PY 2022 WIOA Youth Formula Funds
SFY 2023 Minnesota Youth Program (MYP)
Cover Sheet/Signature Page

APPLICANT AGENCY - Use the legal name and full address of the fiscal agency with whom the grant will be executed.	Contact Name and Address
Winona County 202 West Third Street Winona, MN 55987	Winona County Workforce Development Board 202 West Third Street Winona, MN 55987
Director Name: Maureen Holte **Telephone Number:** 507-457-6355 **Fax:** NA **E-Mail:** mholte@co.winona.mn.us	**Contact Name:** Chad Decker **Telephone Number:** 507-269-3775 **Fax:** 507-453-2933 **E-Mail:** winonawdb@gmail.com

Basic Organization Information

Federal Employer ID Number:	Minnesota Tax Identification Number:
41-6007162	6401360
DUNS Number:	**SWIFT Vendor ID Number (if known):**
804832640	0000197348.001

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

Signature:	
Title:	
Date:	

DocuSigned by:

Maureen L. Holte

May 23, 2022 | 1:48 PM CDT

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Attachment 2
PY 2022 Budget Information Summary:
WIOA Youth Formula Grant Program (updated 11/23/21)
(See following pages for definitions of cost categories)

WDA Number and Contact:	WDA #18 Marleen Lundberg
E-Mail Address/Phone No:	winonawdb@gmail.com 507-205-6060
Date Submitted (or Modified):	May 20th, 2022

Cost Category	Carryover From PY21 (Cannot exceed 20% of PY 21 Amount.)	New WIOA Funds	Total Funds Available	Estimated Expenses 4/1/22 to 9/30/22	Estimated Expenses 10/1/22 to 3/31/23	Estimated Expenses 4/1/23 to 9/30/23	Estimated Expenses 10/1/23 to 3/31/24
764/833 Administration (Cannot Exceed 10%)	$0.00	$9,930	$9,930	$3,310	$6,620	$9,930	$9,930
841 In-School Youth Work Experience Wages/Fringe	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
825 Out-of-School Youth Work Experience Wages/Fringe	$0.00	$7,000	$7,000	$3,500	$5,000	$7,000	$7,000
872 In-School Youth Work Experience Staff Costs	$0.00	$6,000	$6,000	$2,000	$4,000	$6,000	$6,000
855 Out-of-School Youth Work Experience Staff Costs	$0.00	$22,500	$22,500	$5,625	$11,200	$16,875	$22,500
874 In-School Youth Direct Services (Non-Work Exp.)	$0.00	$6,000	$6,000	$1,500	$3,000	$4,500	$6,000
877 Out-of-School Youth Direct Services (Non-Work Exp.)	$0.00	$23,528	$23,528	$5,882	$11,764	$17,646	$23,528
848 In-School Youth Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
862 Out-of-School Youth Support Services	$0.00	$2,000	$2,000	$0	$1,000	$2,000	$2,000
860 In-School Youth Other Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
878 Out-of-School Youth Other Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
837 In-School Youth Training	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
838 Out-of-School Youth Training	$0.00	$22,343	$22,343	$5,000	$15,000	$22,343	$22,343
Total:	$0.00	$99,301	$99,301	$26,817	$57,584	$86,294	$99,301
Estimated Percentage of NEW WIOA Funds Expended on Out-of-School Youth (Must be at least 75 percent):							86.6%
Estimated Percentage of NEW WIOA Funds Expended on Work Experience (Must be at least 20 percent):							39.7%
Estimated Total Number of Youth to be Served With WIOA Youth Funding:							15

DocuSigned by:

Maureen L. Holte

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April 21, 2022 | 2:14 PM CDT

Attachment 2
SFY 2023 Budget Information Summary:
Minnesota Youth Program
(See following pages for definitions of cost categories)

WDA Number and Contact:	WDA #18 Chad Decker
E-Mail Address/Phone No:	winonawdb@gmail.com 507-269-3775
Date Submitted (or Modified):	April 21st, 2022

Cost Category	Total Funds Available	Estimated Expenses 7/1/22 to 9/30/22	Estimated Expenses 7/1/22 to 12/31/22	Estimated Expenses 7/1/22 to 3/31/23	Estimated Expenses 7/1/22 to 6/30/23
764/833 Administration (Cannot Exceed 10%)	$8,427	$2,107	$4,213	$6,320	$8,427
881 Youth Participant Wages and Fringe Benefits	$35,722	$3000	$17,600	$26,417	$35,722
885 Direct Services to Youth	$40,124	$10,031	$20,062	$30,093	$40,124
860 Outreach to Schools (Direct Services; This cannot exceed 20%.)	$0	$0	$0	$0	$0
891 Support Services	$0	$0	$0	$0	$0
Total:	$84,273	$15,138	$41,875	$62,830	$84,273

Estimated Number of MYP Youth Served/Cost Per Participant

Estimated No. of MYP Youth Served:	30 youth
Outreach to Schools (OTS) Youth + Families Served (Note that OTS is an optional activity):	30 youth + families
Estimated Total Number of MYP Youth and Families Served:	60 youth
Estimated Cost Per MYP Participant:	$2,476
Estimated Cost Per OTS Participant-Family:	$333

If your area is budgeting funds for 860 - Outreach to Schools, please provide a few sentences summarizing planned activities:

Definitions of Cost Categories

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

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

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

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

(WIOA and MYP) Direct Services to Youth – Costs associated with providing direct service to youth, EXCLUDING costs of youth participant wages and fringe benefits, support services and (WIOA Youth funds only) Individual Training Accounts for OSY or ISY. Wages and fringe benefits for staff who provide direct services to youth participants should be included in this cost category. Stipends provided to participants for non-training activities should be included in this

category. For WIOA Youth budgeting and reporting only, these expenses are itemized separately on the monthly Reimbursement Payment Request (RPR) form/Financial Status Report (FSR) form for In-School Youth (ISY) and Out-of-School Youth (OSY).

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

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

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

(WIOA Youth ONLY) In-School and Out-of-School Youth Training – Funds used for paying costs associated with each WIOA Youth participant receiving training services. This can include everything from online, self-paced learning of basic work readiness skills (for instance), all the way up to funding for participants working towards a WIOA-recognized credential at a post-secondary institution on the Eligible Training Provider List. Appropriate costs may include tuition, fees, books and other costs associated with the participant's course of study. Stipends provided to participants for training activities should be included in this category. This category applies to WIOA Youth funds ONLY; these expenses are itemized separately on the monthly Reimbursement Payment Request (RPR) form/Financial Status Report (FSR) form for both In-School Youth (ISY) and Out-of-School Youth (OSY).

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

- Providing information to individuals and groups regarding occupations and industries in demand and with the highest growth throughout the region using current labor market information, including providing opportunities for students to directly experience

occupations through job shadowing, mentoring and business tours.

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

PY 2021-2023 WIOA Youth Performance

(Definitions of Each Measure are on the Following Page)

WDA/Contact:	Kevin Cardille, Executive Director
E-Mail Address/Phone Number:	winonawdb@gmail.com, 507-206-6060
Date Submitted (or Modified):	June 17th, 2022

WIOA Youth Performance Measure	PY 2021 WDA PLANNED	PY 2022 STATE NEGOTIATED LEVEL	PY 2023 STATE NEGOTIATED LEVEL	PY 2022 WDA PLANNED	PY 2023 WDA PLANNED
Employment/Education/ Training 2nd Quarter After Exit:	76%	68.0%	69.0%	49%	69%
Employment/Education/ Training 4th Quarter After Exit:	74%	69.0%	69.0%	74%	49%
Credential Attainment:	62.5%	62.0%	62.0%	62.5%	62.5%
Median Earnings:	$3,700	$4,000	$4,000	$4,000	$4,000
Measurable Skills Gain:	49%	41.0%	42.0%	41.0%	42.0%

WIOA Youth Performance Definitions

Employment/Education/Training 2nd Quarter After Exit: The percentage of Title I Youth program participants who are in education or training activities, or in unsubsidized employment, during the second quarter after exit from the program.

Employment/Education/Training 4th Quarter After Exit: The percentage of Title I Youth program participants who are in education or training activities, or in unsubsidized employment, during the fourth quarter after exit from the program.

Credential Attainment: The percentage of those participants enrolled in an education or training program (excluding those in on-the-job training (OJT) and customized training) who attain a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program. A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage of participants who have attained a secondary school diploma or its recognized equivalent only if the participant also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program.

Measurable Skills Gain: The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment. Depending on the type of education or training program, documented progress is defined as one of the following:

1. Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;
2. Documented attainment of a secondary school diploma or its recognized equivalent;
3. Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards;
4. Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training; OR,
5. Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.

Median Earnings: The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.

Youth Committee Information For <mark>PY 2022/SFY 2023</mark>

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

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

YOUTH COMMITTEE MEMBER NAME	ORGANIZATION/REPRESENTING (examples: business, education, community-based organizations, youth, parent, etc.)	Full LWDB Member?
Chair: *{insert name here}* **Phone Number:** *{insert phone number here}* **E-Mail:** *{insert e-mail address here}*		
Member Name: *{insert name here}* **Phone Number:** *{insert phone number here}* **E-Mail:** *{insert e-mail address here}*		
Member Name: *{insert name here}* **Phone Number:** *{insert phone number here}* **E-Mail:** *{insert e-mail address here}*		
Member Name: *{insert name here}* **Phone Number:** *{insert phone number here}* **E-Mail:** *{insert e-mail address here}*		
Member Name: *{insert name here}* **Phone Number:** *{insert phone number here}* **E-Mail:** *{insert e-mail address here}*		
Member Name: *{insert name here}* **Phone Number:** *{insert phone number here}* **E-Mail:** *{insert e-mail address here}*		
Member Name: *{insert name here}* **Phone Number:** *{insert phone number here}* **E-Mail:** *{insert e-mail address here}*		
Member Name: *{insert name here}* **Phone Number:** *{insert phone number here}* **E-Mail:** *{insert e-mail address here}*		
Member Name: *{insert name here}* **Phone Number:** *{insert phone number here}* **E-Mail:** *{insert e-mail address here}*		

Youth Service Provider Information For <mark>PY 2022/SFY 2023</mark>

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

Youth Service Provider/Contact	WIOA			MYP		
		Yes	No		Yes	No
Name of Service Provider: *CareerForce in Winona* **Address:** *1250 Homer Road Suite #200* **City, State, ZIP** *Winona, MN 55987* **Contact Person:** *Dawn W. Lubahn* **Contact Person Phone:** *507-205-6066* **Contact Person E-Mail:** *Dawn.lubahn@state.mn.us* **Service Provider Website:** www.careerforcemn.com/winona	ISY:	X		Summer ONLY:		X
	OSY:	X		Year-Round (incl. summer):	X	
				Outreach to Schools:	X	

Attachment 1

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

IMPORTANT NOTE: The narrative section covers PY 2022 WIOA Young Adult and SFY 2023 for MYP. Please provide an answer after each question. This information becomes a part of both grant agreements with DEED.

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

2. Describe outreach and recruitment of:

Recruitment of youth and young adults for both In-School-Youth and Out-of-School-Youth is critical to the program success in Winona County. Recruitment of Out-of-School-Youth is particularly challenging given the current labor market. Recruitment, program enrollment, and program retention along with a positive outcome is an ongoing process. A key component of program recruitment is networking, collaboration, and partnership development with local organizations including K-12 and post-secondary schools, community-based organizations, and other government agencies. Below you will find an extensive although non-exhaustive list of current and potential partners that are involved in the outreach and recruitment efforts for the Winona County CareerForce Youth and Young Adult programs:

- Winona County School Districts including Winona Senior High School, Winona ALC & ABE, St Charles, Lewiston-Altura, Hiawatha Valley Education District & Riverway Learning Center
- Post-secondary Institutions – Minnesota State College Southeast & Winona State University
- Winona Chamber of Commerce REACH Program & Business Education Network
- Winona Public Library
- Southeast Service Cooperative
- Regional Youth and Career Pathway Coordinators
- Vocational Rehabilitation Services
- State Services for the Blind
- Minnesota Family Investment Program Employment Services
- Winona County Health & Human Services
- Winona Volunteer Services
- St Charles Hometown Resource Center
- St. Charles Public Library

- Winona County Restorative Justice Program
- Project FINE
- Veteran's Services
- Southeast Minnesota Center for Independent Living (SEMCIL)
- Southeast Minnesota Community Action Council (SEMCAC)
- Hiawatha Valley Mental Health
- Winona County employers

Out-of-School Youth ("OSY")

CareerForce Winona will use multiple methods for outreach and recruitment of out-of-school youth and young adults, including the following strategies:

- Maintain regular contact with public secondary school teachers, school social workers, administrators, and school counselors for possible referrals of any recent graduates struggling to find work or enter post-secondary education. Specific focus on special education teachers and teachers in alternative schools.
- Distribute program information to prospective students at MSCS and WSU and work directly with student services to re-engage students who have dropped out of school.
- Seek referrals from current and former Youth Program participants and their parents.
- Increase awareness of local county social workers, public health, and probation officers of the availability of Youth and Young Adult programs. Work with SNAP workers, Veteran Services Providers, and other local agencies (food shelves, housing, mental health service providers) that work with challenged youth to identify referrals.
- Encourage Adult Basic Education (ABE) instructors to refer students in GED, Adult Diploma or English as a Second Language classes who may be eligible for WIOA services or MYP services. Contact instructors regularly to keep them updated on any changes or enhancements to Youth Programs.
- Continue to work collaboratively with Vocational Rehabilitation Services
- Share information with partners to post on social media (Facebook, Twitter) to disseminate information about available tuition assistance, paid intern/work opportunities available to out of school youth.
- Maintain on-going contact with Public Assistance Employment Specialists to solicit referrals of appropriate out-of-school youth for the program.
- Other referral sources for out-of-school youth are Winona WorkForce Development Board, Disabled Veteran Outreach Program, Local Veterans' Employment Representative, Reach Program, Miller Mentoring Staff, and continuing conversations and CareerForce staff participation in community events and gatherings to maintain program visibility and accessibility.

In-School Youth ("ISY")

Outreach for participants, within the 3 school districts in Winona County (Winona, Lewiston-Altura and St. Charles), is made primarily through the work experience coordinators, special education teachers, career and technical education teachers, school counselors, Southeast Service Coop career navigators, school social workers, and administrators.

The Youth Coordinator works directly with school staff as well as community organizations to inform them of program opportunities and provide a clear referral process. The main goal of the in-school youth program is to provide an incentive for youth to stay in school or return to school to complete a high school diploma or GED. The Youth program staff identify work experiences for students based upon their interests.

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

   All Youth and Young Adult Program applicants are required to complete the Winona County CareerForce Youth and Young Adult Program Application and enrollment packet along with an interview with program staff.

   Following the initial application review, follow up meetings with the youth are scheduled. Determination of eligibility is made after these initial meetings and all application and documentation materials have been reviewed. Youth are provided a list of the documents they need to submit to be considered for the program. Program staff review the information including application, IEP or 504 plan, school records and referral information and may continue with the orientation and assessment as appropriate. Program staff and the youth complete the Education and Employment Plan. Once this is developed a decision will be made regarding the youth's entry into the program. Generally, the 5% window would be used for youth with significant barriers to employment but because of their own income or their parents' income over the last 6 months, they would not generally be eligible for the program.

   The Workforce Development Board intends to use the 5% window to serve non-income eligible In School youth who meet one or more of the categories below:

   1) Basic skills deficient

   2) Individuals with educational attainment that is one or more grade levels below the grade level appropriate to the age of the individual

3) Pregnant or parenting

4) Individuals with disabilities, including learning disabilities

5) Homeless or runaway youth

6) Offenders

7) Chemically Dependent or have a history of chemical dependency

8) Unemployed or limited work history with a need for work experience

9) Other eligible youth who face serious barriers to employment as identified by the local board.

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

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

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

    Assessment begins with a thorough review of the youth's application. The application and supporting documents provide a significant amount of information including past academic performance, school attendance, work history, motivation, and any documented disabilities or other barriers to employment. Youth and program staff focus on goals, existing or a desire for work experience, areas of interest, and administer applicable assessments.

    For individuals wanting to attend training at Minnesota State College Southeast or Winona State University, CareerForce staff partner with student services to determine math, reading, and writing course placement. A Minn State initiative called Multiple Measures is utilized. Multiple Measures include college advisors reviewing a student's

high school GPA, MCA test scores, ACT or SAT test scores, or completion of the Accuplacer to then determine if a student should be placed in a college level or developmental level class. If a student is below the developmental threshold, they are referred to Community Education – ABE.

CareerForceMN.com and Careerwise.Minnstate.edu are two websites with multiple online assessments that are used to assist participants with career advising. Included are assessments for career exploration, employment readiness, interest inventory, and skills assessments. These assessments help guide students into careers that range from requiring a high school diploma to significant levels of academic or on the job training. CareerForcemn.com incorporates labor market information when developing a list of recommended occupations and features a prominent list of the top 20 jobs currently in demand in Minnesota.

Students currently in high school and working with a work experience teacher are required to participate in a work seminar class. The students in this Work Experience class have set goals established based on their math and reading skill level and their independent living skills. Assessments are given to the students in partnership with the high school. Work experiences, job seeking skills, worker rights, and responsibilities on the job are outlined in the work seminar class. Students are also given the opportunity to tour businesses and talk with people in targeted occupations about their training and the job path to their current occupations and the skills and abilities needed to succeed in the workplace.

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

The Individual Service Strategy integrates the assessment results, outlines the objectives, and steps the youth or young adult will take to achieve specified goals. It may include goals such as career exploration, educational attainment, work readiness, work experience, support services and referrals to other services within the Winona County CareerForce or applicable community supports. The Individual Service Strategy is reviewed with the youth or young adult to ensure that they are meeting the specified goals and it is updated as needed.

The Youth and Young Adult Coordinator obtains the necessary signatures on releases of information to ensure open communication with all service providers. Information from multiple sources will be taken into consideration. If a youth or young adult has an Individualized Education Plan the Youth and Young Adult Coordinator may attend the meeting and coordinate with the entire Individualized Education Plan team at the school to ensure that the Individual Service Strategy goals align with the goals of the Individualized Education Plan. The Youth and Young Adult Coordinator will also work with the Vocational Rehabilitation Counselor or Pre-Employment Transition Counselor located at the Winona CareerForce center.

7. Describe your strategy for providing integrated experiential learning, work-based learning, and work experience for participants. Discuss to what extent your WDA is adapting these activities due to the ongoing pandemic.

The Winona Youth Program staff and Local Workforce Development Board believe that experiential learning is the most effective way for youth to become work ready. Work based learning is an opportunity for youth to "learn by doing." This can be accomplished through experiences in a classroom setting such as small group discussions, role playing, communication exercises, simulations or hands-on learning through structured activities including work experience through the youth program. Another essential skill needed to secure employment is the ability to search for work. Resume writing, cover letters, and interview skills are taught to youth either in school or by youth program staff.

Many youths need to develop work ready skills before they enter unsubsidized employment. Winona Youth Program staff address these barriers by continuing to provide experiential and work-based learning opportunities for appropriate youth via paid internships and work experience opportunities. Youth are placed in entry-level positions throughout the community. Youth who have an IEP may also be supported by a job coach provided by the school district. Youth are placed in positions based on their interests, class schedules, and the employers that are willing to partner with CareerForce. Youth can experience more than one job site throughout the academic year. This provides participants the chance to practice the skills and gain the experience necessary to find success in the workplace.

During the pandemic many of the activities normally accomplished in person were changed to virtual. This included online school, training, and work experiences. While work experience students were attending school virtually the students were required to perform work in their homes to receive a weekly stipend. The type of work performed at home was determined in advance based on the student's ability and the needs of the family. It also could include outdoor work for neighbors. The work was supervised and documented. As students returned to school, so did their work experiences.

A remote work experience was piloted with great success. Staff will continue to explore these opportunities for youth as more workplaces evolve because of the pandemic. Moving forward we will continue to utilize virtual tools to increase access and remove barriers to participation.

Work based learning:

Due to the pandemic on-site work experiences were limited. When on-site work experiences were arranged all Minnesota Department of Health safety protocols were required. Safety is always of the utmost importance for youth and young adult work experiences.

Provides an opportunity for youth to learn about and meet employer expectations while gaining transferable skills.

- Allows youth to try out different jobs to help determine what they like and dislike.

- Helps build work-readiness skills to prepare them for a future career.

- Provides youth exposure to the nature of work and the career fields that provide living wage in demand opportunities.

A variety of work experience opportunities are available to Winona Youth and Young Adult Program participants.

The Winona Youth and Young Adult Programs are proactively working to establish an even greater number of work experience sites in the private sector, including those industries in our region which represent high demand, high growth career fields. According to DEEDs Occupations in Demand (OID) Tool, Manufacturing, Healthcare, Retail, Transportation, Construction, and Mechanical industries are just a few of those industries listed as "well above average" demand and growth in Southeast Minnesota. To provide a variety of work experiences a broad range of employment settings are used, not just those in high-demand occupations.

Winona CareerForce has a large group of businesses and organizations willing to host paid youth and young adult workers at their sites. Initially, there is a meeting with the Youth and Young Adult Coordinator, the employer and the youth or young adult. In this orientation session, expectations of the youth or young adult worker, the worksite supervisor, and the employment partner are outlined. Other items addressed include workplace safety, child labor restrictions (as appropriate), the Minnesota Right to Know Act, injury reporting, state and federal employment rules, confidentiality, worker's compensation, and equal opportunity employment.

The most effective method of assessing work readiness is to coordinate with the worksite supervisor. Supervisors who regularly observe performance at the worksite are in the best position to assess the quality of a young person's work performance and identify areas for growth. Worksite supervisors complete evaluations on a regular basis regarding the youth's attendance, punctuality, and behavior.

A comment section is located on the students' timecards and employers are encouraged to make comments on the timecards. These are returned every week in accordance with the pay periods. The supervisors of each student report number of absences and late arrivals. Mid quarter and follow up evaluations help to promote a conversation about positive developments and needed improvements during and after the work experience.

Since the onsite supervisors will generally be having more contact with the youth than the Program's youth coordinator, on-site supervisors are given the option of addressing

any concerns directly with the youth. The youth coordinator is made aware and updated on any concerns and progress towards resolution of concerns. The employer may also call in the youth program staff to help facilitate a conversation and identify solutions. Short- term goals for skills improvement are set and monitored by the youth program staff when areas for improvement are identified. The Youth program staff regularly visits the worksite to observe the youth, discuss progress and areas for skills enhancement, and provide encouragement and support. The youth program staff work with the worksite supervisors to address any issues that arise with these young workers who are gaining valuable work experience.

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

Strategies for introducing Career Pathways to youth and the process for providing current labor market information on high-growth, in-demand occupations in the region include continuation of partnerships with the Regional Career Pathways Coordinator, Winona County Area Adult Basic Education providers, K12 Educators and Administrators, local employers, post-secondary educators and administrators, DEEDs Regional Labor Market Analyst, and other local community experts. The strategies are successfully sustained using WIOA Youth, Minnesota Youth Program (including Outreach to Schools), and other available community resources.

Careers pathways are introduced by having speakers in different industries and occupations present to youth, sharing their stories and answering questions. Tours of various local businesses representing different industries is also an effective strategy when introducing youth to careers they may not be familiar with. Industry tours had limited accessibility during the pandemic, hopefully this opportunity will be available in the future. To supplement this experience virtual tours were used and will continue to be used. Youth will also be introduced to career pathways through workshops and one-on-one sessions with the youth program staff. Easy to read infographics for Career Pathways are shared for a vision of what steps need to be taken to reach the career of the student's interest.

Attendance at career exploration days offered through local colleges may provide additional information on career pathways. Connections will be explored with regional college Tech Prep and Perkins coordinators to ascertain other avenues for students to learn about career pathways.

The local WDB has currently identified Manufacturing, Healthcare, Healthcare Support, and the Service Sector as the major areas of growth and in-demand jobs in our area.

The list of high growth, in-demand occupations was developed based on input from private sector and public sector employers to ensure that youth are trained in careers

that are in demand and pay a livable wage. A DEED Labor Market Analyst provides career workshops designed for youth and young adults to outreach and program participants throughout the year.

9. ==If applicable,== attach a copy of the WDA's policy for developing Individual Training Accounts (ITAs) and indicate the date approved by the LWDB/Youth Committee. ==Also indicate if your WDA intends to pursue a waiver allowing ITAs to be established for in-school youth (ISYs).==

   The Winona WDA is not using Individual Training Accounts (ITAs) for youth and young adult participants. The approved policy is attached and in place. ITA's could potentially be used in the future. The updated policy was approved by the LWDB on 11/4/2020. The Winona WDA does not intend to pursue a waiver allowing ITA's to be utilized for in-school youth.

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

    Follow up services are provided to youth exiting the WIOA program including quarterly check ins, problem solving, career counseling, referrals to other services or agencies, training options, or whatever may be needed assist with career development. Follow-up conversations may be conducted via e-mail, phone call, text message, or a letter to the individual, family member, or teacher.

    Winona CareerForce services are offered to all current and exited participants to assist in job seeking skills development, job search, job leads, and referrals to other agencies. Whenever staff communicate with past or present program participants, CareerForce resources are always made available including mock interviews, access to the Career Lab, resume and job application assistance.

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

    A Youth Incentive program is not currently being utilized although it is available and described in the WDA's Supportive Service Policy.

12. ==Discuss your policy and practices relating to providing supportive services to participants. (Attach a copy of the most recent WDA's Support Service Policy for Youth)==

    Supportive Services are provided to youth based on need. The idea is to help remove any barriers that may prevent them from achieving their employment and training goals. The program supportive services are available after all other options for community resources have been exhausted. The supportive services may include but

are not limited to interview clothing, work apparel, safety shoes or boots, tools or equipment needed for work, and/or transportation.

Please find the Winona County Workforce Development Board Supportive Services Policy attached.

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

    Co-enrollment is crucial to the success of each program to leverage and maximize all program funding. When clients are co-enrolled it provides an effective, integrated, and comprehensive pathway towards success.

    MFIP - Youth may be parents and eligible for MFIP. For those enrolled in both programs, the youth coordinator would have a signed release of information to ensure open communication with the MFIP counselor, social worker, or other organizations. Resources and information sharing would be maximized to ensure the youth can successfully complete a work experience and/or earn a credential. The youth participant would have the option to meet jointly with the MFIP, and Youth program staff to ensure outcomes are aligned.

    Vocational Rehabilitation - Youth may be co-enrolled with Vocational Rehabilitation. Youth program staff will consult with VRS counselors to avoid duplication of services. The appropriate releases would be signed. The Vocational Rehabilitation counselors' disability awareness would be taken into consideration in developing an appropriate work site for the youth.

    If the youth is working with the Department of Corrections, on-going contact will be made with the Probation Officer to ensure terms of probation are followed and to exchange relevant information regarding the youth's progress.

    WIOA Young Adult and MYP. Youth and young adults could potentially be co-enrolled in WIOA Young Adult, Minnesota Youth Program, WIOA Adult Program, and Vocational Rehabilitation depending on the individual's age and circumstances. Open communication based on signed consent forms is essential to ensure appropriate services are provided by all coordinating agencies.

14. Describe local partnerships serving "opportunity youth" who have significant barriers to employment and/or youth who are under-served and under-represented in the workforce, including (but not limited to):

    - Dropouts and potential dropouts
      Significant effort is made to identify out-of-school youth by contacting school districts, ALC teachers, Special Education Teachers, financial aid and student

services staff at Minnesota State College Southeast, Winona State University, and ABE teachers through community education.

- Youth with language and/or cultural barriers to employment
The Winona CareerForce center has an excellent partnership with the school districts. Staff work with the appropriate agencies including the alternative schools, school liaison, special education programs, Interpreter services, and ESL classes through Community Education to assist youth with language or cultural barriers to employment to encourage participation in and benefit from youth training programs. Interpreters will be hired by CareerForce Winona or use of the Language Line will be used for communication with youth needing these services. CareerForce Winona has a relationship with Project Fine, which assists international newcomers to Winona.

- Youth in foster care and aging out of foster care
A Winona County Social Worker, Teacher, or Foster Parent typically refers youth in foster care for services. Releases of information are signed to ensure that youth program staff can communicate with the foster family, social worker, and other individuals or agencies that are supporting the youth's transition out of foster care. The youth is made aware of all the resources available to them as they age out of the foster care system. They are encouraged to communicate with the CareerForce Winona youth program staff as one method of support, along with other supportive people in their life.

- Homeless youth or runaways
Referrals are primarily received from the school districts, Winona County Human Services or Winona Volunteer Services. Every effort is made to connect youth with the necessary resources to stabilize them.

- Youth offenders and at-risk of involvement with the juvenile justice system
For youth involved with the Law Enforcement Center/Juvenile Offender programs coordination is done with probation officers, teachers, and work experience coordinators to discuss progress or areas needing improvement. Part of the strategy with students in school is they must attend and participate in class to earn the privilege of school release time to work. Linking these components is often an incentive to encourage high school completion.

- Youth with disabilities
Work experience coordinators from the Winona County school districts provide referrals to the Youth program staff. CareerForce youth program staff coordinate with Pre-Employment Transition Coordinator or Youth Vocational Rehabilitation Coordinator as needed.

- Teen parents
Winona County Social Workers, MFIP Case Managers, and high school teachers

are the main referral source for teen parents. Teen parents have unique needs and Youth Program staff work closely with the youth and all agencies involved to ensure timely access to all services and supports.

- Youth of color and other under-served, under-represented youth populations Winona CareerForce staff are aware of the disparities that exist in Winona County regarding the unemployment rate of BIPOC individuals compared to individuals who identify as white or Caucasian. All students are eligible to apply regardless of race. Youth workers are sensitive to differences in culture and continuously attend trainings on Diversity, Equity and inclusion and culturally responsive youth work.

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

Work readiness is assessed by youth program staff and site supervisor observation. It involves elements such as youth's punctuality and attendance, follow through with work tasks, attitude towards completing work tasks, asking for more work when tasks are completed, ability to function as a team member, attitude towards on-site supervisor and youth program staff, communication with team members and on-site supervisor, taking responsibility for behavior, and being able to give and receive constructive feedback. The use of the "Youth and Young Adult Program Positive Work Habits Performance Evaluation" (Attachment E) is deployed at mid quarter and the end of the quarter to assist us with the Work Readiness evaluation. The youth complete this as a self-reflection exercise, the work site supervisor completes this evaluation, along with the work experience teacher.

- Approach to assuring work readiness skill attainment for youth participants

    An initial assessment of the prospective program participant is completed by the youth program staff. Referral sources are given an overview of the youth program and basic qualifiers for program participation. (This includes teachers, vocational rehabilitation counselors, and probation officers). We have the youth complete safety training online and have the youth review safety materials in their orientation packet. We offer a mock interview to the youth before they go out to the job site and encourage the employer to ask questions at the initial meeting. Workshops on work readiness are available.

    Once the youth is working, the on-site supervisor gives us a pre and post evaluation. When the youth start a job, expectations of specific tasks at the worksite will be clarified as well as expectations of soft skills. The youth program staff will make on-site visits to assess the youth's progress and the fit of the work site. The on-site supervisor will fill out the "Monthly Performance Evaluation"

(Attached) which will be reviewed with the youth and forwarded to the youth program staff. This allows the youth program staff to reinforce positive aspects of evaluation and discuss areas of improvement. Either supervisor may create a plan with the youth to overcome any work readiness deficits.

On-site supervisors are encouraged to discuss any concerns directly and immediately with the youth. On-site supervisors also need to express these concerns to youth program staff as soon as possible. Youth staff may assist the on-site supervisor and the youth to create a plan for improvement, suggesting concrete changes in behavior within specific time frames.

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

An employee evaluation sheet is available and will be used by the on-site supervisor and shared with the youth employee and youth program staff. (This is in addition to the weekly feedback on the time sheets, which lists times absent/tardy and a comment section). On-site visits by youth program staff and partner(s) will be made to evaluate all aspects of the youth's employment. The youth program staff encourages on-going communication with him/her, especially if there are any concerns. Staff also focus on positive aspects of the youth' performance.

16. If the WDA is planning to provide Outreach to Schools activities as a component of MYP in <mark>SFY 2023</mark>, please provide an overview and anticipated goals/objectives. See page 7 for additional discussion of OTS activities.

Outreach to Schools Activities in Winona County– Outreach to Schools (OTS) activities compliment the work of existing teachers and school counselors and provide youth and families with career exploration, post-secondary education information, and current labor market data. Examples of Outreach to Schools activities that have been implemented include (but are not limited to):

• Providing information to individuals and groups regarding occupations and industries in demand and with the highest growth throughout the region using current labor market information, which may include providing opportunities for students to directly experience occupations through job shadowing, mentoring and business tours.

• Providing workshops to classes on planning for post-secondary training, including accessing financial aid and selecting an appropriate program, as well as other career planning topics such as goal setting and navigating business culture.

• Tours of the Winona CareerForce location, information about the resources available at CareerForce Winona, and how to access and utilize the resources.

- Connections to community and private sector resources through a local career fair offered in the fall and spring, career event, and tours of businesses in strategic industries. We have done these in the past with great success however with the pandemic we may be limited on our ability to have in person events until further notice.

• Group and individual sessions including instruction and presentations on CareerForcemn.org, labor market information, high growth, and high wage industries along with in-demand occupations.

• Individualized career development activities including career exploration and career assessments, resume preparation, mock interviews, and job search assistance.

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

- Attach the Shared Vision for Youth Blueprint to identify local interagency partnerships which serve the neediest youth and address the "opportunity gap", "achievement gap", and disparities in the workforce. (See Attachment 4)
- Private sector internships, on-the-job training, mentoring, job shadowing, pre-apprenticeship or apprenticeship training.

  o Previously we have involved youth in an e-mentoring program, connecting youth with a successful local businessperson. This program is reviewed on a yearly basis to assess continued implementation.

- Pre-Employment Transition Services (Pre-ETS) project, if appropriate.
- Strategies implemented during the Disability Employment Initiative including Integrated Resource Teams (IRTs); expanded collaboration with local partners, including Vocational Rehabilitation Services (VRS); and activities related to the "Guideposts for Success" such as employability skills/work experience, career preparation, leadership development, family engagement, and connecting activities.
- Strategies for coordinating with after-school and out-of-school time programming.
  o Obtaining the school calendars as well as establishing a communicative connection with the school staff and teachers providing the services to coordinate opportunities for outreach.

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

- MFIP counselors are housed at CareerForce Winona and are available to the youth program staff. Information can be shared when appropriate releases are signed. Guidelines will be provided so that both MFIP counselor and client understand the enrollment in both programs. MFIP and youth program staff can verify that no services are being duplicated but are providing maximum benefit to the client. Information regarding the youth program will be provided to county financial workers to share with potentially qualified SNAP participants.

18. Describe the WDA's approach to making each of the 14 required youth Program Elements available to participants in WIOA. Briefly describe the following for each of the 14 required elements:
    a. Who provides the service? If another agency (or agencies) provides these services, describe the scope of service(s) provided and how the WDA ensures participants are receiving appropriate service levels.
    b. If the service is provided by another agency (or agencies), describe how they were selected, what kind of MOU exists between the WDA and the provider.
    c. Summarize whether WIOA youth funds are used, and/or other funding sources are braided or blended to offset some (or all) of the cost of delivering that particular service.
    d. Summarize how the required program element is delivered to participants and any "best practices" associated with that element.
    e. The required 14 WIOA Young Adult Program Elements [P.L 113-128, Sec 129(c)(2) and individually defined and discussed in the final rules at 20 CFR 681.460]:
        i. Program Element 1: Tutoring, study skills training, instruction, and dropout prevention services
            1. Program elements are provided by CareerForce Winona, ABE, The Roost at Minnesota State College Southeast, Winona State University student services, licensed school social workers, special education teachers, school guidance counselors and other community-based organizations. A memo of understanding includes the school districts, several post-secondary institutions, ABE, and local non-profit organizations.

        ii. Program Element 2: Alternative secondary school services or dropout recovery services
            1. Alternative secondary services are provided by Adult Basic Education, GED, Credit Recovery, Adult Diploma and Area Learning Centers. A memo of understanding includes the school districts, several post-secondary institutions, ABE, and local non-

profit organizations. WIOA funds are used if needed or other services are offered by partners.

iii. Program Element 3: Paid and unpaid work experience
   1. Paid and unpaid work experiences are provided by local business partners including public and private companies, educational institutions, and other local non-profits. Work experience sites are secured based on the needs of the client.

iv. Program Element 4: Occupational skill training
   1. Local post-secondary institutions provide occupational skills training. WIOA youth and adult funds are used to provide participants with tuition and supplies.

v. Program Element 5: Education offered concurrently with workforce preparation and training for a specific occupation
   1. CareerForce Winona partners with the Reach Program and Work Based Learning coordinators throughout Winona County. The Programs are designed to help participants identify strengths and skills, explore careers, and set short term and long-term goals regarding post-secondary education and careers.

vi. Program Element 6: Leadership development opportunities
   1. Leadership development is an on-going process for youth participants, taking initiative, having integrity, and developing self-confidence are components that we work with youth to establish. Community partners and work experience employers play a role in leadership development by instilling responsibility and accountability. Youth attending secondary and post-secondary education are encouraged to participate in student led organizations. We are in the process of developing a more formal approach to leadership development to prepare youth and young adults for self-sufficiency.

vii. Program Element 7: Supportive services
   1. Supportive Services are a critical part of helping youth and young adults succeed by removing barriers to allow them to focus on educational and training goals. Supportive services help with transportation, clothing allowances, rent or mortgage, school supplies, etc. The approach is to help youth and young adults to focus on their opportunities instead of being concerned about the necessities.

   viii. Program Element 8: Adult mentoring
      1. Adult mentoring is informal with plans to create a more formal process to better serve youth. Currently teachers, CareerForce staff, work site supervisors, school social workers, and school counselors provide mentoring.

   ix. Program Element 9: Follow-up services
      1. Follow –up services are provided to youth exiting the WIOA program including support, problem solving help, career counseling, referrals to other services or agencies, training options or whatever may be needed in their quest for a successful career. Follow-up may be made via e-mail, text message, social media, letter and/or phone call to the individual. CareerForce Winona services are offered to all to assist in job seeking skills development, job search, job leads or resource and referral to other agencies. In any contact with the youth or family member, they are encouraged to make use of the CareerForce Winona and services offered including mock interviews, use of Career Lab, resume/online application assistance. Youth may attend any regularly scheduled workshops (often covering job search or success on the job topics).

   x. Program Element 10: Comprehensive guidance and counseling
      1. CareerForce Winona Program Staff refer clients to local service providers and agencies including Family and Children's Center, Hiawatha Valley Mental Health and Family Service Rochester, in addition to partnering with secondary and post-secondary school staff to ensure program participants have access to comprehensive mental health services including support and treatment for substance abuse.

   xi. Program Element 11: Financial literacy education
      1. Winona Public Schools are providing Financial Literacy training to all students in the Youth Work Experience class, as well as for the students participating in the Winona Chamber of Commerce REACH Program. Working with other Winona County school districts we plan to ensure youth and young adults are receiving financial literacy training through the district or in partnership with CareerForce Winona. As for students attending college with WIOA funds it is recommended that they take Personal Finance as

one of their electives. All clients are receiving financial literacy counseling in a one-on-one basis with the Youth Coordinator.

xii. Program Element 12: Entrepreneurial skills training

1. Entrepreneurship is one of the regional career pathways which will be used to guide youth and young adults to receive entrepreneurial skills training. Red Wing Ignite is an organization that supports entrepreneurs, businesses, and students. As part of Red Wing Ignite, Startup ignite specifically focusses on education and assistance to individuals interested in starting their own business in SE Minnesota. We will utilize the resources of Startup ignite as a partner to offer entrepreneurial skills training.

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

1. Labor market information is a key part of career counseling as it gives insight to career paths leading to in demand occupations. As part of the intake process career interests are explored, and recommendations are based on labor market information. Youth and young adults can utilize CareerForcemn.com to look at the most in demand jobs and other labor market information to help them find the best path and fit for their future. The DEED local labor market analyst based in Winona is also willing to meet with youth, parents, and social workers to discuss labor market trends and has provided youth program staff with training on using labor market tools and reports located on the DEED website.

xiv. Program Element 14: Postsecondary preparation and transition activities

1. Youth program staff work closely with youth and young adults to determine their interests and skills using assessment tools to determine which post-secondary option is best for them. Any skills that are missing or need improvement to be successful in their post-secondary experience are determined and they are referred to resources to update those skills. Transition activities include help with the admission and financial aid application process, orientation, class scheduling and working with the school and the student to make sure the youth is prepared to attend the post-secondary school successfully.

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

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

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

Outcomes				
Improve Transition Outcomes for Juvenile Offenders	**Improve Transition Outcomes for Youth Aging Out of Foster Care**	**Improve Transition Outcomes for Youth with Disabilities**	**Prevent and End Homelessness**	**Reduce High School Dropout Rates**
Strategies				
Coach ex-offenders in job search skills, including application completion, resume and cover letter writing and interview skills.	Help youth identify community resources and connect with resources while in foster care.	If WOTC is reauthorized for Vocational Rehabilitation clients (and youth is a vocational rehabilitation client), make sure employers know how to use this incentive	Coordinate with Winona Volunteer Services for short term housing needs and with SEMCAC and Winona Housing Redevelopment Authority for longer term needs.	Coordinate services with high school teachers to provide education and incentives as to the value of a high school diploma. Use work experiences as both an option as well as an incentive to stay in school. Work experience would discontinue if school is not attended.
Work with all partners to increase awareness of ex-offender job search	Arrange for regular (monthly, biweekly) meetings of youth with support person to identify problems early	Work with employer groups to increase hiring of individuals with disabilities		Other options to obtain their high school credential through GED programs offered through Adult Education Services.
CareerForce (Winona) has	Work with youth to identify	Work cooperatively with on-site		

Outcomes				
Improve Transition Outcomes for Juvenile Offenders	**Improve Transition Outcomes for Youth Aging Out of Foster Care**	**Improve Transition Outcomes for Youth with Disabilities**	**Prevent and End Homelessness**	**Reduce High School Dropout Rates**
Strategies				
membership on Winona County's Criminal Justice Coordinating Council (that is made up of policy makers, and law enforcement to parole officers and judges).	warning signs that they need additional assistance – help them	vocational rehab services to help youth identify career choices/on-going support people and resources		
Providing job search and job skills training to offenders while they are still incarcerated.				

WINONA COUNTY
WORKFORCE DEVELOPMENT BOARD

Individual Training Account POLICY
2017 005
Approved 11.04.20

PURPOSE
This policy outlines the Winona County Workforce Development Board's directives for providing Individual Training Accounts (ITAs) for WIOA eligible adult, dislocated worker and youth participants.

BACKGROUND
Training services, when determined appropriate, for WIOA eligible adults, dislocated workers and youth must be provided either through an Individual Training Account (ITA) or through a separate training contract. Additionally, providers may use a combination of ITAs and training contracts to provide training services. When WIOA

funds are used to pay for training services the training provider must be listed on the State Eligible Training Provider List (ETPL) unless the training is on-the-job training, customized training, or incumbent worker training, which are excluded under federal law. Internships, transitional jobs or unpaid work experience opportunities, which are career services, are also excluded. Training services paid for using State Dislocated Worker funds must be licensed, registered, or legally exempt by the Minnesota Office of Higher Education (OHE) or other appropriate state agency. It is a best practice to use the ETPL for all training services regardless of the funding source. Participants are expected to utilize information such as skills assessments, labor market conditions/trends, and training providers' performance, and to take an active role in managing their employment future through the use of ITAs.

Training services may include, but are not limited to:

- Registered Apprenticeships
- Occupational skills training, including training for nontraditional employment (also known as Credentialed Training or Classroom Training)
- On-the-job training
- Incumbent worker training
- Programs that combine workplace training with related instruction, which may include cooperative education programs
- Training programs operated by the private sector
- Occupationally specific skill upgrading and retraining Entrepreneurial training programs that assist qualified unemployed individuals who are seriously interested in starting a business and becoming self-employed. (note: TAA participants cannot have a goal of self-employment, and entrepreneurial activities are not allowed under TAA law)
- Job readiness training provided in combination with any of the above training services, with the exception of registered apprenticeships (note: job readiness training alone does not constitute a training service)
- Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training
- Non-credentialed training, which is an organized program or course of study that provides occupationally specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at intermediate or advanced levels but does not result in an industry-recognized credential when successfully completed.

POLICY

ITAs are one training option available to eligible and appropriate participants when it is determined by the program coordinator that they will be unlikely or unable to obtain or retain employment that leads to self-sufficiency or higher wages from previous employment through career services alone. An ITA is limited in cost and duration and must result in employment leading to economic self-sufficiency or wages comparable to or higher than wages from previous employment.

Training services, whether accessed by ITAs, or under contract, will be provided in a manner that maximizes informed consumer choice in selecting an eligible training service provider in accordance with the goals and objectives outlined in the participant's individual employment plan.

ITAs are allowed for out-of- school youth ages 18-24 (out-of-school youth ages 16-17 are not eligible for ITAs) per WIOA Section 129(c)(2)(D) and 20 CFR 681.550.

ITAs are not entitlements and shall be provided to eligible participants on the basis of an individualized assessment of the person's job readiness, employment and training needs, financial, social and supportive needs, labor market demand and potential for successful completion, as documented on the participant's Individual Employment Plan (IEP).

ITA funding for training is limited to participants who:
- Complete an assessment and an IEP that identifies the selected training course;
- Are unable to obtain grant assistance from other sources to pay the costs of training or require assistance beyond available grant resources from other sources, such as Pell Grants in order to complete their training goals;
- Select training programs that are directly linked to an in-demand industry sector or occupation or sectors that have a high potential of sustained demand or growth in the local area or in the planning region or in another area in which the participant is willing to travel or relocate [WIOA Section 134(c)(3)(G)(iii)]; and
- Maintain satisfactory progress/grades throughout the training program.

A. **Training Exception**

Individual Training Accounts (ITAs) are the primary method for procuring training services. However, in certain circumstances, a training contract may be used to provide training services instead of an ITA. This is referred to as a "training exemption". Training contracts may only be used if at least one of the five circumstances listed below applies. The contract exemptions include:

1. On-the-job training, which may include paying for the on-the-job training portion of a Registered Apprenticeship (RA) program, customized training, incumbent worker training, or transitional jobs;
2. If the local Workforce Development Board determines that there are an insufficient number of Eligible Training Providers in the local area to accomplish the purpose of a system of ITAs. This determination process must include a public comment period for interested providers of at least 30 days;
3. To use a training services program of demonstrated effectiveness offered in a local area by a community-based organization or other private organization to serve individuals with barriers to employment. The criteria may include:
    o Financial stability of the organization
    o Demonstrated performance in the delivery of services to individuals with barriers to employment through such means as program completion rate; attainment of the skills, certificates, or degrees the program is designed to provide; placement after training in unsubsidized employment, and retention in employment; and
    o How the specific program relates to the workforce investment needs identified in the local plan;

4. If the Local Workforce Development Board determines that the most appropriate training could be provided by an institution of higher education or other provider of training services in order to facilitate the training of a cohort of multiple individuals for jobs in-demand sectors or occupations, provided that the contract does not limit consumer choice; and
5. If the Local Workforce Development Board determines a pay-for-performance contract is suitable consistent with 20 CFR 683.500 (note that no more than 10% of the local funds may be spent on pay-for-performance contract strategies)

B. Coordination of WIOA Training Funds and Other Federal Assistance

WIOA funds are intended to provide training services in instances when there is no grant assistance, or insufficient assistance from other sources such as, but not limited to: Temporary Assistance for Needy Families (TANF); Supplemental Nutrition Assistance Program (SNAP); Title IV Programs such as Federal Pell Grants, Academic Competitiveness Grants, National SMART Grants, Federal Supplemental Educational
Opportunity Grants, or Federal Work-Study; GI Bill or other Federal financial aid available to military veterans; and state-funded grants to pay for those costs.

Students who are awarded Pell grants or other grant assistance may benefit from a combination of the Pell grant with WIOA training funds, when the cost of training exceeds the amount of the Pell and any other financial aid.

The full cost of participation in training services may be taken into consideration, including the direct and indirect costs related to training program attendance. The direct costs would include tuition, fees, books, and equipment or supplies required by the training program. Indirect costs could include room and board, transportation and personal expenses as determined by the training providers "Total Cost of Attendance".

Reimbursement is not required from the portion of the Pell Grant disbursed to the participant for education-related expenses, per 20 CFR § 680.230; however, it cannot exceed the full cost of program attendance.

ITAs are established only to cover the direct training costs specifically required by and paid to the ETP.

Program Coordinators must consider and document in the participant file the availability of other sources of grants, *excluding loans*, to pay for training costs so that WIOA funds are used to supplement but not supplant other sources. The use of WIOA funds to make payments towards a personal loan of an otherwise eligible participant is prohibited. However, the mere existence of a federal loan, *regardless of the status*, must not impact ITA eligibility determinations.

C. ITA Authorization

ITAs must be approved by a WIOA Program Coordinator prior to issuance.

ITAs are authorized only for training programs listed on the Eligible Training Provider (ETP) list, as required in WIOA Section 134(c)(F)(iii). ITA funds are paid directly

to the training provider.

ITAs may be used for pre-apprenticeship programs however, only pre-apprenticeship programs listed on the ETP list may be approved. (20 CFR 680.330(a))

ITAs may be authorized for training programs in other states or online training if the training program is listed on the ETP list or there exists reciprocity agreements with other states.

ITAs are not authorized for individualized career services such as short-term pre-vocational services that may include the development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, professional conduct, or other non-occupation-specific topics that are intended to prepare individuals for unsubsidized employment or training. Those services should not exceed 40 hours of instruction except in documented special circumstances.

ITAs will not be issued to any individual in default of a student loan. The participant must have the default status removed prior to the approval of WIOA funding.

An ITA will not typically be issued to a participant without a GED, High School Diploma or equivalent. Exceptions may be made on a case by case basis with approval from program coordinator.

D. <u>ITA Funding Limit</u>

A funding cap of $20,000 per enrolled participant is set for training, and associated training/tuition expenses such as fees, equipment/equipment usage, other education materials when included in billing for training/tuition expense. All other expenses not attached to training/tuition will be considered support service and paid for with support service vouchers. This is not a guarantee of $20,000, but a maximum funding based on the actual costs of the approved training course/program, and financial assistance need of the participant. Requests to exceed this limit may be approved by the program coordinator's manager on a case-by-case basis. Documentation of the manager's approval authorizing the ITA increase must be included in case notes located in Workforce One.

This amount is dependent on WIOA funding and may be reduced during times funding is limited. When additional grant funding has been received and budgeted in the local workforce development area, the limitation on the maximum funding cap to be paid per participant can be lifted.

The maximum ITA limit is not an entitlement. The amount and duration of each participant's ITA award is determined on an individual basis. Funding amounts will take into account the total costs of the selected training program, any other financial assistance available to the participant, and the WIOA funding available to the Adult, Dislocated Worker or Youth Programs.

The ITA funding can only include the cost of training services such as tuition, fees, books, supplies, tools, and equipment.

An ITA may fund prerequisite training to a vocational training program if it is required by the educational institution.

The length of an ITA will be limited to a maximum of 2 years. However, longer ITAs will
be evaluated on a case-by-case basis, and with signed approval from program coordinator.

ITAs will be disbursed incrementally and participants will be required to maintain a satisfactory level of progress.

E. ITA Continued Funding

Continued funding of an ITA is contingent on availability of WIOA funds and on the participant's satisfactory progress in school. Program Coordinators will review the participant's training progress and expenses each semester, or more frequently depending on the training institution's schedule. An individual's progress will be considered satisfactory upon earning:
- A grade point average that does not fall below 2.0 for two consecutive terms; or
- A grade point average sufficient to graduate from, or receive certification in, the individual's approved area of study; or
- Sufficient credit hours to finish the approved course of study within the timeframe established under the approved training plan.
- In the case of self-paced or ungraded learning programs, satisfactory progress means participating in classes and passing certification examinations within the timeframe established under the approved training plan.

Program Coordinators must arrange to receive training progress reports (i.e. transcripts) from participants in adequate time to process the subsequent tuition payment.

Program Coordinators must develop with participants who are not earning satisfactory progress in their coursework, a service strategy to overcome the barriers impacting progress. WIOA ITA funding may be terminated if participants do not earn satisfactory progress for two (2) or more consecutive school terms (i.e. quarters, semesters, etc.).

Academic suspension shall suspend the ITA until such time that the participant is no longer on academic suspension.

F. ITA Modifications

An ITA may be modified to ensure the individual attains their educational goals and subsequent employment. In some circumstances, such as when a program of training is removed from the Training Plan, or when extraordinary program expenses develop, the participant and program coordinator must agree on whether to complete the plan of training with the existing provider, seek a similar program, or discontinue training.

Awards may be adjusted for multi-year programs when eligible providers increase costs from year to year, if the individual does not have other resources available to cover these increased costs.

Modifications to ITA may be made as needed. Any modifications to the ITA should be documented in case notes located in Workforce One.
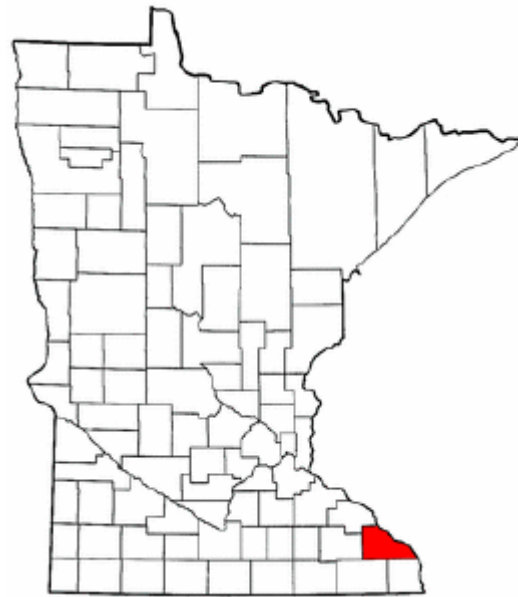
WINONA COUNTY
WORKFORCE DEVELOPMENT BOARD
SUPPORTIVE SERVICES POLICY
2017 002
Approved 9.2.20

The Workforce Innovation & Opportunity Act (WIOA) CFR §663.800 requires local workforce investment boards to develop a policy regarding supportive services for

youth, adults and dislocated workers. The regulations include services such as transportation, childcare, dependent care and needs-related payments.

Based on individual assessment and availability of funds and in accordance with DEED policies, supportive services may be awarded to eligible active program participants. Supportive service awards are intended to enable an individual to participate in workforce-funded programs and activities to secure and retain employment.

Eligible adult program participants include individuals who are receiving some form of public assistance or have incomes at or below the self-sufficiency standards for the Winona County Workforce Development Board. Eligible dislocated worker program participants are individuals determined eligible for WIOA or state enrollment under the dislocated worker provisions. Eligible youth program participants are active within the program and express need for such services.   Supportive services are provided on the basis of need and eligibility, as determined by the Title I program contractor(s).

SUPPORTIVE SERVICES FOR ADULTS/DISLOCATED WORKERS & YOUTH
All support services must be approved in advance of expenditure by CareerForce staff. The total maximum supportive services amount per adult/dislocated/youth program participant is $1000 annually. Annually is defined as 365 days from when they request and are awarded the supportive service(s).

Employment counselors must coordinate with community resources to provide linkages to community services in the local area to ensure that any services that are available, are used before program funds. Program resources may not be used unless no other available resource can be found.

Supportive services provided to a program participant or program participant support individual (parent/caregiver/etc) may include but are not limited to:
- A. Transportation
  - Transportation costs can also include bus, taxi/cab, and parking passes.
    - Program participant identifies no other transportation options.
    - Receipt for parking pass costs must be submitted to case manager for approval and recording in file.
  - Gas voucher may be authorized and utilized; when applicable and appropriate, the amount reimbursed must be based on actual mileage.
    - Documentation of mileage reimbursement through use of technology/apps (such as GoogleMaps or Gas Buddies) must be included participant file of anyone that received transportation support services
    - Proof of up to date insurance card is required for transportation support services or gas vouchers.
- B. Clothing & Tools (as required and necessary for job)
- C. Health Care Screen or Physical (as required for job)
- D. Books, fees, supplies for post secondary students
  - Covered support service costs may include books, fees, and supplies for post-secondary students that are not directly related to the training service (such as study materials, supplemental learning materials, etc.) – *note that books, fees and supplies required for a participant's training*

should be paid for using training services funding. Can also include self-study materials if the client is not taking a course or enrolling in a program, but needs self-study materials to prepare for the licensure test and will obtain a license if they pass the test.

E. Technology-Staff will ensure and document need as outlined below and in DEED policy
  ○ The computer is required.
  ○ The customer does not otherwise have access to a required computer.
  ○ The price is reasonable.
F. License Fee (i.e. CDL, certification fees, GED fees, clearances, stackable credential fees as required for job)
G. Day Care (including elder care)
  ○ Limited term care is available based on funding and impact on program participation.

Supportive services may be provided to program participants based on specific need as determined allowable and appropriate by the program contractor(s). Participant case notes must document the form of supportive services provided and the date of issuance. The program contractor(s) must maintain accurate documentation of all supportive services provided to participants.

Stipends can be offered in lieu of wages, or offered concurrently for classroom training that complements a work experience. A stipend is usually a set amount given for participation/completion of an activity.

Incentives may be provided to youth upon completion of activities tied to goals identified in the Individual Service Strategy (ISS). Incentives in the form of retail store gift cards, gas cards, etc. may be provided to those youth who successfully benchmark from one (1) significant activity to another. Programmatic progress as such shall be measured and evaluated by the case manager during the tenure of the activity. Case note entries must document what form of incentive was used and the date of issuance.

ELIGIBILITY
Supportive services may only be provided to individuals who are:
1) Participating in programs with activities authorized under WIOA; and
2) Unable to obtain supportive services through other programs providing such services.

PAYMENT OF SUPPORTIVE SERVICES
Supportive service funding must be budgeted annually by the Title I program services contractor(s). Payments of supportive services will be managed through the Title I 3 program services contractor, and payments will be made directly to the provider of the supportive services. Reimbursement of expended funds to program participants is available with appropriate documentation.

DOCUMENTATION
Program service providers are required to maintain documentation sufficient to satisfy the requirements of this policy. At a minimum this includes:
1) Determination of participant's request for supportive services and/or training
reimbursement items or goods in case notes in Workforce One, stating the reason services are necessary;
2) Case notes determining that program contractor(s) have attempted to use other resources before WIOA supportive services dollars are authorized;
3) Determination of program contractor's approval of participant requests in case notes in Workforce One;
4) Records of payments, including date of receipt, the amount of payment, check/voucher number, validated by the participant;
5) If applicable, bus ticket logs signed by the participant and the case manager;
6) Supporting documents such as payroll receipts, redeemed checks or vouchers paying for the goods or services, travel log;
7) In the case of daycare/eldercare services, documentation of other resources explored.

Program contractor(s) must establish internal controls that result in equitable treatment, maximize the allocations, and ensure coordination with, and referral of participants to, other community resources. **WDB or its administrative staff support entity has the authority to grant exceptions to participants on a case-by-case basis if additional supportive services allocation would significantly benefit the individual in job retention, wage progression, or training completion in order to achieve job retention or wage progression.**

Non-WIOA funded programs may have different support service guidelines than those listed above. In these instances, grant guidelines should be followed.
Priority must be given to enrolled eligible veterans and their spouses under the Jobs for Veterans Act. If program and service resources are limited, then the veteran or spouse is given priority.
NOTE: The veteran or spouse does not bump another program participant already receiving supportive services.

Positive Work Habits
Instructions: Please check the column that applies to each competency area below. You will be asked to fill this form out twice during the work experience.

Participant: _____   Date: _____

Competency Areas	Needs Improvement	Satisfactory	Excellent	Comments
PUNCTUALITY				
ATTENDANCE				
ATTITUDES/BEHAVIOR				

Conducts self properly			
Active/Interested			
Dependable			
Accepts assignments			
Assumes responsibility			
Shows initiative			
Concern for quality			
Honest			
APPEARANCE			
Personal hygiene			
Dresses appropriately			
Neat in appearance			
INTERPERSONAL RELATIONSHIPS			
Interaction with supervisor			
Accepts constructive criticism			
Interaction with co-participants			
Communicates clearly			
Uses appropriate language			
TASK COMPLETION			
Follows directions			
Follows chain of command			
Completes tasks timely			
Completes tasks thoroughly			
Not easily distracted			
Admits mistakes			
Works independently			
Keeps personal life separate			
Keeps work area clean			

_____   _____

Worksite Supervisor Signature   Date _____

_____
Winona WorkForce Center Staff Signature   Date

PUNCTUALITY & ATTENDANCE	Maintained successful employment for 90 days with a satisfactory or above rating by the worksite supervisor for attendance and punctuality, following at least 20 consecutive, scheduled working days.
ATTITUDES & BEHAVIOR	
Conducts self properly	The participant adheres to established rules, regulations, personnel policies and safety practices; s/he abstains from illegal actions and remains free from the influence of chemicals.
Active/Interested	The participant shows enthusiasm, attentiveness, and willingness to learn.
Dependable	The participant exhibits proper and consistent work habits and does what s/he says will be done.
Accepts assignments	The participant does not talk back, give excuses, refuse to perform, gripe about the repetitive work or act in an insubordinate manner.
Assumes responsibilities	The participant demonstrates carrying out assigned tasks without undue prompting or urging.
Shows initiative	The participant demonstrates the ability to seek additional tasks; exhibits desire to grow/advance; and offers appropriate suggestions for improvement.
Concern for quality	The participant performs carefully, diligently and patiently seeks to produce outcomes, services or products that conform to established standards.
Honesty	The participant is truthful when reporting facts and events.
APPEARANCE	
Personal Hygiene	The participant shows clean hair, skin nails, teeth, ears, and nose of objectionable odor.
Dresses appropriately	The participant is clothed in acceptable attire, including uniforms, in accordance with the dress code.
Neat in appearance	The participant demonstrates acceptable personal presentation and grooming including proper fit and condition of clothes and footwear, cut of hair/facial hair, style of nails, and use of cosmetics.
INTERPERSONAL RELATIONSHIPS	
Interact w/supervisor	The participant maintains an acceptable and cooperative relationship with supervisor showing respect, cordiality, sensitivity and appropriate demeanor.
Accepts criticism	The participant reacts appropriately to authority and receives feedback regarding performance without protest; s/he attempts to remedy any problem (e.g. by redoing unacceptable work).

Interact w/co-participants	The participant maintains acceptable and cooperative relationships with others, showing respect, cordiality, sensitivity and appropriate demeanor and exhibits sincerity, courtesy, friendliness, helpfulness, discretion/tact when dealing with public.
Communicates clearly	The participant expresses thoughts/ideas in an understandable manner.
Appropriate language	The participant refrains from using profanity or making discriminatory remarks.
TASK COMPLETION	
Follows directions	The participant executes written and/or oral instructions and asks appropriate questions when needed.
Chain of command	The participant is aware of and reports to proper individuals for various situations (e.g. time off, sickness, etc).
Task timeliness	The participant manages time and completes tasks efficiently within established deadlines; s/he works at a steady speed/accurate pace.
Task thoroughness	The participant accurately and effectively completes assigned tasks in their entirety and works productively with attention to detail.
Not easily distracted	The participant stays on task; s/he does not daydream, socialize inappropriately or have his/her attention directed by external interruptions.
Admits mistakes	The participant recognizes own errors and makes appropriate corrections as needed; s/he persists and keeps on striving despite difficulties.
Works independently	The participant performs tasks with minimal supervision and makes appropriate decisions objectively and adequately, according to the situation presented.
Personal life separated	The participant does not allow domestic and/or social situations to intrude in the workplace (e.g. makes appropriate day care and/or transportation arrangements, handles marital, health, housing and financial problems during person time; s/he appears attentive and alert.
Clean work area	The participant keeps his/her own work area and shared work areas clean/neat and free from unnecessary clutter, garbage or debris.

Employee Monthly Evaluation

Definitions:

1. **Attitude/Enthusiasm**: Does the employee display a positive attitude regardless of the situation or task assigned? Does the employee project their attitude to other members within the company/agency; is it positive or negative?
2. **Reliability**: Can you give the employee a task and feel confident that the task will be accomplished without constant follow-up supervision or attention?
3. **Attendance**: Does the employee show up on respected work schedule and does not abuse calling in / missing work?
4. **Courtesy**: Does the employee have a well-mannered behavior towards others? Does he use civility or politeness in his actions? This can also be defined as an act requiring special generosity.
5. **Adaptability**: Can the employee adjust to new and/or changing situations? Does he accept failure when encountering a new situation or does he aggressively seek a solution to adapt and overcome it? Can the employee "think on his feet?"
6. **Productivity**: Does the employee follow orders and directions from superiors? Is their obedience positive and without hesitation, or do they display reluctance when given orders? Do they carry out assigned duties with the spirit and intent of the task?

7. **Participation/Cooperation**: Very simply put, is he a team player or does he sit on the sidelines? Can the employee work in harmony and in concert with others — superiors, peers, and subordinates — to accomplish company/agency goals.
8. **Interest**: Is the employee eager to meet the next challenge or does he sit around waiting to be told what to do? Is he interested in things outside of their comfort zone / area of expertise?
9. **Personal Appearance**: Does the employee meet the personal appearance for the respected positon and the company/agency standards?

Traits and Qualities	Poor	Fair	Good	Excellent	Outstanding
Attitude/Enthusiasm					
Reliability					
Attendance					
Courtesy					
Adaptability					
Productivity					
Participation/Cooperation					
Interest					
Personal Appearance					

Adjective	Standard of Proficiency
Poor	Does acceptable work in some of the duties by cannot be depended upon? Needs

		assistance and close supervision on all but the simplest assignments.
	Fair	Handles routine matters acceptably but needs close supervision when performing duties not of a routine nature.
	Good	Can be depended upon to discharge regular duties thoroughly and competently but usually needs assistance in dealing with problems not of a routine nature.
	Excellent	Does excellent work in all regular duties, but needs assistance in dealing with extremely difficult or unusual assignments.
	Outstanding	Does superior work in all duties. Even extremely difficult or unusual assignments can be given with full confidence that they will be handled in a thoroughly competent manner.

Comments: (Please add comments on areas needs improvement and areas the employee is doing well)

_____   _____
Worksite Supervisor's Signature   Date

_____   _____
Employee Signature   Date

_____   _____

CareerForce Case Manager Signature   Date

All parties must sign.

Fax: (507) 453-2933 Attn: Youth
Or scan and send via email to dawn.lubahn@state.mn.us