Grant**  
**(See page 4 for definitions of cost categories)**

WSA/Contact:	WSA 6/Pam Russell
E-Mail Address/Phone Number:	<a href="mailto:prussell@swmnpic.org">prussell@swmnpic.org</a>
Date Submitted (or Modified):	
Grant Number:	

Cost Category	Carryover From PY12 (Cannot Exceed 20% of PY12 Amt.)	New Funds Under WIA	Total Funds Available	Estimated Cumulative Quarterly Expenditures			
				4/1/13 to 6/30/13	7/1/13 to 9/30/13	10/1/13 to 12/31/13	1/1/14 to 3/31/14
<b>Administration</b> (Cannot Exceed 10%)		\$25,597					
<b>WIA Youth Program Financial Information</b>							
In-School Youth Wages/Fringe Benefits		\$91,261					
Out-of-School Youth Wages/Fringe Benefits		\$30,675					
In-School Youth Direct Services		\$50,316					
Out-of-School Youth Direct Services		\$30,316					
In-School Youth Support Services		\$1,500					
Out-of-School Youth Support Services		\$3,460					
In-School Youth Other Services		\$2,850					
Out-of-School Youth Other Services		\$20,000					
<b>TOTAL:</b>		\$255,975					

<b>Pct. Of Funds Expended on Out of School Youth</b> <b>(Minimum 30%; Higher Levels Recommended):</b>	
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Estimated Number of WIA Youth Served				
WIA Younger Youth	WIA Older Youth	In-School Youth	Out-of-School Youth	Total Est. Served
55	24	60	19	79

## Definitions of Cost Categories for WIA

**Administration** – Costs are defined by WIA Final Rules and Regulations (20 CFR, Section §667.220) and are generally associated with the expenditures related to the overall operation of the employment and training system.

**Youth Participant Wages and Fringe Benefits** – Wages and benefits paid directly to youth participants while engaged in program activities. **Benefits should typically include (where applicable) workers' compensation, Medicare and FICA.**

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

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

**Other Services** – Examples of costs that should be included in this category include stipends provided for participation in program activities, including educational activities.

**FORM 3: WIA Youth Performance Measures**

WSA/Contact:	WSA 6/Eriann Faris
E-Mail Address/Phone Number:	<a href="mailto:efaris@swmnpic.org">efaris@swmnpic.org</a>
Date Submitted (or Modified):	
Grant Number:	

Younger Youth Performance Measures	Local Level of Performance					
	PY 2008 (ACTUAL)	PY 2009 (ACTUAL)	PY 2010 (ACTUAL)	PY 2011 (ACTUAL)	PY 2012 (PLANNED)	PY 2013 (PLANNED)
Younger Youth Skill Attainment Rate	92.7%	90%	96.8%	90.8%	90%	90%
Younger Youth Diploma Rate	90.5%	76%	82.9%	93.5%	80%	80%
Younger Youth Retention Rate	92.9%	71%	84.6%	84.6%	70%	70%

Older Youth Performance Measures	Local Level of Performance					
	PY 2008 (ACTUAL)	PY 2009 (ACTUAL)	PY 2010 (ACTUAL)	PY 2011 (ACTUAL)	PY 2012 (PLANNED)	PY 2013 (PLANNED)
Older Youth Placement Rate	100%	76%	90%	77.8%	70%	70%
Older Youth Retention Rate	100%	78%	87%	78%	85%	85%
Older Youth Six-Month Wage Gain	\$7,495	\$3,800	\$6,476	\$6,629	\$3,600	\$3,600
Older Youth Credential/Diploma Rate	100%	55%	47%	35.7%	51%	51%

**Note:** WSAs will have the option to revise planned performance levels for PY 2013 when DOL negotiates statewide performance goals for PY 2013.

Performance Measures	State Level of Performance			
	PY 2011 (PLAN)	PY 2011 (ACTUAL)	PY 2011 Pct. Of Plan	PY 2012 (PLANNED)
Younger Youth Skill Attainment Rate	90%	94.3%	104.8%	92%
Younger Youth Diploma Rate	75%	88.8%	118.4%	85%
Younger Youth Retention Rate	70%	79.7%	113.9%	78%
Older Youth Placement Rate	75%	70.4%	93.9%	71%
Older Youth Retention Rate	78%	87.3%	111.9%	85%
Older Youth Six-Month Wage Gain	\$3,800	\$4,424	116.4%	\$4,200
Older Youth Credential/Diploma Rate	55%	54.3%	98.7%	58%

**FORM 4: WIA Common Youth Performance Measures\***

WSA/Contact:	WSA 6/Eriann Faris
E-Mail Address/Phone Number:	<a href="mailto:efaris@swmnpic.org">efaris@swmnpic.org</a>
Date Submitted (or Modified):	
Grant Number:	

<b>OMB Youth Common Measure</b>	<b>PY 2010 (ACTUAL)</b>	<b>PY 2011 (ACTUAL)</b>	<b>PY 2012 (PLANNED)</b>	<b>PY 2013 (PLANNED)</b>
Placement in Employment or Education	<b>80.8%</b>	<b>60%</b>	<b>60%</b>	<b>60%</b>
Degree or Certificate Attainment	<b>66.2%</b>	<b>51%</b>	<b>55%</b>	<b>51%</b>
Literacy/Numeracy Gains	<b>20%</b>	<b>35%</b>	<b>40%</b>	<b>40%</b>

**Government Performance Results Act (GPR) National Performance Goals for Employment and Training Programs** (as of February 3, 2012)  
(per DOLETA at <http://www.doleta.gov/performance/goals/gpra.cfm>)

<b>Common Youth Measure</b>	<b>RESULTS</b>	<b>TARGETS</b>		
	<b>PY 2010</b>	<b>PY 2011</b>	<b>PY 2012</b>	<b>PY 2013</b>
Placement	59.0%	53.3%	59.7%	59.9%
Attainment	59.5%	54.7%	59.6%	59.7%
Literacy	41.5%	40.4%	40.8%	40.7%

**\*NOTE:** Form 4 is a planning document meant to be used by WSAs/LWIBs for OMB's Common Youth Measures. Minnesota is a "legacy measure state" for purposes of incentives, sanctions, and eligibility for receiving National Incentive Funds. Per DOLETA policy, Minnesota is required to report Common Youth Measure outcomes annually.

## Youth Council and Service Provider Information

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

YOUTH COUNCIL MEMBER NAME	ORGANIZATION/REPRESENTING (examples: business, education, community-based organizations, youth, parent, etc.)	Full LWIB Member?
<b>Chair:</b> <b>Phone Number:</b> <i>{insert phone number here}</i> <b>E-Mail:</b> <i>{insert e-mail address here}</i>		
<b>Member Name:</b> <b>Phone Number:</b> <i>{insert phone number here}</i> <b>E-Mail:</b> <i>{insert e-mail address here}</i>		

2. 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	WIA
Name of Service Provider: SW MN Private Industry Council Address: 607 West Main Street City, State, ZIP: Marshall, MN 56258 Contact Person: Eriann Faris Contact Person Phone: 507-537-6236 Contact Person E-Mail: efaris@swmnpic.org Service Provider Website: www.swmnpic.org	In School <input checked="" type="checkbox"/> [x]  Out-of-School <input checked="" type="checkbox"/> [x]



**3A. Attach a current Mission Statement and Work Plan for the Youth Council.**

Attached.

**3B. Attach a copy of the most recent Request for Proposal (RFP) issued by the WSA/LWIB/Youth Council to select youth service providers.**

Attached.

**3C. If the Fiscal Agent/Grant Recipient plans to use Minnesota's youth procurement waiver, please describe. (See Chapter 16 of the Youth Administrative Manual for more information.)**

WSA 6 will provide the Program Design Framework of the WIA Youth Programs through the fiscal agent – SW MN Private Industry Council. This will include intake, assessment and development of the individual service strategies for participants, as outlined in 20 CFR 664.405(a)(4).

In addition, the fiscal agent, SW MN Private Industry Council, will provide the summer employment activities in WSA 6, as outlined in 20 CFR 664.610.

Based on the waiver granted to Minnesota, by DOL, SW MN Private Industry Council will also deliver the three following youth program elements in WSA 6: Work experience, support and follow up services.

WSA 6 will utilize an RFP procurement process for any services/activities that do not fall under the approved waiver.

The SW MN Workforce Council will utilize self-delivery of services based on the waiver approved for MN by DOL.

**3D. Describe your WSA's program design for younger, in-school youth.**

[x] No change from PY 2012

**3E. Describe your program design for older, out-of-school youth.**

[x] No change from PY 2012

**3F. Describe the WSA's process for monitoring youth services under WIA. Attach a copy of the Local Monitoring Guide.**

WSA 6 monitoring is conducted on an on-going basis by the youth program team. Youth staff, at a minimum, checks in every 30 days or more frequently if needed with each program participant and/or involved parties, including but not limited to worksite supervisor, probation officer, teachers, social worker, and counselors, as authorized by means of a release of information. The contact may be by phone, mail, social media, email, or in person, and is documented in case notes in WF1. During the monitoring visits staff checks to assure that all child labor laws, equal opportunity, and working conditions are in compliance. The Youth Staff also check with the youth and supervisor to determine the progress of the youth in meeting identified goals as outlined in their individual service strategy and worksite agreement.

The on-going workshops offered by Youth Staff provide an opportunity for direct contact and discussion with participating students. This allows staff to view the individual's interpersonal skills, communication skills, and attitude and determine the impact that program services are having on each individual.

Another tool for monitoring youth services is the bi-weekly timecard evaluation, and our Youth Program File Checklist (see attached).

In addition, DEED conducts regular monitor visits and provides technical assistance and recommendations for continuous improvement.

WSA 6 currently does not have a Local Monitoring Guide as the SW MN PIC provides services directly and does not contract out. In 2012 WSA 6 put forward an RFP on our local website and in all of the local papers, however, there were no proposals submitted. The Youth Council brought forward the recommendation that the SW MN PIC will administer the 10 components of WIA for five years (2012-2017).

## Youth Program Service Delivery Design

### 4. Describe the service delivery design for each of the following youth activities:

- Outreach and recruitment of participants:

- In-School Youth
- Out-of-School Youth

[x] No change from PY 2012

- Eligibility determination:

[x] No change from PY 2012

- Assessment strategies:

[x] No change from PY 2012

- Development of an individual service strategy or use of the Individualized Education Plan (IEP):

Youth program staff develops the individual service strategy (ISS) in concert with the youth participant and other key partners (i.e., probation, social worker and/or school personnel) as appropriate proceeding enrollment referred to as our initial assessment. The ISS outlines the individual's strengths & interests; barriers; support services needed; identifies referrals for additional services and detailed information on work experience activity. Please see attached document.

As indicated in our ITA policy for Older Out of School Youth an Individualized Education Plan is developed with youth staff and youth participant. An ITA must be part of an Individual Service Strategy (ISS) that is agreed to and signed by both the participant and counselor/case manager. All files must contain appropriate forms and documentation and have an Individual Employment Plan incorporated into the participants ISS. The Employment Plan must be written clearly as to the reasons for the need of training to be self sufficiently employed.

- Development of Career Pathways: How does WIA-funded training and education meet the skill needs of industries important to the regional economy? How does WIA-funded training incorporate career counseling and wraparound support services and the

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development of individual career plans?

Southwest MN Private Industry Council Youth Programs thrives on enabling youth in finding successful employment to be able to live self sufficiently. Industrial Maintenance and Universal Healthcare Worker jobs in Southwest MN are on the rise. Our aim is to create a higher skilled workforce in traditionally low-wage and underserved communities amongst our older out of school population. The delivery method of the career pathway, which is less rigid than a traditional educational setting, as well as the integrated instruction and additional assistance, provided by ABE instructors to ensure the mastery of the material has lead to high completion rate of training sessions. One of the significant challenges faced by manufacturing and healthcare industries is recruitment and retention of entry-level employees, and the need for programs that grow the region's low-wage, low-skilled population to meet the demands for a more skilled and educated workforce. A necessary initial step is to create opportunities that might not otherwise be affordable or accessible to some of the region's residents. A benefit to our older out of school youth is accessible training that will allow them to become more employable. They learn additional skills, for example, the Bridge programming is preparatory skills needed to enter the integrated training. The skills offered in the bridge portion include but are not limited to basic employment skills, job search skills, and an introduction to either healthcare or the manufacturing sector. The Integrated program incorporates college credited training, either in the healthcare industry (Universal Healthcare Worker) or manufacturing industry (Industrial Maintenance). Currently operating in SW MN is the Get Into Energy Career Pathways (GIECP) program. The program currently functions through a Minnesota State Energy Sector Partnership grant. The GIECP program is designed to help low-income students in energy hire degree program, get ready for job search and provide support with coaching/navigating during that process as well as into the first few months of the participants' job. Career Coaches are available through the program to help with job search by improving job search skills, introducing participants to employers/industry leaders who do the hiring, and helping them though a series of stackable credentials. This program has had a big impact on industry recognition of the GIECP model, recognition of the GIECP model for students, the way colleges and one-stop systems interact, and the resources students are gaining by realizing the support available by their local one-stop systems. The GIECP model has been identified as a sustainable model which is easily able to be integrated into our regular services performed by one-stop systems. Ultimately, it is the goal of these programs to create career pathways for participants while creating systems change in strengthening partnerships between systems in SW MN to better support individuals to increase their employability and better provide employers with skilled workers.

- Follow-up services:

[x] No change from PY 2012

**5. Update the WSA/LWIB/Youth Council's strategy to serve youth who have significant barriers to employment, including:**

- out-of-school youth (including high school dropouts)  
[x] No change from PY 2012
- youth with language or cultural barriers  
[x] No change from PY 2012
- youth who have been adjudicated, or children of incarcerated parents  
[x] No change from PY 2012
- youth with disabilities  
[x] No change from PY 2012
- Describe WSA/youth service provider linkages with area homeless youth service providers.  
[x] No change from PY 2012
- youth in foster care (and aging out of foster care)  
[x] No change from PY 2012
- migrant/seasonal farmworker youth  
[x] No change from PY 2012
- Native American youth  
[x] No change from PY 2012
- teen parents  
[x] No change from PY 2012
- Attach or describe any new best practices which support services to the neediest youth and/or addresses Minnesota's "Achievement Gap."

In addition to our continued partnership with the Refugee Youth Camp activities, the SW MN PIC has also partnered with the Yellow Medicine Integration Collaborative.

During the summer of 2008, Superintendent of Yellow Medicine East (YME) in Granite Falls, MN Al Stoeckman was informed that the YME was identified as a racially isolated district with Wabasso and Canby. The YME school district had 24% protected students. By definition, a district is considered racially isolated if the number of protected students in their district is “more than 20% greater than an adjoining district”. Canby’s student population has 3% protected students. Wabasso (2% protected students) is already a part of an integration collaborative and declined to participate in a second collaborative effort. The Yellow Medicine Integration Collaborative (YMIC) began initial planning conversations in early fall of 2008. Conversations with neighboring districts resulted in Dawson-Boyd and Lakeview joining the collaborative.

Karen Jacobson, Director of the Minnesota River Valley Education District, and member of the SW Youth Council has provided leadership to the planning process. This leadership has included collecting information from other integration collaborative – visiting with coordinators and reviewing several plans.

In order to identify the needs and opportunities present in the YMIC participating communities, two needs assessments were conducted. Listening sessions were held with parents of minority students in various locations in the YME school district. These listening sessions served as an extension of the focus groups that are held each spring with parents of American Indian and Hispanic students. In December of 2008 and January of 2009, an on-line survey was used to gather input from parents, community members, district staff and students. A total of 245 people responded to the survey. All of the gathered data was brought to the committee, analyzed, and discussed. The committee developed a vision statement and a mission statement. Five goals were identified. These items – approved at the April 6, 2009 committee meeting – provide guidance and offer a framework for the activities of the YMIC to assist with the achievement gap and provide opportunities for students to build cultural competence, promoting academic success, encouraging career exploration, and developing respect.

Since this time, local committees have provided feedback to the plan. Annual focus groups have been conducted with parents of protected students in the Yellow Medicine East school district. YME students have filled out surveys and provided feedback on the plan. Achievement data has been analyzed and shared with the committee.

Each of the YMIC districts (YME- Granite Falls, Minneota, Ivanhoe, Canby, Lakeview-Cottonwood, and Dawson-Boyd) have committed to participating in a minimum of five joint learning activities with Yellow Medicine East (the racially isolated district) as a part of this integration plan. These Classroom Partnership Projects (CPPs) bring students together to achieve achievement gaps and identified goals including:

1. Provide opportunities to develop and practice integration
  - a. Classroom Partnership Projects
  - b. Cultural competency
  - c. Cultural awareness
2. Inter-district Cultural Competency
  - a. Activities promoting communities of students learning together
    - i. Sports (soccer)
    - ii. Art
3. Educational Programs to Address Language and Cultural Barriers

- a. Elementary and junior high foreign language programs, and after-school programs
- b. Youth leadership
4. Supporting a Welcoming and Respectful Environment
5. Academic Success
  - a. Prepare for the future
  - b. Career exploration
  - c. Address achievement gap

With goal 5, the SW MN PIC partners with the YMIC to offer “The College Experience Day”. Many of the protected students will potentially be the first generation to attend post-secondary education. These students have not had the chance to learn about financial aid, scholarships, colleges, or even potential careers. Part of this goal will be to offer college planning and preparation assistance for students in the Yellow Medicine East school district. Juniors from all the YMIC partner schools will participate in a variety of sessions covering life skills, financial literacy, and exposure to a college campus setting. There will also be inter-district field trips to 2- and 4-year colleges for all YMIC partner schools, which will provide opportunities for integration between districts and will be facilitated by our success coaches.

In addition to co-hosting “The College Experience Day” the SW MN PIC also partners with the YMIC Success Coach to work with targeted populations of students to help ensure school success and graduation. The coach will meet with students and families to provide post-secondary and career planning information. Additionally, the coach will monitor grades and attendance, provide links to community resources, and coordinate services with other agencies. Broadening students’ outlook for the future and addressing barriers to success will also be a part of this position. Examples of our Success Coaches program offerings include, but are not limited to, the coordination of the inter-district SMSU College Experience Day, the college campus visits for collaborative students, and programming intended to help close the achievement gap in our student populations. The Success Coach position looks different at each YMIC partner school but the collaborative work towards meaningful staff development of these positions to assure all YMIC students have opportunities to develop relationships with students from the YME protected population through field trips, virtual field trips, study groups and college visits while closing the achievement gap for these students.

## 6. Describe how the local youth services strategy:

- Assures that WIA Youth activities are provided not as a stand alone activity, but as part of an array of services available in the workforce service area. This response may include reference to MYP, MFIP, local education providers, health and human service providers, Job Corps, community based organizations, foster care, faith-based organizations, juvenile justice programs, Junior Achievement, Youthbuild, Apprenticeship, Minnesota Conservation Corps, Rehabilitation Services, State Services for the Blind, etc.

Youth Services in WSA 6 are viewed as a comprehensive package. A standing agenda item for the Youth Council meetings is partner updates. This is one way the service delivery design can be assured of complementing and cooperating with other youth programs throughout the service area.

Also, PIC youth staff has developed an extensive network of youth-service agencies and often provide support or funding for activities offered in conjunction with another agency function, as well as offering an employment component to enhance other provider programming. Examples of this include working closely with community corrections to provide the employment piece to adjudicated youth; coordinating with Minnesota West Community and Technical Colleges to provide on-campus hands-on Career Exploration sessions to eligible students; assisting with Career Exploration Days sponsored by an area school consortium; referring eligible youth to FastTRAC programs; and playing an active role in high school work experience programs along with other Workforce Center partners.

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

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

In addition to WIA and MYP services, the SW MN PIC leverages resources, such as Youth Intervention Program (YIP), and other local level awards.



- Fits into the overall vision and strategic direction for workforce development established by the LWIB in its most recent plan.

The SW MN Workforce Council's vision and mission follow:

Vision: Provide a diverse and high-quality workforce that best meets the needs and challenges of the citizens and businesses of the Southwest Minnesota region.

Mission: To be the accountable champion for an effective workforce development system that is appropriately integrated with education and economic development.

The youth services strategy, as developed in coordination with the Youth Council and the SW MN Workforce Council, is designed around a system that provides area youth with the resources and opportunities to develop their basic employment skills, explore career options, advance their leadership skills, advance critical thinking skills, address identified barriers (including academic skills deficiencies) to make them more employable and prepare them to be contributing members of their local communities. This strategy is directly in line with the vision and mission outlined by the SW MN Workforce Council and noted above.

## Update WSA/LWIB/Youth Council strategies for providing youth and parents with:

- Current labor market information regarding high-growth, in-demand occupations within your service area and/or region.

The SW MN Workforce Council/Private Industry Council recognizes the critical need to educate youth, parents, educators and the general public about Labor Market information. Therefore the Council successfully launched the website: [www.swmncareers.org](http://www.swmncareers.org) which has been successfully linked to the parent portals on the school district websites throughout southwest Minnesota. Annual supplements are distributed to school counselors, libraries, chambers of commerce, and other local community events PIC youth staff are invited to attend.

The website is promoted throughout the WSA to schools, youth, parents, partnering agencies and the general public. The DEED Labor Market Analyst for the region, Cameron Macht, maintains the site with the latest information, keeping the data current and relevant for career decision making needs. In addition, Cameron also speaks at many of the functions PIC youth programs hosted, for example, LifeSkills.

The Camps to Careers program is a summer career exploration camp offered through an innovative program called Minnesota Camps to Careers, a program that provides students the opportunity to gain career exposure and skills. Participants in a particular industry (Renewable Energy/Manufacturing- 2013 & Healthcare- 2012/2013) receive hands-on experience, classroom instruction and professional career development guidance, including help in obtaining internships to acquire real job experience, on-the-job training to build networks within a high-growth, in-demand occupations throughout SW MN, and improving job readiness when seeking permanent employment.

The Southwest Minnesota Career Expo is a highly interactive career information and exploration event for high school sophomores/juniors in the Minnesota West Carl Perkins Consortium. Hundreds of business, agency and education volunteers work together to provide this opportunity for high school sophomores/juniors. Each year the number and type of interactive exhibits has expanded to better meet the needs of schools and students from the region. In 2012 the “Southwest Minnesota Workforce Council Career Expo” was hosted at two sites: *Minnesota West Community and Technical College-Worthington Campus* and *Southwest Minnesota State University in Marshall* impacting more than 1800 students.

Currently the local Minnesota fastTRAC (Training, Resources, and Credentialing) programs in the region are implementing a Universal Healthcare Worker and Industrial Maintenance program. Minnesota FastTRAC is highly aware of employer and community needs in all regions of Minnesota. FastTRAC programs have and are assisting underprepared individuals succeed in well paying careers by integrating basic skills education and career-specific training in fields where new skills are in high demand. By focusing on high-demand fields, fastTRAC meets the needs of business while ensuring students find well-paying jobs with room for advancement.

WSA 6 has a variety of other means for providing youth and parents with current labor market information regarding high-growth, in-demand occupations within our service area, such as, one on one meetings with parents and/or youth, events, workshops, and presentations in the

community.

- Work experience, on-the-job training, and/or internships in high-growth, in-demand occupations (public and private sector), including “green jobs.”

WSA 6 Youth Programs focus on Work Readiness Skill attainment as a core performance measure that is tracked on an on-going basis for youth participating in the work experience component of the programs. The process used to track work readiness is to have the worksite supervisor evaluate/rate the youth on the key categories of:

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

The rating system is located on the students’ timecards and is evaluated bi-weekly in accordance with the pay periods. The supervisors’ of each student complete the evaluation using a likert scale of 1-4; 1 being “unacceptable” and 4 being “exceeds requirements”. Youth program staff review the results of the bi-weekly evaluations and follow-up with youth worker and supervisor to discuss the positive reports and outline a plan of action for any of the areas needing improvement.

The youth programs will also implement as deemed necessary the Wonderlic Work Readiness Assessment which will identify if the youth is work ready. If the assessment results determine the youth is not work ready, youth program staff will work with the youth to increase the skills as deemed appropriate according to the Wonderlic Work Readiness Assessment. Once the areas are strengthened a work site will be identified, and a youth could be placed.

The PIC youth staff are promoting the National Career Readiness Skills Assesment to out of school youth interested in completing.

PIC youth staff send letters to participating school districts with notifications of their students who worked and the number of hours completed. Verification is provided by the school district demonstrating academic credit was awarded to the student for their work experience hours completed. In addition, referrals are made by schools seeking a work experience be implemented in order for a student to gain academic credit for their work experience hours completed. These students participate in a comprehensive employability skills curriculum implemented by their school in addition to the actual work experience.

- Youth safety training information and/or curriculum.

[x] No change from PY 2012

**7. Describe the WSA’s methods for developing a sufficient number of age-appropriate worksites for youth, including steps taken to assure that workplace supervisors receive appropriate orientation and training.**

A letter stating the impact employers have had on the youth employment programs in the past is sent to worksites who are not currently participating in order to gauge possible future participation with the SW MN PIC’s youth employment program.

A follow-up/acknowledgement letter is then sent back to those new worksites who returned a “worksite request form “which demonstrates their willingness to participate in future youth employment programs.”

Steps taken to assure that workplace supervisors receive appropriate training includes a monthly newsletter mailed to each current worksite with tips on working with youth, safety tips, child labor laws and mentoring. A Brainshark (an online PowerPoint tutorial which provides a more efficient and cost effective method of providing training) tool is also used for this capacity.

**8. Describe the role that private sector employers play in developing/providing services for youth. Include information on the type and number of private sector employers providing internships, on-the-job training, tours, mentors, job shadowing opportunities, etc.**

In addition to the activities which have been in place for the past program year, an extensive outreach and marketing campaign to gain new work experience sites was implemented. Youth staff provided information and presented to various organizations and Boards including County Commissioner meetings, Workforce Council and civic groups to share information about services for youth. Private sector is also represented on the youth council as well as non-profit organizations, community action agencies, education districts, City and County departments, and retail, all of which assist with the marketing effort. The Youth Staff have recruited and placed more youth in private sector placements. Last year we were able to place youth in over 40 private sector employers.

**9. Describe the WSA's plans to provide financial literacy training, youth entrepreneurship training, and/or life skills training to participants.**

Financial literacy training will be incorporated into the life skills training and workshop opportunities that youth participate in. In addition to information provided by the Youth staff, the Marshall Financial Empowerment Collaborative will be conducting sessions encompassing 8 topic areas: banking basics; understanding checking accounts; budgeting; saving money; borrowing basics; credit cards; paying for college and cars; and renting an apartment.

Junior Achievement is another great curriculum which may be implemented according to need, which encompass financial literacy, youth entrepreneurship, and life skills training.

The Growing and Going program teaches components of entrepreneurship, business development and marketing, as well as financial literacy and personal responsibility. Utilizing local entrepreneurs as mentors and partnerships with area agencies, the participants focus on business development, financial literacy, leadership, public advocacy and higher education. This in turn leads to a higher rate of economic success for those who participate in the Growing and Going in SW MN program. They are better informed about the labor market, learning both tangible and intangible skills which will assist them in becoming more efficient job seekers.

**10. Describe plans to refer youth to apprenticeship opportunities as follow-up to services offered under WIA and MYP.**

The SW MN Private Industry Council realizes an apprenticeship is a good way to start a rewarding career in a skilled craft or trade. For the majority of individuals, it is anticipated that there will be a need for education and training. The PIC will work with the individual to identify a specific career objective and, based on this objective, help to identify training providers or special programs provided by the industry or labor unions that could help meet those needs. These references will come from a variety of sources including ISEEK's apprenticeship search tools, MinnesotaWorks, CareerOneStop, and Department of Labor and Industry Apprenticeship Unit.

As part of the SW MN Skills @ Work Campaign one of the identified strategies is to develop a system which will provide apprenticeship and internship opportunities with regional Business. The SW Youth Council and staff will be an integral part of developing the system.

**11. Describe the LWIB/Youth Council approved Youth Incentive Policy. Please attach a copy of the policy and indicate date approved by the LWIB/Youth Council.**

Attached.

**12. Describe how the WSA/LWIB/Youth Council currently defines the sixth criteria for youth eligibility under WIA: “An individual who requires additional assistance to complete an education program, or to secure and hold employment.”**

[x] No change from PY 2012

- 13. Up to five percent of youth participants served by WIA youth programs in a local area may be individuals who do not meet the income criteria for eligible youth, provided that they fall within one or more of the categories as described in WIA §129(c)(5).**

**Describe your WSA's use of the "5% window" for non-income eligible youth and any WSA/LWIB/Youth Council policies governing any targeting of specific subgroups that meet local priority of service.**

[x] No change from PY 2012

- 14. If your area (or service providers within your area) intends to use Individual Training Accounts (ITAs) for serving older youth and/or out-of-school youth, please describe the following: (For more information, please see Chapter 24 of the Youth Administrative Manual.) Please attach a copy of the LWIB/Youth Council approved Older Youth ITA policy and indicate date approved by the LWIB/Youth Council.**

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

**All Out-of-School WIA Youth Program participants (ages 18-21+) served with WIA funds must meet the following requirements prior to an Individual Training Account (ITA) to be developed for post-secondary education expenses including, but not limited to: Tuition, books and related training expenses (including fees).**

- The participant must be in compliance with WIA youth eligibility policies.
- The ITA can only be used with WIA certified training programs. ITAs can be used with training programs WIA certified by other states.
- A school must be willing to accept ITAs in order to be a certified training program provider.
- An ITA may include funds for supportive services.
- An ITA must be part of an Individual Service Strategy (ISS) that is agreed to and signed by both the participant and counselor/case manager. All files must contain appropriate forms and documentation and have an Individual Employment Plan incorporated into the participants ISS. The Employment Plan must be written clearly as to the reasons for the need of training to be self sufficiently employed.
- Students will complete a Career Assessment Tool (i.e. – WOWI) to assure that they have the appropriate skills and interests to be successful in the selected training.
- The participant will maintain a minimum of a "C" average (2.0 GPA) or make satisfactory progress if the school does not give grades.
- The participant will not miss more than three (3) days of classes per semester. If more than three (3) absences occur in a semester, the participant will contact their counselor and explain the absences.
- All applicable funding sources (in addition to WIA) must be considered in the development of the ITA.
- An ITA must be used in conjunction with other applicable funding sources. Tuition, books and related training expenses (including fees) may be paid up to a **maximum** amount established by administration based on the unmet need determined by the Individual Training Account, which is completed by the Financial Aid Office of the Education Institution.

- If an ITA and other applicable funding sources do not completely cover the cost of the training, there must be evidence that the participant understands his/her financial responsibility and there is an agreeable methodology for meeting these other costs, which is signed off by all parties.

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

- Older out of school youth who are attending post-secondary education would be considered appropriate candidates for ITAs.
- The older out of school youth, post-secondary institution, and the youth counselor would be required to sign the ITA.
- Provider will provide a voucher to the post-secondary institution confirming amount of approved payment. Payments will be made to the post-secondary institution based on invoice.
- The ITA will cover one school year and would be reviewed on a semester/quarter basis.
- The ITA may include tuition, books, fees, and related training expenses.
- ITA's may be awarded to individuals seeking training for occupations with established career pathways which lead to self sufficient wage levels and the training is tied to in-demand occupations.
- The maximum amount allowed for a combination of fall and spring semesters is \$6,000. Funding for summer semester is considered separate. The student will sign off on a Classroom Training Contract which states "I understand that if I fail to meet any of the above responsibilities, my funding may be subject to immediate termination or modification".
- All students will be required to apply for financial aid. Financial aid (pell and State loans, etc) can be used for a student's travel, living expenses, family care, etc.
- Invoices for payment from school must contain the individual's name and dollar amount with the individual tuition billing form as backup for payment.
- The SW MN PIC/WSA 6 will track the funds internally by grant, student, and semester. Tuition is classified as "other service", and therefore is not entered in support service in WF1.

**Important Reminder: Client must be registered with the Selective Service and verification must in the file.**

**Federal Law Prohibits funding for persons that are not registered with Selective Service.**

**Training Institute must be WIA Certified in order for Federal Funding.**

**Verify WIA Certification at: <http://www.careeronestop.org/wiaprovidersearch.asp>**

**Approved:** April 5<sup>th</sup>, 2012

**15. With respect to WIA Youth Literacy/Numeracy Common Measures reporting requirements described in Chapter 25 of the WIA Youth Administrative Manual, please describe the National Reporting System (NRS) approved assessment tools used by the WSA for all out-of-school youth (including youth enrolled in post-secondary education).**

Pre-testing will occur within 60 days of the first youth program service while recognizing being able to use pre-test from up to six months prior to date of first youth service. Either the Wonderlic GAIN or CASAS standardized assessment will be used for pre and post testing.



Youth will be post-tested by the end of one year of participation and compared to pre-test results obtained during initial assessment.

If post-test results indicate that a youth continues to be basic skills deficient after the first 12 month of participation, they will continue to receive training in literacy and/or numeracy skills through the local ABE or by use of recommendations on the areas in need of improvement. All post-test results should be entered into Workforce One as soon as practical.

The WSA 6 uses the GAIN Wonderlic as the assessment tool to determine the literacy/numeracy measure. The WSA 6 is also currently partnering with the local SW MN ABE Consortium who when clients are in common the assessment being used is CASAS currently.

**16. With respect to the new federal definition of the Work Readiness Indicator referenced in TEGL 07-10, please describe the following:**

- the WSA’s approach to assuring work readiness skill attainment for youth participants through WIA

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

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

**The rating system is located on the students’ timecards and is evaluated bi-weekly in accordance with the pay periods. The supervisors’ of each student complete the evaluation using a likert scale of one through four will be used, one signifying unacceptable to four identifying exceeding requirements. The evaluation is included on the time card to promote a conversation about positive developments and needed improvements. Youth will be meeting this goal when they receive a rating of three, 75 % of the time throughout the duration of their work experience.**

- the WSA/youth service provider’s approach to assuring that the worksite supervisor evaluates the work readiness skills of youth participants

**Youth program staff review the results of the bi-weekly evaluations and follow-up with youth worker and supervisor to discuss the positive reports and outline a plan of action for any of the areas needing improvement.**

- the WSA’s approach to documenting the supervisor’s/employer’s evaluation of the participant’s work readiness skills

Timecards and case notes. The youth program staff has created a guide for employers to use when evaluating participants to ensure some consistency.

**18. Describe any industry-recognized credentials or certificates that youth may earn while enrolled in the WSA's WIA Youth Program. (For more information on credential policy, see Chapter 20 of the Youth Administrative Manual.)**

**WSA 6 has recognized the following based on targeted industries as identified by the SW MN Workforce Council:**

**Industrial Maintenance**

**Universal Healthcare Worker**

**First Aid/CPR**

**Boilers**

**Welding**

**National Career Readiness Credential (NCRS)**

**Trucking- CDL**

**Certified Nursing Assistant**

**Trained Medical Administration**

**Customer Service**

**Microsoft Office**

**Basic Computer Skills**