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
Rural Minnesota CEP, Inc. **803 Roosevelt Ave.** **Detroit Lakes, MN 56501**	**Tina Jaster** **Director of Operations** **803 Roosevelt Ave.** **Detroit Lakes, MN 56501**
Director Name: Vicki Leaderbrand **Telephone Number:** 218-847-0718 **Fax:** 218-846-7404 **E-Mail:** vickil@rmcep.com	**Contact Name:** Tina Jaster **Telephone Number:** 218-847-0720 **Fax:** 218-846-7404 **E-Mail:** tinaj@rmcep.com

Basic Organization Information

Federal Employer ID Number:	Minnesota Tax Identification Number:
41-0942639	7223300
	SWIFT Vendor ID Number (if known):
	0000196982001

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:	*Vicki Leaderbrand M.S.*
Title:	Executive Director
Date:	3/17/222

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:	#2 Rural Minnesota CEP Inc.
E-Mail Address/Phone No:	nancyb@rmcep.com 218-847-0720
Date Submitted (or Modified):	05/20/2022

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%)	$46,480	$138,423	$184,903	$81,085	$150,295	$184,903	$184,903
841 In-School Youth Work Experience Wages/Fringe	$4,794	$74,160	$78,954	$56,704	$67,830	$78,954	$78,954
825 Out-of-School Youth Work Experience Wages/Fringe	$30,000	$181,018	$211,018	$156,713	$183,865	$211,018	$211,018
872 In-School Youth Work Experience Staff Costs	$30,194	$119,127	$149,321	$59,984	$119,564	$149,321	$149,321
855 Out-of-School Youth Work Experience Staff Costs	$41,706	$137,372	$179,078	$76,056	$144,756	$179,078	$179,078
874 In-School Youth Direct Services (Non-Work Exp.)	$12,878	$51,055	$63,933	$25,643	$51,173	$63,933	$63,933
877 Out-of-School Youth Direct Services (Non-Work Exp.)	$90,641	$320,535	$411,176	$170,771	$331,031	$411,176	$411,176
848 In-School Youth Support Services	$440	$2,214	$2,654	$995	$2,105	$2,654	$2,654
862 Out-of-School Youth Support Services	$8,000	$40,944	$48,944	$18,236	$38,708	$48,944	$48,944
860 In-School Youth Other Services	0	0	0	0	0	0	0
878 Out-of-School Youth Other Services	0	0	0	0	0	0	0
837 In-School Youth Training	0	$2,605	$2,605	$1,300	$2,210	$2,605	$2,605
838 Out-of-School Youth Training	$16,355	$316,781	$333,136	$206,425	$285,620	$333,136	$333,136
Total:	$281,488	$1,384,234	$1,665,722	$853,912	$1,377,157	$1,665,722	$1,665,722

Estimated Percentage of NEW WIOA Funds Expended on Out-of-School Youth (Must be at least 75 percent):	80%
Estimated Percentage of NEW WIOA Funds Expended on Work Experience (Must be at least 20 percent):	41%
Estimated Total Number of Youth to be Served With WIOA Youth Funding:	265

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

WDA Number and Contact:	#2 Rural Minnesota CEP Inc.
E-Mail Address/Phone No:	nancyb@rmcep.com 218-847-0732
Date Submitted (or Modified):	05/20/2022

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%)	57,310	14,325	28,650	42,975	57,310
881 Youth Participant Wages and Fringe Benefits	200,192	80,100	120,115	170,165	200,192
885 Direct Services to Youth	274,056	68,515	137,030	205,545	274,056
860 Outreach to Schools (Direct Services; This cannot exceed 20%.)	33,550	4,385	14,770	25,155	33,550
891 Support Services	8,000	2,000	4,000	6,000	8,000
Total:	573,108	169,325	304,565	449,840	573,108

Estimated Number of MYP Youth Served/Cost Per Participant

Estimated No. of MYP Youth Served:	190
Outreach to Schools (OTS) Youth + Families Served (Note that OTS is an optional activity):	80
Estimated Total Number of MYP Youth and Families Served:	270
Estimated Cost Per MYP Participant:	3016
Estimated Cost Per OTS Participant-Family:	419

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

RMCEP is committed to providing 8 Regional MYP-OTS events the focus on bringing workforce outreach to area students. Each of our sites will design events that best meet the needs of the students they serve. Topics may include, LMI data, on-line job applications, Job Fair events, FASFA events, career and education planning, or hands-on occupational discovery opportunities.

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:	WDA 2, Rural MN CEP, Inc. Tina Jaster
E-Mail Address/Phone Number:	tinaj@rmcep.com 218-847-0720
Date Submitted (or Modified):	July 5,2022

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:	76/85.3	68.0%	69.0%	68.0%	69.0%
Employment/Education/Training 4th Quarter After Exit:	74/85.9	69.0%	69.0%	70.0%	70.0%
Credential Attainment:	62.5/67.5	62.0%	62.0%	62.0%	62.0%
Median Earnings:	3,700/6,257	$4,000	$4,000	$4,000	$4,250
Measurable Skills Gain:	49/49.7	41.0%	42.0%	49.0%	50.0%

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 PY 2022/SFY 2023
Provide a current Mission Statement and Work Plan for your Youth Committee

Mission Statement:
The goal of the Workforce Innovation & Opportunity Act (WIOA) program for youth in Local Workforce Development Area 2 (LWDA 2) is to establish a comprehensive development system that will assist youth to achieve economic self-sufficiency and empower them to act as solid contributors to community growth. The system will provide effective learning environments linking education and employment; leadership development; nurturing mentors; and sustained support. The 2021 Youth Council has also requested an increased awareness and focus on providing all services and practices within the scope of Equity and Inclusiveness.

Youth Council Key priorities for 2022

1) **Resiliency:** Staff will understand the causes of Adverse Childhood Experiences and its long-term effects on employability. Staff will have the knowledge to respond appropriately.
    a) Staff will discuss, promote and work with the youth to identify one caring adult relationship that models healthy development, expects responsibility and success in meaningful and relevant activities and roles.

2) **Financial Literacy:** Teach financial literacy as a life-long practice to promote financial responsibility.

3) **Leadership and Community Involvement: Expand leadership and community opportunities for participants though community connections. Staff will work with youth to identify and access leadership roles through connecting with others, improving communication skills and taking advantage of opportunities with more responsibility**.
    a. Staff will work with youth identify and access leadership roles through connecting with others, improving communication skills and taking advantage of opportunities with more responsibility.
    b. Community involvement by youth is a way to start developing confidence and leadership skills as well as be a positive influence to others at the same time.   Staff will discuss the idea of becoming involved in their community through groups, clubs, events, and volunteer participation.

4) **Career Planning and Advising: Provide career planning and development to launch life-long successful decision making.**
    The Employment Plan (EP) is based on an objective assessment of academic level, interests, and service needs of each participant. The EP identifies those services that address the youth's individual needs. A Workforce One template has been developed by RMCEP and contain the Guideposts for Success areas and potential collaborative partners. The purpose of these services is to prepare youth for post-secondary educational opportunities, link academic and occupational learning, prepare youth for employment, and provide connections to the job market and employers. Staff interaction with youth is based on the individual needs and values of each youth, who voice preferences for goal setting, plan development, work site experience,

and future career direction. Staff model the identification and accessing of resources, and support youth to do the same to build self-advocacy skills.

5) **Prioritize training for Youth Counselors in Equity, Access, and Inclusion outreach and guidance:** RMCEP will encourage staff to participate in training opportunities and to become involved in community activities that will enhance their knowledge of the everyday lives of BIPOC populations. This will be done through notification of on-line and live training events, videos, community events and hosting training related to equity and inclusion. Discussions on related subjects will also be held at the internal staff trainings for Youth staff held twice per year.

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: *Troy Haugen* **Phone Number:** *218-737-6511* **E-Mail:** thaugen@lcsc.org	Career and Technical Education	Yes
Member Name: *Terry Blake* **Phone Number:** *218-494-3651* **E-Mail:** Dblake539@feltontel.net	Employer; Small Business	Yes
Member Name: *Maureen Lilleby* **Phone Number:** *218-847-0724* **E-Mail:** Maureen.lilleby@state.mn.us	Transition Age Youth with Disabilities	No
Member Name: *Arlyce Cucich* **Phone Number:** *218-847-0735* **E-Mail:** arlycec@rmcep.com	Workforce Innovation & Opportunity Act (WIOA)	No
Member Name: *James O'Donnell* **Phone Number:** *218-299-5175* **E-Mail:** James.odonnell@co.clay.mn.us	Juvenile Justice	No
Member Name: *Brenda Anderson* **Phone Number:** *218-304-8711* **E-Mail:** brendala@rmcep.com	Youth Services Coordinator/Practitioner	No
Member Name: *Caitlin Orgon* **Phone Number:** *218-441-4550* **E-Mail:** corgon@evergreenyfs.org	Social Services	No
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 PY 2022/SFY 2023

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

Youth Service Provider/Contact	WIOA				MYP			
Name of Service Provider: *Rural Minnesota CEP, Inc.* **Address:** *803 Roosevelt Ave.* **City, State, ZIP** *Detroit Lakes, MN 56501* **Contact Person:** *Tina Jaster* **Contact Person Phone:** *218-847-0720* **Contact Person E-Mail:** *tinaj@rmcep.com* **Service Provider Website:** *www.rmcep.com*		**Yes**	**No**			**Yes**	**No**	
	ISY:	X			**Summer ONLY:**		X	
	OSY:	X			**Year-Round (incl. summer):**	X		
					Outreach to Schools:	X		

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.**

   WIOA Notice of Proposed Rule Making Section 681-400 states that eligible providers of youth services be selected by awarding a grant or contract on a competitive basis does not apply to the design framework services when these services are more appropriately provided by the grant recipient/fiscal agent. Design framework services include intake, objective assessments and the development of individual service strategy, case management, and follow-up services.

   WIOA law Section 123(b) states that a local board may award grants or contracts on a sole-source basis if such board determines there is an insufficient number of eligible providers of youth workforce investment activities in the local area involved (such as a rural area) for grants and contract to be awarded on a competitive basis under subsection (a). Based on the insufficient number of eligible providers of youth workforce investment activities in the local area, the local board will award the WIOA youth program to a sole-source provider as allowed in WIOA law Section 123(b).

   - **See RMCEP Attachment A for copy of most recent board minutes to support WIOA Final Rules at 20.CFR681.400.**

2. **Describe outreach and recruitment of:**
   - **Out-of-School Youth ("OSY")**
   - **In-School Youth ("ISY")**

   Outreach and recruitment services are provided to assure that interested youth are aware of the program, informed of its general goals and objectives, and given the necessary information to apply for the program. All youth desiring employment, regardless of economic status, will be encouraged to utilize a CareerForce location.

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

   The Youth Committee developed the following strategies for recruiting out-of-school youth: Youth Coordinators routinely make personal contacts at agencies such as: Adult Basic Education (ABE), Alternative and Area Learning Centers (ALC's), Vocational Rehabilitation (VR), clergy, community centers, community and technical colleges, court systems, group homes, half-way

houses, high schools, probation departments, shelters, social services and other agencies serving youth to provide program information and opportunities and determine the best contact person.

Youth staff provides youth brochures, business cards, social media events, and power point presentations to key contact people in businesses, schools and organizations. Youth staff provides brochures and flyers at community locations frequented by youth (i.e., Community centers, fast food restaurants, gas stations, gyms/health clubs, malls, public health, sports functions, YMCA/YWCA's).

RMCEP Youth Coordinators recruit from other programs operated by RMCEP. Such programs include MFIP, SNAP, WIOA Adult, TANF Teen parent, and MYP. Youth staff contact county attorneys, judges, diversionary workers, county social workers, and probation officers to request that they consider a referral to CareerForce services as a part of the youth's plan.

Outreach and recruitment include public service announcements, posters or fliers, and personal contact with agencies and schools serving youth. Social media efforts on Face Book, including "boosts" and weekly program updates are an effective recruitment effort for the public. The following agencies are informed of the program and used as outreach resources: CareerForce partners, Community Action Agencies, County Social Service Offices, Probation Offices, and Public Schools/Area Learning Centers/Alternative Education/Adult Basic Education, LSS and area youth centers. Outreach and support at community job fairs, school career fairs, and Financial Aid events within schools has a positive impact on participation and community support.

Under WIOA, youth enrolled in post-secondary school at enrollment are considered in-school youth. Youth enrolled in Alternative and Area Learning Centers at time of enrollment in WIOA are considered in-school youth.

- **In-School Youth ("ISY")**

  Youth Coordinators develop and maintain strong relationships with area schools, including Alternative and Area Learning Centers to conduct outreach and recruitment of in-school youth. Youth Coordinators communicate through counselors, teachers, superintendents, principals and other school officials via face-to-face meetings and providing written or electronic material about the program. School classes may visit the Career Force Centers, and this has proven effective for return participation in our services. We work closely with Community Transition Interagency Committees (CTIC), ABE, and ALC's to provide program information and recruitment of youth who have barriers and or disabilities. Relationship development is essential to outreach and recruitment for in-school youth and many schools contact us with referrals.

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.**

RMCEP will follow the eligibility policies and procedures written in the state administrative manual for youth services and provide the Youth Coordinators with internal policies and processes which align with the states' policies. Compliance with policy is confirmed during state monitoring visits.

The term ''**In-School Youth**'' means an individual who is—
   a) Attending school (as defined by State law), including secondary and postsecondary school; **AND**
   b) not younger than age 14 or older than age 21 at time of enrollment. Because age eligibility is based on age at enrollment, participants may continue to receive services beyond the age of 21 once they are enrolled in the program; **AND**
   c) a low-income individual; **AND** one or more of the following barriers: a) Basic skills deficient.
   d) An English language learner.
   e) An offender.
   f) A homeless individual aged 14 to 21 who meets the criteria defined in sec. 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6)), a homeless child or youth aged 14 to 21 who meets the criteria defined in sec. 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a (2)), or a runaway;
   g) An individual in foster care or who has aged out of the foster care system or who has attained 16 years of age and left foster care for kinship guardianship or adoption, a child eligible for assistance under sec. 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement;
   h) An individual who is pregnant or parenting;
   i) An individual with a disability; or,
   j) An individual who requires additional assistance to complete an educational program or to secure or hold employment.

An **"Out-of-School Youth"** refers to an individual who is—
   a) Not attending any school (as defined under State law); **AND**
   b) Not younger than age 16 or older than age 24 at time of enrollment. Because age eligibility is based on age at enrollment, participants may continue to receive services beyond the age of 24 once they are enrolled in the program; **AND**
   c) one or more of the following: a) A school dropout.
   d) A youth who is within the age of compulsory school attendance but has not attended school for at least the most recent complete school year calendar quarter. School year calendar quarter is based on how a local school district defines its school year quarters. In cases where schools do not use quarters, local programs must use calendar year quarters;
   e) A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is either basic skills deficient or an English language learner;
   f) An offender;
   g) A homeless individual aged 16 to 24 who meets the criteria defined in sec. 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6)), a homeless child or youth aged 16 to 24 who meets the criteria defined in sec. 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a (2)) or a runaway;
   h) An individual in foster care or who has aged out of the foster care system or who has attained 16 years of age and left foster care for kinship guardianship or adoption, a child eligible for

assistance under sec. 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement;

i) An individual who is pregnant or parenting;
j) An individual with a disability; or
k) A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

High Poverty Area:

A youth who lives in a high poverty area is automatically considered to be a low-income individual. A high poverty area is a Census tract, a set of contiguous Census tracts, an American Indian Reservation, Oklahoma Tribal Statistical Area (as defined by the U.S. Census Bureau), Alaska Native Village Statistical Area or Alaska Native Regional Corporation Area, Native Hawaiian Homeland Area, or other tribal land as defined by the Secretary in guidance or county that has a poverty rate of at least 25 percent as set every 5 years using American Community Survey 5-Year data.

Additional Assistance Barrier:

Local Workforce Development Boards must define in their Local Youth Plan their definition of "an individual who requires additional assistance to enter or complete an educational program or to secure or hold employment" for OSY.

The definition is slightly different for ISY; Local Workforce Development Boards must define in their Local Youth Plan their definition of "an individual who requires additional assistance to complete an educational program or to secure or hold employment" for ISY. This definition must be reasonable, quantifiable, and based on evidence that the specific characteristic of the youth identified objectively requires additional assistance.

RMCEP's Additional assistance barriers as defined by the local Workforce Development Board and the Youth Committee includes any of the following:

-Single parent household member   -One or more grade level behind peers
-Unemployed more than 15 weeks   -Lacks significant work history
-Not in the labor force   -History of substance abuse
-Persons of color   -A refugee household member
-Geographically isolated   -English as a second language
-Migrant youth   -Incarcerated parent
-Behavior problems at school   -Family literacy problems
-Domestic violence   -Chronic health condition(s)
-High School Graduation Incentive (HSGI)
-Member of family receiving Supplemental Social Security

The RMCEP client services team in the CareerForce locations makes the eligibility determination upon completion of a client intake form and verification of selected documentation. The basic eligibility and characteristic information is collected on the application form. The staff member who assists the applicant in completing the intake form makes the initial determination. One or more members of the client services team then review the intake form and then confirm the eligibility determination.

The intake form is forwarded to the Operations Service Department as soon as possible, but no later than 30 days after the application date. A thorough review for completeness, accuracy, and consistency is conducted. This process is completed within one week, although it usually only takes one or two days. The intake data is then entered in the RMCEP AS400 computer applicant master files, where a third eligibility review is accomplished by computer software. The data collected on the application forms, including necessary age, social security number, and Right to Work documents, allows RMCEP to determine eligibility for the WIOA Young Adult and MYP programs, and to determine priority for selection. The information on the application is generally regarded as a snapshot in time of several facts about each of the applicants. All age and school status criteria for eligibility must be met at time of enrollment.

Eligible 14-24-year-olds who live in the LWDA may be served. RMCEP will serve persons who are not residents when the local labor market for that individual lies within LWDA2, and travel to the service provider in the applicant's LWDA would cause hardship. RMCEP estimates that fewer than 2% of these participants will be non-residents. These clients will be enrolled on the same priority scale as any other client; those most in need and who can benefit from RMCEP services will be selected first. The local RMCEP manager must approve exceptions and a release form must be attained from the LWDA in which the youth reside.

Youth must meet income guidelines to be enrolled in MYP. Eligibility can also occur through meeting the definition of at-risk youth. For purposes of determining eligibility, the following list of situations identifies a youth to be at-risk:
Youth who:
• are pregnant or parenting;
• have Limited English Proficiency;
• are dropouts or potential dropouts (as identified by school professional);
• are juvenile offenders/diversion program youth;
• are receiving public assistance and/or group home services;
• have disabilities including learning disabilities;
• are homeless or runaway youth;
• are chemically dependent or children of drug or alcohol abusers/dependents;
• have basic skills deficiency;
• have educational attainment one or more levels below grade level appropriate for age;
• are foster children.

Documentation is required for all of the above at-risk categories. MYP and WIOA male participants 18 years of age or older must be in compliance with the Military Selective Service Act registration requirement. Staff use three general approaches to documenting eligibility: Source documentation, secondary documentation, and counselor/applicant attestation.

Five percent (5%) Window option: The five percent (5%) window for non-low-income eligible individuals applies to in-school youth and out-of-school youth. The five percent (5%) window applies to the total of all youth (ISY/OSY) in a program year, who would be enrolled under the low-income criteria, but do not meet the definition of low-income. This would reflect the two

low-income eligibility categories for OSY and ALL eligibility categories for ISY. These youth must meet one or more of the following at-risk criteria:

  (I)   Basic skills deficient.
  (II)   An English language learner.
  (III)   An offender.
  (IV)   A homeless individual, runaway.
  (V)   In foster care (or has aged out of the foster care system), or in an out of-home placement.
  (VI)   Pregnant or parenting.
  (VII)   A youth who is an individual with a disability.
  (VIII)   An individual who requires additional assistance to complete an educational program or to secure or hold employment. This is defined by the Workforce Development Board approved barriers. Workforce Development Board approved barriers who meet the required additional assistance area include:

An individual who requires additional assistance+ to enter or complete a Single parent household member

- One or more grade levels behind their peers
- Unemployed more than 15 weeks
- Lacks significant work history
- Not in the labor force
- A history of substance abuse
- A refugee household member
- Geographically isolated
- English as a second language
- Migrant youth
- Incarcerated parent
- Behavior problems at school
- Family literacy problems
- Domestic violence
- Chronic health conditions
- High School Graduation Incentive (HSGI)
- Persons of color

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.**

In our service area, our Workforce Development Board and the Youth Committee have identified the following characteristics as meeting the definition required for additional assistance: Single parent household member, member of a family receiving MFIP, geographically isolated, member of a family receiving food support, individual with a disability, American Indian, Hispanic, African American, one or more grade levels behind their peers, English as a second language, unemployed more than 15 weeks, lacks significant work history,

not in the labor force, member of family receiving Supplemental Security Income, history of substance abuse, or refugee.

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.**

    RMCEP's person-centered assessment starts at the time of intake with a participant. A document called the Youth Assessment questionnaire (See RMCEP Attachment B) is used by the intake staff person. This structured and guided interview with the youth is used to determine strengths, needs and vocational potential for inclusion in the Individual Employment Plan (EP) that is developed with each young adult. The assessment includes an examination of basic skills, occupational skills, educational background, prior work experience, employability, interests, attitudes towards work, motivation, behavioral patterns affecting employment potential, and family situation. The assessment includes an evaluation of the participant's barriers to employment, including financial resources and supportive service needs. Basic skills assessment will consist of current school records such as proficiency or achievement tests. When these are not available, the Comprehensive Adult Student Assessment System (CASAS) may be used.

    The Youth Assessment questionnaire content has been organized to correspond with the five Guideposts for Success (See RMCEP Attachment C). The revised Guideposts for Success 2.0, released in 2019 contains a "Youth Competencies" section to further define what knowledge, skills, and attitudes are constructive for youth development. This allows staff to gather information about the youth and their current situation in the domains of home, school, and community. It also provides a means of further identifying community partners and providers that may play a role in delivering inter-dependent services to youth and who may fund services we cannot. With the proper releases in place, RMCEP can request assessments conducted by other human service, education, or employment and training programs that have been completed within the year of application for service. This can eliminate duplication or provide supplemental information relevant to the development of the ISS/Employment Plan.

    Upon the completion of the questionnaire and intake paperwork, the RMCEP staff who work with the WIOA Young Adult programs begins a career planning process with the participant. This involves discussion and assessments with career interest inventories, career pathways information, LMI information, training and skill requirements for occupations, the availability of training and the financial options to cover the cost of such training. Assessment and career planning tools that are available for staff to use include:
    - Minnesota Career Information System (MCIS)
    - O*Net Interest Profiler
    - LMI data on the DEED website
    - FAFSA Website
    - My Skills, My Future
    - Handouts with information on Career Laddering, Job Shadowing, Occupational Interview Questions, and Informational Style of Decision Making

RMCEP continues our subscription to MCIS for all eight locations and over 16 staff initially received a full day on-site training from MCIS Training Specialists from the Minnesota Department of Education (MDE) to helped maximize the efficacy of this technology and to enable staff to strengthen collaboration with our education partners. Youth can access their personal portfolio into adulthood and can leverage the information it contains to further guide post-secondary pursuits or a career recalibration.

The Minnesota Career Information System (MCIS) is an Internet-based system that combines a wealth of career, educational and labor market information into one comprehensive, easy-to-use exploration tool. With MCIS, students and clients can:
• Learn about over 520 occupations
• Develop a personal portfolio and personal learning plan
• Research colleges, universities, and career schools
• Find scholarships and financial aid
• Improve job search skills and create a resume

Young adults who are out of school at the time of enrollment and present with barriers related to the English language are referred to ESL classes as appropriate. ESL assessments are administered through the ESL provider. MYP participants are assessed for work interests and supportive service needs for predominantly summer employment.

RMCEP has used and will continue to use the Big Ideas USA mobile learning lab which is a trades career simulator classroom. This provides students with virtual experiences from performing an oil change, using a commercial paint sprayer efficiently, learning basic welding through Augmented Reality (AR) and to using an excavator simulator developed by the Caterpillar Corporation to train heavy equipment operators with developing their skills as excavators by digging a trench. More information can be found on Big Ideas at Big Ideas USA – Providing Opportunities to Discover, Explore & Learn Real World Trades.

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.**

RMCEP's assessment questionnaire begins the discovery process that leads to the creation of the Individual Service Strategy (ISS) or what RMCEP calls the Employment Plan (EP). Agency approved templates using the framework of Guideposts for Success 2.0 (See RMCEP Attachment C) were created during Round 7 of the Disability Employment Initiatives in WorkForce One for WIOA In-School-Youth, WIOA Out-of-School Youth and MYP programs. The Goal section of the EP template lists an immediate goal, a long-term employment goal, a snapshot or summary of the youth situation at time of enrollment, needs related to each of the five Guideposts for Success, and a list of potential partners by agency. This ensures a richly resourced plan. This is especially important for a youth with a disability because it helps address how that disability impacts various life domains of the participant. Using identified strengths and limitations or barriers, the EP is modified as the youth proceeds through their career pathway toward self-sufficiency, at minimum once per year.

Use of the template is required and has been embedded in program policies. Staff are trained on policies and practices annually through a Youth Coordinator Training. At times these trainings include subject matter experts such as John Olson from DEED. RMCEP is expanding this training to mobile formats, training events using peer mentors, and increasing the frequency as training needs dictate. Our staff are well versed on Guideposts #1 School Based Preparatory Experiences and Guideposts #2 Career Preparation and Work Based learning Experiences. Guideposts #3 pertains to activities and interests outside of school and work that help a youth become well-rounded and gain maturity. Participation in volunteer or service-learning opportunities, teams or clubs, civic groups, faith-based groups, and opportunities to interact with multi-generational people contribute to social-emotional learning and self-confidence. This is here a mentor relationship can be forged. Guideposts #4 Connecting Activities represents a participant who received a service from another partner or provider other than RMCEP (GP#2) or a school team (GP#1). Some of these services are county waiver funded such as a Personal Care Attendant (PCA) a Job Coach, or Community Living Specialist or HUD or HRA funded such as a housing agency. The goal is to help the participant understand what services are available to them in the community which they may need into adulthood. Other examples are Community Action Agencies, crisis shelters, public transit, even the public library. Financial Literacy falls under GP#4. We may teach budgeting and money management basics, but young adults will need some knowledge of banking, credit union, or other financial planning entities. Guideposts #5 Family Involvement and Supports describes and promotes who the youth described as a person he/she can go to for advice, encouragement, or help. This can be a parent, grandparent, foster parent, stepparent, sibling. Anyone in the immediate or extended family connected to the youth who can model accountability, communication, and contribute to an IRT if needed. The reality is that there are times a youth cannot identify a single family member who serves in that role. That is when a mentor can make the difference. Knowing this, a Youth Coordinator can try to match the youth with a work-site supervisor who has proven to be a strong mentor in the past. All it takes is one caring adult to make a difference.

The EP incorporates information from the previously mentioned assessments, MCIS as well as National Career Readiness Certificate (NCRC) results, IEP components released by the school to develop a sequence of interventions, a timetable for services, referral to other services and assignment of responsibility. Goals are set to assist youth develop competencies in basic skills, work readiness skills and/or occupational skills such as the ability to make career decisions, to conduct an effective job search, competence in meeting employers' expectations on the job, demonstrating appropriate job behavior, and life skills to equip youth to live independently. Those who are basic skills deficient have a goal and strategy to develop basic skills. The EP for youth without a high school diploma or GED includes a strategy for secondary school completion. If additional occupation training is needed, the EP reflects the participant training and related financial needs, and the mix of WIOA and other funds.

Specific to MYP, In LWDA2, eighty percent (80%) of our MYP funding is currently focused on a summer program designed to provide meaningful work and basic skills to enhance the future employability of youth participants. Twenty percent (20%) of our funding is dedicated for the school year with a focus on those participants who have a disability who can benefit from work

experience activities. Within this configuration, up to twenty percent (20%) will be used for Outreach to Schools, particularly in providing career advising services. The primary activity for our summer participants is Work Experience. The EP will focus on the four criteria below:

1) Work interests and skills to be developed (i.e., basic work ethics), career exploration, occupational experience;
2) Worksite information;
3) Supportive service needs; and
4) Return to school for youth lacking high school diploma or GED.

Building on over 30 years of research and experience, the National Collaborative on Workforce and Disability for Youth (NCWD/Youth), in collaboration with the U.S. Department of Labor's Office of Disability Employment Policy (ODEP), created the Guideposts for Success which was updated in 2019 as Guideposts for Success 2.0. Excerpted from the Guideposts for Success 2.0, the principles are:

o High expectations for all youth, including youth with disabilities;
o Equality of opportunity for everyone, including nondiscrimination, individualization, inclusion, and integration;
o Full participation through self-determination, informed choice, and participation in decision-making;
o Independent living, including skills development and long term supports and services;
o Competitive employment and economic self-sufficiency, which may include supports;
o Individualized, person-driven, and culturally and linguistically appropriate transition planning; and
o Universal Design of environments, programs, and services to enable all individuals to access and participate in opportunities.

Guideposts for Success describe the person, not the program. WIOA elements describe program requirements. A key resource provided to staff to fortify DEI best practices is the DEI-funded PACER publication, "Incorporating Guideposts for Success into Minnesota's Personal Learning Plan Process." It also has student scenarios to illustrate how these concepts and principles play out in real life. It clarifies the inter-dependency of roles of the participant, his/her family, and other collaborative partners and stakeholders in achieving graduation and employment goals.

Once goals are set through the Employment Plan, staff select program specific activities that describe interventions and strategies that will be leveraged to move the participant along their career pathway.

PACER's "Incorporating Guideposts for Success into Minnesota's Personal Learning Plan Process" has also been provided to staff who provide career pathway services in the High School or Alternative Learning Center (ALC) environment.   This can be found at https://www.pacer.org/transition/resource-library/publications/ST-42.pdf

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 pandemic forced our counselors to find new ways to reach out to youth and partners. We quickly changed to virtual means of communication using the platform that is most likely used by area youth, school districts and partners. More and more of our time was spent on outreach and follow up as building relationships is more time consuming when face to face interactions were not happening. These restrictions moved our staff to adapt service strategies to meet the goals of the program.

The Workforce Development Board has set high-growth, in-demand jobs as a focal point in all services provided to youth. This includes a focus on work readiness skills as well as academic and occupational learning for employment in high-growth, in-demand jobs. RMCEP's Youth Council has helped shape five key priorities for 2022 which include Resiliency, Financial Literacy, Expanding Leadership and Community Involvement, Career Planning and Advising and Prioritizing training for Youth Counselors in Equity, Access, and Inclusion outreach and guidance. Through career exploration, job shadowing, work experience, workplace interviews, internships and apprenticeships, participants have an opportunity to match their interests, values, and assets to potential careers and as much as possible due to age or capability, experience the tasks, environment, and responsibilities that might come with such a career or industry. Some of the growth that takes place through these opportunities is measurable, and some is intangible. Growth can come through a less-than-successful work experience as well as a successful one.

Employability skills are the outcome of work-based learning as well as social and emotional learning. The Collaborative for Academic, Social, and Emotional Learning (CASEL) describes social and emotional learning as "the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."

Integrated experiential learning is typically arranged through a student's IEP and may provide academic credit for a work experience. For this type of activity, RMCEP and school personnel are more closely engaged to align outcomes and measurables toward the student's transition plan and RMCEP's Employment Plan.

RMCEP's use of staff through Outreach to Schools plays a significant role in assisting youth with in-demand occupations and work experiences that are in-demand. Youth may spend time job shadowing at a job site with a person employed in a career which interests the youth. The participant observes, asks questions and perhaps provides limited assistance to the person whom the youth is shadowing. Participants may receive wages through WIOA funds or MYP.

RMCEP has a highly structured work experience policy to maximize results. Our success comes from historically collegial relationships with local businesses and industry. There are approximately 900 worksites that have been developed across the RMCEP service area that can be recruited for use in any given year. Through various summits, workshop panels, networking, constant recruiting, and job fairs, we are able learn from our business partners which specific skills sets they require to conduct business. A work experience has a greater chance of success when we match the placement of a youth by incorporating strategies identified elsewhere in

this plan. It also leads to a more prepared employee once a young adult completes a post-secondary degree or credential for a particular employer or industry.

Participants perform meaningful work limited to 29 hours per week in well-supervised worksites with public or private sector employers. Work training is a temporary activity which provides individuals with opportunities to acquire basic work skills (i.e., reliability, interpersonal relations, work site appropriateness, problem solving, communication skills, life skills, productivity, accuracy, and safety). Worksites are encouraged to provide opportunities for decision making. Older youth may acquire specific job skills. Staff and worksite supervisors communicate high expectations for the youth's performance and hold them accountable for their decisions. This is an environment where mentoring opportunities abound. At times, it may be a worksite supervisor that is willing to provide a mentoring role, at other times it may be a seasoned employee, some other worker who shares a common interest or passion, or an RMCEP employee. An example is an older welder who mentored a youth at the worksite, who was willing to continue that mentor role after the participant secured un-subsidized fulltime employment since they had connected over welding art.

The Employment Plan will identify the purpose and duration of a work experience based on the participant's need. A work readiness or education goal is set. RMCEP develops opportunities for basic work training with government or non-profit agencies as well as within the private sector to provide youth with opportunities to explore occupations and gain work skills. The participant will interview with the potential employer. Prior to placement, the work site supervisor and the participant go through the World of Work orientation with the RMCEP staff using the Youth at Work Reference booklet. World of Work reaffirms the behavioral expectation for the worksite as well as provides specific information about program operations, youth rights and responsibilities, and the supervisor's role and expectations. Complaint procedures, the Minnesota Data Privacy Act, rules of conduct, labor laws, safety policies, injury reporting and other required information is provided and explained. Additionally, timekeeping, rate of pay, employability skills, and similar work-related topics are discussed.

Within the first three months and at least one other time during the work experience, the Evaluation of Trainee Performance and Behaviors (RMCEP Attachment D) form is completed, and results are discussed with the worksite supervisor and participant. If goal measurables are not met, during their work experiences, the participant can gain the CASEL social-emotional skills of "social awareness, setting goals, and taking responsibility for oneself that are imperative to maintaining healthy relationships and practicing self-care." Woven into the work experience are an array of other program activities to build lifelong competencies of money management (banking, budgeting, and credit), self-advocacy and leadership opportunities (which come with increased pay). Work sites are randomly reviewed on an annual basis which gives RMCEP and the worksite supervisor an opportunity to solidify the benefit of work experience to both parties. (RMCEP Attachment E)

Training is also provided by private sector employers through OJT contacts. During OJT opportunities, input is solicited from the employer. Private sector employers are invited to speak to youth about workplace expectations and job qualifications. Of note is the input provided by the LWIB to the Youth Council, as the membership of the LWIB is made up of

individuals and private industry. Apprenticeship opportunities are increasing in our rural areas. Apprenticeship is discussed during career planning with the youth and if youth are interested, staff assist them in contacting the appropriate union or organization specific to the occupation of interest that requires an apprenticeship. In certain occupations, youth who attend post-secondary education in apprenticeship trades may receive credit for that training toward completing the apprenticeship. Examples include electrical line-worker and electrician.

Fortunately, in our rural area, we have been able to continue our services as we always have for the most part. When Covid-19 first created shutdowns, we had some limited access to both you and worksites. After the initial first 4 months or so, we were able to resume our normal work with most youth and worksites. Staying in contact with youth has meant more electronic means of communication as schools limited who could access their facilities for a while and so became a more normal communication method between staff and participants but in person visits still take place. We have also been trained on Workforce One Connect that is slowly being integrated into our client service plan.

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.**

    RMCEP conducts intensive research to identify the skills needs and occupations in demand by regional employers, as well as trends that affect the regional economies. In addition to labor market information, the Local Workforce Development Board members provide updated information at its regular monthly meetings. Every other year, we conduct regional Occupations in Demand focus sessions at which we invite members of local Chambers of Commerce, Economic Developers, Secondary and Post-Secondary institutions, ABE and business and industry to validate the most recent labor market information and provide updated information regarding the local economic trends and employment needs. These meetings are conducted for each of the three Economic Development regions in our service area. This information is then compiled and provided to our Youth Service Coordinators and other stakeholders to ensure career counseling and related career training has a focus on the skill needs of industries important to our regional economies. The Workforce Development Board and the Youth Committee have set a priority to focus on the regional needs as we provide career counseling to our youth as well as our adult clients. This is a key factor in the development of the Employment Plan for every customer we serve.
    - RMCEP approaches client service with a strength-based and holistic approach. Integrating local needs with career counseling, developing a relevant ISS/Employment Plan and providing the support services needed to promote success in that plan is at the core of our approach to providing employment and training services.
    - RMCEP works closely with post-secondary institutions to help develop programs and courses of study that promote career pathways. Among many initiatives are the industry-specific initiatives we have developed focusing on the healthcare, manufacturing, and trades sectors. These are key industries in our service region.
    - RMCEP has worked proactively for years with our post-secondary partners in developing stackable credentials, which are a core component in a career pathway model.

- As noted above, RMCEP uses this information within the objective assessment and career counseling to assist youth in identifying career pathways that meet their interests as well as internships to youth who are determined ready for such an experience.

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 WDA does not plan to use ITAs for WIOA Youth Participants.

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.**

All youth served under WIOA will receive follow-up services for one year after exit. RMCEP's follow-through system supports our Youth Committee goal for self-advocacy. These services focus on the youth's need for support, intervention, or new strategies to enable them to follow their plans. They can focus on job keeping and job satisfaction for those transitioning from school to work and provide referral to resources to continue their education.

Follow-up services may include leadership development, supportive services, mentoring, assistance with job retention or job advancement, and referral to resources to continue employment and/or education. Follow-up services focus on job keeping and satisfaction for those transitioning from school to work. Follow-up may also include skills for independent living, i.e., getting connected in the community, budgeting, renting, buying a car, and other life skills.

Support services are also available during the year of follow-through services after program exit. Supportive services are provided based on individual need and may include such supports as transportation, work tools not provided by the employer, or other reasonable expenses required to sustain their employment or continue their educational training.

For youth transitioning from high school to post-secondary education, follow-up services provide support for them to remain in school. Examples of these services include how to advocate for themselves with instructors, fitting into college life, managing work and school responsibilities, and getting connected to mentors in their career fields. Youth input as to what will best support his or her plan make services more meaningful. A series of brief letters provide encouragement to youth, reminding them of staff's presence and available resources.

Once a year, each Youth Coordinator will gather a group of up to 12 youth for a Peer-to-Peer Focus group meeting. A survey has been developed to gather information on each of the Guidepost's topics from youth input on their needs, knowledge, thought processes and experiences as they transition to adulthood. The input given by youth from this survey will assist our youth staff and Youth Committee to better understand what kinds of services are important and needed for youth to be successful during their program involvement. This information will also provide RMCEP with additional information to develop relevant follow-up

and retention strategies.

RMCEP does not have a policy relating to extending beyond the statutory requirement of offering follow-up for at least 12 months after exit.

See attached RMCEP's **Supportive Services Policy (RMCEP Attachment F)**.

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.**

    Although currently not providing any incentives in our WIOA and MYP Youth programming, the policy used when incentives are incorporated in programming focuses on the activities that are tied to goals in the Individual Employment Plan (see RMCEP Attachment G). Staff may also provide non-monetary recognition such as ribbons, certificates or premiums donated from the community to reward attendance, outstanding worksite evaluations, success in school or other accomplishments of the EP. Staff utilize opportunities to recognize youth progress with encouragement and praise.

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)**

    RMCEP provides supportive services that impact the success of each individuals EP. This past year RMCEP has adapted our internal supportive services policy to provide direction and support of technology. As each participant moves through their plan, the job counselor is trained to identify barriers and work towards solutions. Supportive services that address those barriers such as transportation, work items, childcare, technical assistance, and tuition are discussed and if appropriate are provided. Supportive services are available for 12 months following exit of the program.

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.**

    Young adults who are enrolled in the WIOA and MYP youth programs will have co-enrollment options available, dependent upon eligibility determination, for the following programs offered by RMCEP. These programs include DEI, MFIP, SNAP, WIOA Adult, Youthbuild, Youth at Work, and TANF Teen Parent. As other funding or program options arise, they will be considered as well. It is RMCEP's practice to determine and indicate on the intake form each individual applicant's eligibility for as many funding sources as possible at the time of intake. This helps to ensure for a smoother co-enrollment process later on.

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**
  The LWDA will provide a combination of work, learning and personal support to encourage dropouts to complete a high school diploma or GED. This ISS/EP may include working toward diplomas or GEDs in local alternative education programs, Area Learning Centers, or traditional high school programs. RMCEP will work with our local Adult Basic Education (ABE) programs to introduce the new *Minnesota Adult Diploma* option that may serve as an alternative to getting a GED for young adults over the age of 21. WIOA funds may be used to pay registration fees for GED programs, purchase materials and pay test fees. RMCEP staff may contract with local education partners to provide applied learning opportunities. Staff also work closely with local school districts, service cooperatives, and education districts throughout the area for dropout recovery and to support school completion.

  In addition, the Detroit Lakes Youthbuild project typically serves potential dropouts, pregnant or parenting youth, adjudicated youth or youth living on their own. In the Youthbuild project, youth construct homes for low-income individuals, learn work skills and develop academic skills through application. In the past, these opportunities have led to offers for full time jobs for some participants.

  RMCEP Youth Coordinators collaborate with alternative learning centers, group homes, and residential facilities which serve dropouts, pregnant or parenting youth, youth with chemical dependency and mental issues, and youth now are in out-of-home placement as a result of county or court order. Subsidized jobs, career exploration and instruction in basic work skills are among the strategies used by Youth Counselors.

  The Youth Council has also identified the following needs for out-of-school youth and focused services to address these needs:
  - Resiliency through trauma sensitive practices and procedures
  - Mentoring and the value of one caring adult
  - Financial Literacy Skills to promote life-long financial responsibility
  - Leadership Skills through self-advocacy and community connections
  - Employability Skills including social-emotional learning opportunities
  - Career Planning to launch life-long successful decision-making

- **Youth with language and/or cultural barriers to employment**
  Youth Coordinators tailor services and activities to meet the needs of the youth with language or cultural barriers in their geographic areas.   Examples of this include identifying and utilizing culturally specific worksites and community centers such as the Centro Cultural (Hispanic) and Wesley (Native American) Centers in Moorhead. RMCEP staff work closely with area cultural organizations that work within the community to increase cultural awareness and knowledge of interpreter services especially in areas with high concentrations of new Americans or refugee populations.

  Youth Coordinators also take full advantage of utilizing area ESL services. Alternative and Area Learning Centers are accessed to provide vocational training, English as a Second

Language, remedial education, GED, and diploma programs. RMCEP will provide interpreter services, as needed, for program orientations, one on one meetings and workshops. Worksite supervisors are informed of language and cultural needs prior to a youth being placed at their site. In the worksite, youth are encouraged to practice their English skills whenever possible. For example, for youth who work in nursing homes or day care centers, one of the goals is to help them work on their reading skills by reading to residents or toddlers.

- **Youth in foster care and aging out of foster care**
  RMCEP Youth Coordinators collaborate with youth who are in out-of-home placement as a result of county or court order, those who have aged out of foster care and organizations who can identify youth that could benefit from RMCEP's youth program services. Examples of entities are: Human Services, corrections/probation, foster care agencies, foster parents, mental health professionals and schools. Due to the abrupt nature of foster placements and family reunification, RMCEP can at times have a participant transferred out of our service area with no previous notice and with no ability to follow through with someone at the ultimate destination. This can often interrupt a successful work experience with no assurance that the youth will be connected to this same type of opportunity in the new location.

- **Homeless youth or runaways**
  RMCEP staff collaborate with school district liaisons serving students under the McKinney-Vento Act. We also learn of "couch-surfing" youth from self-report and anecdotal information. Staff participate in community homeless prevention groups or coalitions or attend local conferences such as Detroit Lake's "Nowhere to Lay Their Head" forum. It can be difficult to maintain communication while serving youth experiencing homelessness due to their mobility, but new technology can reduce this social disconnect.

  RMCEP Youth Counselors work closely with youth shelters and other organizations in the service area of LWDA2. Referrals to various local agencies are made to assist homeless youth with housing and emergency assistance.

  Most often, homeless youth need job readiness and job-seeking skills to assist them in finding employment. Work experience provides them with job readiness skills and much needed income as they prepare for unsubsidized employment. Support services can provide clothing, shoes/boots, job-specific uniforms or attire, bus passes, and other items they might not have.

- **Youth offenders and at-risk of involvement with the juvenile justice system**
  A strong emphasis is placed on developing pride in community and personal accomplishments as one method to help reduce recidivism. Through one-on-one career and life skills counseling, youth are assisted in reaching personal goals, skills attainment, self-sufficiency and increased self-esteem. Skills attainment includes OJT internships, completing a high school diploma or GED, or completing post-secondary classroom training.

Mentoring is a key component in working with youth who have been adjudicated and RMCEP Youth Counselors work with supervisors in work experience activities to help the supervisor serve as a mentor. Through work experience, the youth is able to develop a connection to his or her community. This helps to foster pride in contributing positively to that community.

Youth Counselors also develop a strong connection with probation officers and coordinate efforts. The "Skills for Adult Living" curriculum is used to help youth gain skills and confidence with daily living, problem-solving and self-advocacy skills. Treatment (if any), education and employment development plans are coordinated.

Youth will also access Community Action Agency (CAA) programs such as energy assistance, Head Start, food shelves, home and rental assistance, and weatherization through referrals and staff follow-through. CAAs also make referrals to the youth program from their programs.

- **Youth with disabilities**
  RMCEP participated with the past Disability Employment Initiative (DEI) and has ensured sustainability of the best practices through policy, operations, trainings, professional development of staff, and a subtle, yet impactful culture change within our organization. Reinforcing the correlation between the Guideposts for Success and the WIOA program elements impacts personal growth and developmental assets as well as program outcomes for each participant. Our most frequent and formal version of Integrated Resource Teams (IRTs) remains the Individualized Education Plans (IEP) meeting arranged and facilitated semi-annually by the schools. Technically, parents are tasked with inviting RMCEP staff, but school officials often give a heads up so we can also make a request to attend to a student or parent when necessary. Due to the collegial relationships, we have developed with our 68 school districts, we are welcome partners at the table. More recently staff are being invited to county case management meetings for youth on waivers. Staff trained by DHS (MNDB101) and SSA (Cornell University) are able to address questions related to SSI benefits or promote SSA's Ticket to Work program for an SSA beneficiary since we are an Employment Network. Youth with disabilities and Youth Counselors work closely with Vocational Rehabilitation Counselors through CareerForce locations and the Integrated Resource Team process. Expanding awareness of organizations and providers in the community contribute to self-advocacy skills for young adults transitioning to independence. This is extremely valuable for transportation, banking, housing, and other independent living needs. The PACER Center in Minnesota is available for assistance to our participants and their families for assistive technology and transition needs. RMCEP is also an active partner with the seven Community Transition Interagency Committees (CTICs) CTICs have evolved from the former MDE statute-driven format, but still remain a valuable collaborative tool for consumers, families, and professionals. CTIC Projects taken on in the past include opportunities to reach students and families with workshops, provider fairs, special speakers, college and career expo events, fund raisers, and live-stream events. Listening to students and their families is key since families often have a different perspective on needs than

professionals. The intent of CTIC legislation has been the same as with IEP or IRT teams: the student/parent dreams and goals drives the interventions and services.

- **Teen parents**
  The focus with teen parents is completing secondary education through partnerships with ABE, Alternative Learning Centers and public-school systems. Career planning and information regarding post-secondary training opportunities are also provided and encouraged. Often housing, transportation, household budgeting and day care are specific issues for this population. In addition to services normally received through the youth programs, the Youth Coordinators may make referrals to other agencies that can provide needed services such as food banks, mental health counseling, day care, etc. We focus on developing work history through work experiences.

- **Youth of color and other under-served, under-represented youth populations**
  LWDA2 partners with Red Lake Indian Reservation, Leech Lake Reservation and White Earth Indian Reservation schools whenever possible to coordinate services and work programs for Native American youth. Our service area is also growing in the number of persons of color through both migration and immigration who can take advantage of our youth services.

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.   See RMCEP Attachment E.**

- **Approach to assuring work readiness skill attainment for youth participants.**

  The attainment of proficiency or competency in the foundational and worksite specific skills necessary to be successful in the workplace are determined by the employer or site supervisor based on the youth attainment of work behaviors outlined in a worksite evaluation tool administered to all work experience participants to include WIOA and MYP. This tool clearly states the overall criteria necessary to achieve work readiness proficiency. For example, worksite evaluation tools could state that the work readiness proficiency can only be attained after a) the supervisor indicates satisfactory performance; and, b) a minimum numerical score for determining proficiency is achieved. This information and tool are discussed as part of the participant's World of Work orientation we do with each of them before they start a work experience. In addition, the Work Readiness Indicator evaluation is included in each youth's Employment Plan who is enrolled in the activity of work experience.

- **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.**

  RMCEP provides a worksite evaluation tool measuring performance in the workplace to each employer/supervisor at an appropriate time in the youth's employment (RMCEP

[Attachment D](). This is required to assess work readiness for the Work Readiness Indicator. The worksite supervisor who regularly observes performance at the worksite is in the best position to assess the quality of a person's work performance and signs the form which documents the skill. During the supervisor orientation, supervisors are trained in how to conduct an evaluation of the work readiness skills of the youth participating in work at their site. In follow-up visits to the worksite, the youth staff and the supervisor discuss an appropriate time to schedule the evaluation.

RMCEP staff follow-up with the employer/supervisor to ensure this documentation is understood, completed and returned.

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

The WDA2 continues to operate the Outreach to Schools Initiative. The Outreach to Schools Initiative focuses on addressing a major unmet need in this region: a strategy for delivering effective career counseling with an emphasis on regional occupations in demand. This builds on the work of the LWIB and Youth Committee in identifying the high growth, in-demand occupations and industries. Trained RMCEP staff serve as Career Advisors to provide career planning support to schools with limited career counseling resources. This year, we are operating this Career Advising service in 3 school districts within our service area on a fee for service basis. MYP funds will be used to provide career advising services to additional underserved school districts.

All of RMCEP's Youth Coordinators are trained to provide career advising and planning support to schools and participants with limited career counseling services. RMCEP serves 19 counties and will use MYP funds to provide these outreach efforts in all our schools. Activities offered and provided as requested are:
- Providing information to individuals and classes regarding occupations and industries in demand and those with the highest growth projected throughout the region using the most current labor market information available. As available, providing opportunities for job shadowing and business tour experiences.

- Provide information or workshops to classes on planning for post-secondary training, accessing financial aid and selecting an appropriate program. We also look for opportunities to set up a table at local school parent-teacher conferences so that students and their parents can visit with our Youth Coordinators regarding the assistance we can provide in career exploration and helping navigate the FAFSA financial aid process as well as looking for possible scholarships they can apply for.

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)**

See **RMCEP [Attachment H](#).**

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

  On-the-Job Training (OJT) is available within WIOA Youth Programs. RMCEP has developed an internal policy for administering OJT's. An OJT must be provided through a written contractual arrangement. OJT contracts may be written with employers in the private sector, the private non-profit sector, and public employers. When developing an OJT, counselors must review any union activity that may be involved. If the position is represented by a union, review the conditions of training with the union representative. The purpose of this review is: a) to inform the union about the conditions of training; and, b) to ensure that the OJT does not displace employees who are similarly employed or prevent those on layoff from being recalled. Obtain the union representative's signature to indicate that consultation occurred. If the union representative refuses to sign the contract, determine the reason for refusal and turn the matter over to the RMCEP Program Manager. The RMCEP Program Manager will review the reason for refusal with the Director of Operations. The contract may be approved without union concurrence.

  The OJT contract must identify the occupation, the skills and competencies to be learned, and the length of time the training will be provided. The OJT contract is a training alternative suitable for participants who may benefit from, or prefer, a hands-on learning environment over a classroom situation. OJT also provides a good incentive for employers to hire and train an individual for an occupation not requiring classroom-situation learning.

  Mentoring is a key element of service and within each Youth Counselor's goals for participating youth. Youth counselors encourage mentorship and assist each participant to develop relationships with supportive appropriate adults.

  Job Shadowing is an activity with RMCEP's career planning curriculum. Participants are given the options to "Job Shadow" as a way to gain knowledge of career options. Youth Counselors will assist to develop opportunities where job shadowing will result in "real life" work decision**.**

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

  N/A

- **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.

DEI Round 7 expired March 31, 2020. RMCEP ended with 187 DEI cumulative enrollments. RMCEP will continue to use the ISS/Employment Plan agency approved templates which organize goal setting within the framework of the five Guideposts for Success areas and capitalizes on the wealth of problem-solving capabilities that comes with "group think." Post-DEI grant, these best practices are now being applied to all enrolled youth for holistic, interwoven service plans. RMCEP staff intersect with educators in 68 high schools, VRS counselors who are available virtually, seven (7) Community Transitions Interagency Committee (CTIC) groups comprised of local agencies, and 19 County Human Service Agencies. The consensus goal of these relationships and communications are more seamless services and an awareness of each partners contribution to the whole. Although many of the CTIC groups have been limited during the pandemic, these groups are able to deliver multiple Parent Workshops throughout the region on topics that families themselves have identified as priorities. We will continue to use local workshops and resource fairs to strengthen family engagement with service providers and encourage family to family peer support.

One key DEI grant deliverable of PACER is the new publication, "*Incorporating the Guideposts for Success into Minnesota's Personal Learning Plan Process*." This has been made a go-to resource for youth-serving staff and leadership. It has been shared with board members, Youth Council members, CTIC members, and other collaborative partners. It is both are a document and a planning process to provide middle and high school age students career development opportunities. It is likely that RMCEP's Employment Plan (EP) and the school's Individualized Learning Plan (ILP) mirror each other in many ways. By adding more specialized partner services to address barriers of poverty, homelessness, and culture, a rich and person-centered plan acts as a motivation and support while youth and young adults explore and move along their career pathway. RMCEP is leveraging the plethora of resources at its disposal to prepare youth for employment. At the same time, we are called to prepare employers to be more inclusive. Two invaluable links for employers and worksites are askearn.org and askjan.org which provide employers toolkits, Q and A sessions, blogs, and human resource content.

With high-risk youth, Integrated Resource Teams (IRTs) are a key strategy. By helping a youth leverage all supports from all sources, blending and braiding funding, and augmenting services, success can become exponential rather than incremental. It takes the insight and creativity of the team to focus attention on the needs expressed by the youth rather than make assumptions. The value comes in balancing what is important "*to*" the participant with what is important "*for*" the participant. Self-empowerment that can result from an IRT is a lifelong asset most important for the previously marginalized. DEI approaches a youth with a disability as a youth first, so strategies that positively impact all youth often just need a recalibration to navigate any extra barriers associated with a disability type.

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

During the school year, youth who are on work experience sites typically work after their school day is done for a couple hours per day. When they have scheduled time off from school during the school year, they are able to put in more of a full day at their worksites if they have pre-arranged this time. Some of our participants also do work experience at worksites that have the youth work on the weekends.

Job Shadowing, Occupational Interviews, Leadership Development, Life Skills types of training and NCRC testing for certification are generally not during the school day for secondary participants. At times, if necessary and appropriate, the Youth Coordinator will work with the school staff to allow a participant to complete an activity as needed if it has to be during school time.

All youth participants are encouraged to become involved in an organization or activities within their communities. This can include school or community education related opportunities.

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

    RMCEP contracts with 16 counties in our LWDA to provide MFIP and SNAP participants with employment and training services. Because of this direct connection to participants aged 18-24, we work with our MFIP and SNAP counselors to coordinate services to this population.

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) provide these services, describe the scope of service(s) provided and how the WDA ensures participants are receiving appropriate service levels.**

        See WIOA Youth Program 14 Elements Matrix.

    b. **If the service is provided by another agency (or agencies), describe how they were selected, what kind of MOU exists between the WDA and the provider.**

        See WIOA Youth Program 14 Elements Matrix.

    c. **Summarize whether or not WIOA youth funds are used, and/or other funding sources are braided or blended to offset some (or all) of the cost of delivering that particular service.**

Our general practice is to complete all youth service applications with the goal of securing eligibility for as many programs as we have available. In this way, the participant may be deemed eligible for multiple funding sources. It is common for a youth participant to be dual enrolled within WIOA In-School-Youth, MYP, Youth at Work and occasionally, TANF YOUTH. As services progress and opportunities arise for education, work training, on-going services etc., we are able to access funds and resource from programs already deemed eligible. See WIOA Youth Program 14 Elements Matrix.

d. **Summarize how the required program element is delivered to participants and any "best practices" associated with that element.**

The 14 elements are embedded in our internal policy as required practices with youth participants. Within each element a description is provided along with the coordinating Work Force One activities recommended.

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**
This program element includes tutoring, study skills training, instruction and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized post-secondary credential.

Education history is a part of the initial youth assessment. From this assessment, plans are developed that address any barriers that may be holding back the student from success. Youth counselors use their contacts within the school, community, and support resources to jointly build the individual employment plan with each participant. Completion of secondary school is a primary goal of all youth once secondary training is achieved. Counselors are highly skilled in Career Planning services that are designed to assist our participants in becoming knowledgeable in careers, employment options, and educational resources.

ii. **Program Element 2: Alternative secondary school services or dropout recovery services**
Alternative secondary school services, such as basic education skills training, individualized academic instruction, and English as a Second Language training are those that assist youth who have struggled in traditional secondary education. Dropout recovery services, such as credit recovery, counseling, and educational plan development are those that assist youth who have dropped out of school.

Throughout our 19-county service delivery area, Youth Counselors are working with students to reach education goals. Alternative and area learning centers (ALC's) can be the best option for our participants who struggle with mainstream high school. Our Youth Counselors provide counseling, educational plan development and career planning with ALC students. Youth counselors are working closely with ALC staff as well to identify students at risk of drop-out to assist in strategies for retention.

iii. **Program Element 3: Paid and unpaid work experience**
Work experience is defined as a planned, structured learning experience that takes place in a workplace for a limited period of time. Work experience may be paid or unpaid, as appropriate. A work experience may take place in the private for-profit sector, the non-profit sector, or the public sector. Work experiences provide the youth participant with opportunities for career exploration and skill development.

Work experience is an activity available within our MYP, WIOA In-School-Youth, WIOA Out-of-School Youth, MYP, TANF Youth and Youth at Work programs. As participants are assessed and employment goals determined, our Youth Counselors work with them to develop work training sites where they can gain employability skills, establish a work history, and gain employment references. See RMCEP Attachment I for a list of participating work sites active in 2021.

iv. **Program Element 4: Occupational skill training**
Occupational skills training is defined as an organized program of study that provides specific vocational skills.

Youth Counselors advice youth on occupations skills training available locally and within the region work through the use of assessment tools such as MCIS and LMI data to structure education plan.

v. **Program Element 5: Education offered concurrently with workforce preparation and training for a specific occupation**
This program element reflects an integrated education and training model and describes how workforce preparation activities, basic academic skills, and hands-on occupational skills training are to be taught within the same time frame and connected to training in a specific occupation, occupational cluster, or career pathway.

IEP Case Managers and RMCEP Youth Counselors work together to develop, as part of the IEP, curriculum that results in credits earned for specific work experience. Youth Coordinates meet with the student, work sites and school to assure that all required training document are completed to meet the IEP/School requirements.

vi. **Program Element 6: Leadership development opportunities**

Participants are encouraged to join groups such as: Community service projects, participation in organizations such as Kiwanis, National Honor Society, Lions club etc., sports teams- leadership roles, volunteering, peer to peer mentoring, youth groups, scouting.

vii. **Program Element 7: Supportive services**
This activity is universal to active participants. Participants are advised to discuss barriers and needs with youth counselors. Youth Counselors are equipped with referral knowledge and have the ability to provide supportive services as deemed appropriate and allowed.

viii. **Program Element 8: Adult mentoring**
Adult mentoring must last at least 12 months and may take place both during the program and following exit from the program and be a formal relationship between a youth participant and an adult mentor that includes structured activities where the mentor offers guidance, support, and encouragement to develop the competence and character of the mentee. Group mentoring activities and mentoring through electronic means are allowable as part of the mentoring activities, at a minimum, the local youth program must match the youth with an individual mentor with whom the youth interact with on a face-to-face basis. Mentoring may include workplace mentoring where the local program matches a youth participant with an employer or employee of a company. Local programs should ensure appropriate processes are in place to adequately screen and select mentors. Youth Coordinators may serve as mentors in areas where adult mentors are sparse.

ix. **Program Element 9: Follow-up services**
All youth participants must be offered an opportunity to receive follow-up services that align with their individual service strategies. Furthermore, follow-up services must be provided to all participants for a minimum of 12 months, unless the participant declines to receive follow-up services.

x. **Program Element 10: Comprehensive guidance and counseling** Comprehensive guidance and counseling provide individualized counseling to participants. When referring participants to necessary counseling that cannot be provided by the local youth program or its service providers, the local youth program must coordinate with the organization it refers to ensure continuity of service.

xi. **Program Element 11: Financial literacy education**
This program element may include the following activities:
- Support the ability of participants to create budgets, initiate checking and savings accounts at banks, and make informed financial decisions.
- Support participants in learning how to effectively manage spending, credit, and debt, including student loans, consumer credit, and credit cards.

- Implement other approaches to help participants gain the knowledge, skills, and confidence to make informed financial decisions that enable them to attain greater financial health and stability by using high quality, age-appropriate, and relevant strategies and channels, including, where possible, timely and customized information, guidance, tools, and instruction.

xii. **Program Element 12: Entrepreneurial skills training**
This program element provides the basics of starting and operating a small business. Such training must develop the skills associated with entrepreneurship. Though the use of MCIS, students can gain knowledge of self-employment concepts, plans, resources.

xiii. **Program Element 13: Services that provide labor market information**
RMCEP will provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services.

xiv. **Program Element 14: Postsecondary preparation and transition activities**
Through group and one-one one counseling, Youth Counselors and Career Advisors provide youth career planning services. RMCEP uses a number of assessment tools, as well as established contacts within area training facilities to help students to transition.

WIOA Youth Program 14 Elements Matrix

18e ELEMENTS	18₁ Who provides the services	18₁ Who ensures services	18₂ Selection Process	18₃ Selection Type	18 WIOA Youth	18 MN Youth	18TANF Youth Innovations Project	18 RC3	18 Source Well (Region 5- Cass, Crow Wing, Morrison, Todd, Wadena)
18. Element 1: Tutoring, study skills training, instruction and dropout prevention services.	RMCEP, Local educational institutions (see Attachment H for site specific details)	Youth Services Coordinators, School Staff, IRT, Individual Service Strategy	RMCEP Youth Services Coordinators, RMCEP Career Advisors, Partners	Service Provider Agreement; Referral Form; Individual Service Strategy	X	X	X	X	X
18. Element 2: Alternative secondary school services or drop out recovery services.	Alternative Learning Programs, Adult Basic Education (see Attachment H for site specific details)	Youth Services Coordinators, School Staff, IRT, Individual Service Strategy	RMCEP Youth Services Coordinators, RMCEP Career Advisors, Partners	Service Provider Agreement; Referral Form; Individual Service Strategy	X	X	X		
18. Element 3: Paid and unpaid work experience.	RMCEP, local employers and organizations (See Attachment I for list of sites)	Youth Services Coordinators, Site Supervisors, Internship Supervisor, RMCEP Operations Services, Individual Service Strategy	RMCEP Youth Services Coordinators, RMCEP Career Advisors, RC3 Specialist, Partners	Service Provider Agreement; Work Experience Agreement; Individual Service Strategy	X	X	X	x	x
18 Element 4: Occupational Skills Training.	RMCEP, local employers, secondary and post-secondary educational institutions	Training provider, Youth Services Coordinator, ETPL Approval, RMCEP Individual Certification of Classroom Training, Individual Service Strategy	Youth Council, RMCEP Youth Services Coordinators, RMCEP Career Advisors, Partners, RMCEP Classroom Training Internal Policy	Individual Training Account; Individual Service Strategy, Certificate of Classroom Training	X	X	X		

Element	Partners/Resources	Staff/Groups	Coordination	Agreements					
18 Element 5: Education offered concurrently with workforce preparation and training for a specific occupation.	RMCEP, Local Educators and Training Facilities. Private facilities offering training opportunities i.e. nursing homes that offer CNA training,	Training provider, Youth Services Coordinator, ETPL Approval, RMCEP Individual Certification of Classroom Training, RC3 Specialist, Schools with Career and Technical Education Licensure (CTE), Individual Service Strategy	Youth Council, RMCEP Youth Services Coordinators, RMCEP Career Advisors, Partners, CTE Schools, RC3 Specialist	Service Provider Agreement; Individual Service Strategy	X	X	X		
18. Element 6: Leadership development opportunities.	RMCEP, Youth Council, Local employers, secondary and post-secondary educational institutions, Work-Site Supervisors and sites, Community service groups, Religious affiliations	Youth Services Coordinators, School Staff, IRT, Individual Service Strategy groups (IRT), Work-Site Supervisors, Service Groups, Service Groups Community Transition Interagency Committee (C-TIC)	Youth Council, RMCEP Youth Services Coordinators, RMCEP Career Advisors, Partners, Educators, Community Service groups	Service Provider Agreement; Individual Service Strategy	X	X	X	X	x
18 Element 7: Supportive Services.	Rural MN CEP	RMCEP Youth Services Coordinators, RMCEP Career Advisors, RMCEP Operations Services, Individual Service Strategy	Youth Council, RMCEP Youth Services Coordinators, RMCEP Career Advisors, Partners	Service Provider Agreement; Individual Service Strategy; Vendor Accounts	X	X	X		
18 Element 8: Adult Mentoring.	RMCEP, local employers, secondary and post-secondary educational institutions, C-TIC	Youth Services Coordinators, School Staff, IRT, Individual Service Strategy groups (IRT), Work-Site Supervisors, Service Groups, Service Groups Community Transition	Youth Council, RMCEP Youth Services Coordinators, RMCEP Career Advisors, Partners	Service Provider Agreement; Work Experience Agreement; Individual Service Strategy	X	X	X	X	x

Element	Organizations	Partners/Groups	Oversight	Documents					
		Interagency Committee							
18 Element 9: Follow-up Services.	Rural MN CEP	Youth Services Coordinators	Youth Council, RMCEP Youth Services Coordinators, RMCEP Career Advisors, Partners	Service Provider Agreement; Individual Service Strategy; Vendor Accounts	X	X	X		
18 Element 10: Comprehensive guidance and counseling.	RMCEP, RMCEP Disability Resource Coordinator (DRC) local services providers, local educators	Youth Services Coordinators, School Staff, Area Mental Health Provider partners, IRT, Individual Service Strategy groups (IRT), Service Groups, Service Groups Community Transition Interagency Committee (C-TIC)	Youth Council, RMCEP Youth Services Coordinators, RMCEP Career Advisors, Partners	Service Provider Agreement; Individual Service Strategy	X	X	X	X	x
18 Element 11: Financial Literacy Education.	RMCEP Youth Services Coordinators, RMCEP referrals to area resources such as: Mahube- OTWA, local financial institutions; and on-line resources (see Attachment H for further details)	RMCEP, area providers, Youth Council, local educators, Individual Service Strategy	Youth Council, RMCEP Youth Services Coordinators, RMCEP Career Advisors, Partners	Service Provider Agreement; Individual Service Strategy	X	X	X	X	x
18 Element 12: Entrepreneurial skills training	RMCEP, Small Business Development Center, M-State Entrepreneurship resources, local post-secondary educators	Youth Services, Coordinator, DEED ETPL Approval, RMCEP Individual Certification of Classroom Training, area service providers, Individual Service Strategy	Youth Council, RMCEP Youth Services Coordinators, RMCEP Career Advisors, Partners	Service Provider Agreement; Individual Service Strategy; Referral Form	X	X	X	X X	x
18 Element 13: Services that provide labor market information (LMI).	RMCEP, Minnesota Department of Employment and Economic Development	Youth Council, Workforce Council, Partners	Youth Council, RMCEP Youth Services Coordinators, RMCEP Career Advisors, Partners	Service Provider Agreement; Individual Service Strategy	X	X	X	X	x

18 Element 14: Postsecondary preparation and transition activities.	RMCEP Youth Services Coordinators, RC3 Specialist, RMCEP Career Advisors and Disability Resource Coordinator, local educational institutions	Training provider, Youth Services Coordinator, DEED ETPL Approval, RC3 Specialist, Schools with Career and Technical Education Licensure (CTE), Individual Service Strategy	Youth Council, RMCEP Youth Services Coordinators, RMCEP Career Advisors, Partners	Service Provider Agreement; Individual Service Strategy	X	X	X	X	
									x

Rural Minnesota CEP, Inc.
WORKFORCE DEVELOPMENT BOARD MEETING
803 Roosevelt Ave, Detroit Lakes, MN
Emergency Meeting
April 8, 2020

Conference Call Attendees: Carol Anderson, Terry Blake, Sue Boehland, Ed Bolas, Matthew Gordon, Kathy Guess, Amanda Hanson, Rebekah Kent, Sandy King, Darrell Lende, Don Martodam, Lori Meader, Julie Sachs, Tammy Schatz, Durant Thoen Sr, Sandy Voigt and Eric Wittbrodt
Member Excused: Jerry Arneson, Eloise Graves-Jallen, Teresa Johnson and John Tormanen
Staff present: Dana Gulson, Tina Jaster and Vicki Leaderbrand (CC)

MINUTES

Call to Order – Carol Anderson

Ms. Anderson called the meeting to order at 10:03 a.m.

Eligible provider of Youth Services - Ms. Leaderbrand

Motion: RMCEP may award grants or contracts on a sole-source basis as the Workforce Development Board determines there is an insufficient number of eligible providers of youth workforce investment activities in the local area involved for grants and contracts to be awarded on a competitive basis.

Moved by Terry Blake and seconded by Don Martodam to approve Eligible Provider of Youth Services. Motion carried.

Ms. Leaderbrand commented on how the RMCEP staff has stepped up during this pandemic. All Offices are closed to the public and working with a skeleton crew. Governor Walz is carrying out the "Stay at Home" order until at least the end of next week.

Ms. Leaderbrand and Julie Sachs updated information on Unemployment Insurance. Discussion followed.

Adjourn – Ms. Anderson

Ms. Anderson adjourned the meeting at 10:23 a.m.

Respectfully submitted, Terry Blake
Secretary, Workforce Development Board

RMCEP Attachment B

Youth Assessment

Name:_____SSN:_____Date:_____

Address:_____City:_____Zip:_____

Phone:_____ Alternate/Cell Phone:_____ Email:_____

1ST Contact Information Name:_____ Relationship_____

Contact Information Email & Phone:_____

2ND Contact Information Name:_____ Relationship_____

Contact Information Email & Phone:_____

3RD Contact Information Name:_____ Relationship_____

Contact Information Email & Phone:_____

What do you know about the Youth Program?_____

Why do you want to be a part of the Youth Program and what do you want to Learn from it?_____
_____

SCHOOL-BASED PREPARATORY EXPERIENCES:

Attending High School_____ Attending ALC_____ Working on GED_____ Dropped Out_____ Current Grade_____

School_____ When Will You Graduate_____ Are You On Track_____

Have you Passed All Graduation Test Requirements for Reading and Math?_____ If No, Which One(s)_____

Graduated from High School_____ If Yes, Date of Graduation_____ GPA or Average Grades_____

Enrolled in Post-Secondary School_____ Program Enrolled In_____

Name of Post-Secondary School_____ Location_____

CAREER PREPARATION:

What are your Future Plans?_____

Vocational School_____ College_____ Working Full-Time_____ Working Part-Time_____ Military_____ Not Sure_____

Do you know what Career Pathway you prefer?_____ If Yes, What & Why_____

Have you ever taken an Interest Assessment?_____ If Yes, What & When_____

Have you ever taken any Skills Tests that tell you what you are good at?_____ If Yes, What Test_____

What were the Results?_____

Name five (5) things you are good at doing:_____

What was/is your Favorite Class?_____ What is your Dream Job?_____

What do you like to do in your Spare Time?_____

If you plan to attend Post-Secondary Schooling, where would you like to go?_____

What Career do you plan to study for?_____

Have you Toured any Colleges or Post-Secondary Programs?_____ If Yes, Where_____

Have you completed any Post-Secondary Applications?_____ Have you completed a FAFSA?_____ When_____

Approximate Date you plan on Attending Post-Secondary School?(Semester & Year)_____

WORK-BASED LEARNING EXPERIENCES:

Have you worked before? __Yes   __No   If Yes, Was It: ___Full-Time ___Part-Time ___Summer ___Other

1.   Name of Employer/Business_____ Name of Supervisor_____
       City_____ State_____ Job Title_____ Wage Per Hour_____
       Start Date_____ End Date_____ Reason for Leaving_____
2.   Name of Employer/ Business_____ Name of Supervisor_____
       City_____ State_____ Job Title_____ Wage Per Hour_____
       Start Date_____ End Date_____ Reason for Leaving_____

How do you get along with your Supervisor?_____

What did you like about working?_____

What didn't you like about working?_____

Have you completed any Job Applications?_____ If Yes, Where_____ Outcome_____

Have you had any Job Interviews?_____ If Yes, Where_____ Outcome_____

Do you feel you need more Work Experience?_____ If Yes, Why?_____

What kind of job are you looking for?_____

What Hours are you available for work? Mornings___ Afternoons___ Evenings___ Weekends___ Other_____

Are you registered for the Selective Service?___ or N/A___ If Not Yet, When is your 18th Birthday?_____

Do you have your Paper Social Security Card?___ Do you have a Driver's License or Permit?___ Which_____

Do you have a Vehicle?_____ Other Transportation?_____ How will you Get to Work?_____

Do you have any Legal Issues?_____ If Yes, What?_____ Are you part of a Diversion Program_____

Are you on Probation?_____ For What Offense?_____

Have you had a problem with Alcohol or Drugs?__ If Yes, Did you do Treatment?__ Completed Satisfactorily___

Are you or have you been in Counseling to deal with any issues?___ If Yes, Have those issues been resolved?____

Do you have a Disability?___ If Yes, Do you need an Accommodation & Describe_____

Do you have an IEP?___ Are you working with Rehabilitation Services?___ Do you have a Social Worker?_____

YOUTH DEVELOPMENT AND LEADERSHIP:

Do you have an Adult (Mentor) who you go to for Advice or Guidance? ____Yes   ____No

If Yes, Name and Relationship_____

How have they helped you?_____

Describe any Community, Church or School Activities you are or have been in?_____
_____

Are you or have you been in a Leadership Position?____ Explain_____

Have you done Volunteer Work?_____ If Yes, Where_____ Did you choose to do it?_____

What did you Learn and How did you Feel?_____

Have you ever had to "Stand Up For" yourself?___ Explain_____

How do you try to Solve Conflicts between yourself and someone else?_____
_____

Do you have a Role Model?____ Who and Why?_____
_____

Describe how you Make Decisions?_____
_____

FAMILY INVOLVEMENT AND SUPPORTS:

What is your Family Situation? ___One Parent ___Two Parents ___Independent ___Foster Child ___Other

Parent/Guardian's Name(s)_____

Where do they work?_____

How long have you lived at the present Address?_____

If Recent Address Change, Why?_____

Are you the Oldest, Youngest, a Middle Child, an Only Child?_____

What Responsibilities are you expected to do at home?_____
_____

What are your plans related to Schooling, Training, and Employment?_____
_____

What does your family think about you going to work?_____
_____

What Expectations do your Parents have of you Related to Schooling, Training, and Employment?_____
_____

Are your plans different than what your Parent's Think you should do?____ If So, How_____
_____

Are your Parents Supportive of your needs and plans? ___Yes ___No How or How Not? _____
_____

CONNECTING ACTIVITES:

Which of the following do you see as Challenges to you Becoming Self-Sufficient? Check All That Apply.

____Past or Potential School Dropout   ____Low Income   ____Pregnant Or Parenting

____Basic Skills Deficient   ____Offender   ____Lack of Child Care

____Language Barrier   ____On Probation   ____Lack of Living Skills

____Disability (Mental, Physical, Emotional)   ____No Transportation   ____No Telephone

____No Work History   ____Homeless/Runaway   ____Health Concerns

____Lack of Job Skills   ____Foster Care   ____Chemical Dependency

____Unemployed or Underemployed   ____Personal/Family Factors   ____Motivation

____Other – Specify_____

AGENCIES/PROVIDERS YOU HAVE WORKED WITH:

____School IEP Case Manager/Contact Name:_____

____School Counselor/Contact Name:_____

____Probation Worker/Contact Name:_____

____Social Worker/Contact Name:_____

____Child Support Worker/Contact Name:_____

____Financial Worker/Contact Name:_____

____Public Assistance/Contact Name:_____

____Housing Agency/Contact Name:_____

____Rehabilitation Services/Contact Name:_____

____Work Coordinator/Contact Name:_____

____Adult Basic Education/Contact Name:_____

____Alternative Learning/Contact Name:_____

____Social Security/Contact Name:_____

____ _____/Contact Name:_____

____ _____/Contact Name:_____

What things cause you Stress or Anxiety (Worry) and Why?_____

Using a Sentence or Two, how would you Describe Yourself:_____

Name two (2) things about yourself, of which you are most proud (examples: You Help Others A Lot,
You Won an Award, You Have Children, You Get Good Grades in School, etc.): _____

What kind of support do you feel you might need as you work towards your Goal(s):

____School Tuition   ____Uniforms   ____Clothing   ____Utilities   ____Driver's Training

____Books & Supplies   ____Child Care   ____Housing/Rent   ____Phone   ____Car Insurance

____Tools   ____Groceries   ____Gas   ____Car Repair

____Other:_____

The Guideposts for Success Model

Guideposts for Success serves as a guiding resource for ensuring that all youth, including those with disabilities, have full access to high quality services in integrated settings to gain education, employment, and independent living. RMCEP supports the use of the Guideposts for Success model and recognizes that using this tool we employ a framework that leads to successful transition. Youth in the transition-to-adulthood age group (defined as ages 12 to 25) benefit from many of the same opportunities, services, and supports, regardless of their disability status and other individual differences. Through the use of the Guidepost for Success, RMCEP Counselors are able to identify additional opportunities, services, and supports that may be required or beneficial for youth who have disabilities.

The five Guideposts for Success are:

1. **School-based preparatory experiences** – In order to perform at optimal levels in all education settings, all youth need to participate in educational programs grounded in standards, clear performance expectations, and graduation exit options based upon meaningful, accurate, and relevant indicators of student learning and skills.

2. **Career preparation and work-based learning experiences** – Are essential in order for youth to form and develop aspirations and to make informed choices about careers.

3. **Youth development and leadership experiences** – Is a process that prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them gain skills and competencies. Youth leadership is part of that process.

4. **Connecting activities** – Young people need to be connected to programs, services, activities, and supports that help them gain access to chosen post-school options.

5. **Family involvement and supports** – Participation and involvement of parents, family members, and/or other caring adults promotes the social, emotional, physical, academic and occupational growth of youth, leading to better post-school outcomes.

RMCEP Attachment D

Evaluation of Trainee Performance and Behaviors

Work Site: _____   Trainee's Name: _____

Supervisor: _____   Job Title: _____

Directions: Please put a ☑ check mark in the box which most closely describes the trainee's performance for each skill area.

Skill Area	4	3	2	1
Reliability	Consistently on time. No absences. ☐	On time. Acceptable attendance. No absence without notifying supervisor. ☐	Occasionally late. Attendance below business standards. ☐	Frequently late. Absent without notifying supervisor. ☐
Interpersonal Relations	Deals with co-workers professionally, gets along well with others. ☐	Usually gets along with others, is cooperative. ☐	Has trouble relating to co-workers, occasionally is uncooperative. ☐	Uncooperative, inflexible with co-workers or supervisor. ☐
Work Site Appropriateness	Consistently exhibits appropriate appearance and hygiene. ☐	Usually exhibits appropriate appearance and hygiene. ☐	Frequently has difficulty with appropriate appearance and hygiene. ☐	Does not exhibit appropriate appearance or hygiene. ☐
Problem Solving	Consistently exhibits good problem solving skills. ☐	Usually exhibits good problem solving skills. ☐	Has some difficulty using problem solving skills. ☐	Has considerable difficulty with problem solving skills. ☐
Communication Skills	Uses language to convey/clarify complex messages. Solicits listener feedback. ☐	Communication is appropriate to listeners/ situations. Asks questions as necessary. ☐	Occasionally has problems communicating with customers or co-workers. ☐	Considerable difficulty communicating with customers or co-workers. ☐
Productivity	Consistent effort goes beyond expectations. Demonstrates initiative. ☐	Consistently completes assigned tasks on time. ☐	Inconsistent effort, sometimes does not complete assigned tasks or meet deadlines. ☐	Frequently does not follow through with assigned tasks or meet deadlines. ☐
Accuracy	Work exceeds minimum business standards. ☐	Work meets business standards. ☐	Work does not consistently meet business standards. ☐	Frequently does not follow through with assigned tasks or meet deadlines. ☐
Safety	Demonstrates safety consciousness. ☐	No safety violations. ☐	Minor safety infractions. ☐	Frequent minor or a major safety infraction. ☐

Other Skills Developed: _____

Comments: _____

Supervisor's Signature: _____   Date: _____

Work Site Review: ☐ Private Sector ☐ Public Sector ☐ Private Non-Profit

Work Site: _____ **Supervisor:** _____

1. Does the work site supervisor have a copy of the work site agreement? ☐ Yes ☐ No
2. Did the work site supervisor attend supervisor Experience? ☐ Yes ☐ No
3. Are the youth adequately supervised? ☐Yes ☐ No
4. Are Child Labor Restrictions followed for job assignments and time keeping? ☐ Yes ☐ No
5. Did the supervisor provide a safety orientation for youth? ☐ Yes ☐ No
6. Are the safety standards of the agency and the work site properly enforced? ☐ Yes ☐ No
7. Have there been any accidents? ☐ Yes ☐ No
Have accident reports been filed? ☐ N/A ☐ Yes ☐ No
8. Are supervisors following RMCEP procedures for verifying time keeping? ☐ Yes ☐ No
If no, describe the process used: _____
9. Is a mentoring relationship developing? ☐ Yes ☐ No
10. What opportunities have youth had to develop skills? _____
11. How can the summer experience be improved for supervisors and youth? _____
12. Supervisor comments: _____

Youth:_____ **Job or Position:** _____
1. Is there meaningful work, sufficient equipment and/or material to do the job? ☐ Yes ☐ No
2. Are paychecks on time (within 10 days of accurate timecard) and for the right amount? ☐ Yes ☐ No
(If no, explain problems on back)
3. Is the youth developing skills? ☐ Yes ☐ No
List the skills: _____
4. Is this experience related to the youth's career goals? ☐ Yes ☐ No
5. Is a mentoring relationship developing? ☐ Yes ☐ No
6. Would the youth work here again? ☐ Yes ☐ No
Why or why not? _____
7. Youth comments: _____
Staff comments or corrective action: _____
RMCEP Staff _____**Team**_____ **Date** _____

POLICY MEMORANDUM

TO: Policy Memo Book Holders

FROM: Tina Jaster

RE: Supportive Services

CATEGORY OF ACTIVITY: Client Service Guidelines

EFFECTIVE DATE: 11/01/2020

EXPIRATION DATE: None

REFERENCE: State WIOA Adult, WIOA Young Adult, and Dislocated Worker Policies, WIOA Final Rule, MFIP Employment Services Manual, SNAP Annual Plan, *www.irs.gov/FormW9*.

AFFECTED CATEGORIES OF AGENCY ACTIVITY:All

RESCINDS: *Policy Memo 409 dated December 17, 2018*

CHANGES:
Page 3, Item 8: MFIP post-terms added
Page 4, Item 15: Added directions on use of reimbursement payment option
Page 6, Item 3: Updated chart – Removed Clay County Childcare as Item J, and M-State New
        Americans as Item P
        Item 5: Added clarification of the use of WIOA funds for training services
Page 7, Item 6.d. and 6.e.: Added direction on the support of Technology and Computer purchases
Page 9, Item 8.d.i.: Updated directions when the check needs to be mailed to a different address
        than what is on the vendor file
Attachment 1: Added MFIP post-terms
Attachment 5: Updated directions, updated Programs and Titles
Attachment 6: Added Request for Computer Purchase Job Aid/Form

ATTACHMENTS:
1. Supportive Service Availability Chart
2. Supportive Service Request Form
3. Job Aid for AS400 Supportive Services Procedure
    3A: New Vendor Application for AS400. Procedure on how to create new vendor
    3B: New Vendor Application on AS400 procedure guide
    3C: Client Supportive Service Authorization on AS400 procedure guide
    3D: W-9 Form required for all Vendors. 10/2018 form

4. [Job Aid on completing Insurance Authorizations](#)
5. [How to prepare an authorization for payment](#)
6. [Request for Computer Purchase Job Aid/Form](#)

BACKGROUND: Rural Minnesota CEP will provide *financial and non-financial* supportive services **necessary to enable an individual to participate in employment and training activities**, for participants who are in need of and unable to obtain support services through other programs providing such services. Supportive services are based on individual need. It is the intent of this policy to provide guidance to ensure participants' needs are assessed, community resources are utilized, assistance is provided equitably and accountability of funds are maintained. The word "financial" has been added to this policy to distinguish this type of supportive services from counseling, referral and personal support.

DEFINITIONS:

Financial Supportive Services: Payments to provide services such as transportation, health care, special services and materials for individuals with disabilities, job coaches, child care and dependent care, temporary shelter, assessment or counseling services not covered by other means, and other reasonable expenses required for participation in program services and to continue employment. Other examples of supportive services include:
- Personal grooming items;
- Household goods such as towels and cooking utensils;
- Translator services;
- Relocation expenses when necessary for employment; and,
- Car payments when the automobile is owned by the participant.

Non-Financial Supports / Follow-Up Services Examples:
- Referral information/Linkage to local Resources that may include:
- Childcare Resource and Referral Information
- Child support
- Medical or child health assistance available through the State's Medicaid Program and Children's Health Program
- Benefits under the Supplemental Nutrition Assistance Program (SNAP)
- Assistance through the earned income tax credit
- Housing counseling and assistance with services sponsored through the U.S. Department of Housing and Urban Development (HUD)
- Assistance under a state program for Temporary Assistance to Needy Families (TANF)
- Career counseling, Job Leads, Assessment

Please note that individual program policies may allow or prohibit specific supportive services.

Authorization Date: This is the date that the team approved the financial supportive services request. The client *must* be eligible to receive the service during the time period that the service covers.
Process Date: This is the date that the financial supportive service voucher is printed.

OPERATING DIRECTIVES:

1. Participants must be enrolled and have a current EP prior to being considered for financial support services. Staff will case note the need for the support service and the rationale for approval prior to submitting the authorization for payment. **Do not authorize a supportive service prior to the date of the signed plan. Additionally, RMCEP will not cover expenses incurred prior to enrollment into programs.**

   Example: Participant enrolls on 11/12/2018 and completes plan on 11/16/2018, participant presents a request for a car repair that occurred on 11/1/2018. RMCEP cannot assist with the car repair bill because the service happened prior to enrollment. Similarly, if the same participant requested interview clothing on 11/15/2018 it would be denied as the plan was not yet developed and signed.

2. Financial supportive services are <u>based on the individual's need,</u> as determined by assessment information and <u>specified in the Employment Plan</u>. Staff may not use support services as an incentive payment.

3. Financial supportive services may be in-kind or through cash assistance to enable an individual eligible for the program to participate in the services allowed by the funding source, including follow-through or post-termination services.

4. **Responsibility and accountability for all financial supportive service authorizations and usage is the Team Leader's.** A supportive service for $250 or more will require the signature of the Team Leader, or Acting Team Leader, who is in charge on the authorization date. A single supportive service for $1,500 or more requires approval by a RMCEP Director or Program Manager. Approval may be in the form of an e-mail identifying the customer, service and amount approved. The maximum amount that an authorization can be created for is $3,000.

5. Staff should make every effort to utilize existing community resources (mental health center, food shelves, housing programs, county human services, fuel assistance, etc.) to meet identified needs. This should be accomplished through referral to other agencies and the referral <u>documented</u> in the client contact system/case notes.
   1. Request for financial supportive services requires team approval. The standards for approval are:
      a. Be reasonable for the performance of the grant services.
      b. Conform to any limitation or exclusion as to types of costs allowed.
      c. Be consistent with policies and procedures to similar state or federal programs.
      d. Follow generally accepted accounting principles.
      e. Be adequately documented.
      f. Reasonable cost – whether the cost is generally recognized as ordinary and necessary for the operation or performance of the program.
      g. Service must have occurred during the time that the participant is enrolled.

6. WIOA and MFIP financial supportive services may be authorized to assist an individual with costs to begin employment, such as transportation, work clothing, or childcare needs on a temporary basis. Individuals should cover these everyday expenses soon after they receive regular paychecks.

7. Dislocated workers are not eligible to receive financial supportive services prior to their

lay off.

*   8.   Financial supportive services are allowed for 12 months as a post-termination benefit for WIOA Youth and six (6) month post-termination for SCSEP-termed participants. *Post Term Supportive Services are also available for many MFIP participants per county approval, see Policy Memo 303 and Policy Memo 305 for direction.* Provision for post-termination follow-up supportive services:

     a. Financial services will be limited to people **who exit the program employed**.

     b. The need for post-termination financial services must be documented in the individual case note.

     c. See Attachment 1 for specific program allowance.

9. Post exit non-financial support services are allowed for WIOA Adults, WIOA and MN Dislocated workers. However, once exited, participants <u>are not</u> eligible for additional financial supports services.

10. The following financial supportive service costs are prohibited:

     a. Business costs: i.e., business cards, letterhead, marketing material, computers, office equipment or rent.

     b. Foreign travel or expenses.

     c. Fines or penalties. A reinstatement fee for a driver's license does not constitute a fine and is allowed. Late fees imposed by a vendor are not defined as fines or penalties; however, we do not desire to use funds on vendor-imposed late fees as a rule.

     d. Payment on defaulted student loans.

     e. Union dues (funds may not be used to support or deter unions).

     f. Gifts or entertainment.

     g. Capital improvements to personal property, including, but not limited to, furnaces, air conditioning, windows, plumbing, etc. Youthbuild funds may be utilized for building projects which fall under program guidelines.

11. Unless specifically allowed in program policy, RMCEP funds will not be utilized to purchase:

     a. Warranties.

     b. Motorized vehicles of any kind, including, but not limited to, automobiles, trucks, motorcycles, mopeds, snowmobiles, etc.

     c. Furniture, including, but not limited to, sofas, desks, bookcases, chairs, *beds*, etc.

     d. Major appliances, such as, but not limited to, washers, dryers, dishwashers, refrigerators, ranges, etc.

     e. Deposits.

12. MFIP funds may not be used for assessment or treatment costs that are covered through Medical Assistance (MA) or the County's contracted insurance provider.

13. SNAP financial supportive services may not be authorized for individuals prior to, or who are no longer eligible to, receive SNAP benefits. SNAP has very limited financial supportive services allowed. Only those identified in Policy Memo 317 may be authorized.

14. Vendor payment is our primary method of payment. Payment will be made directly to the participant in situations where vendor billing is not practical, i.e., advance payment of mileage for out-of-area travel, driver's license or State ID cards, or professional licenses or certifications that require on-line registration.

*   15. *Reimbursements of payments is allowed when the item is pre-approved or in cases of emergency. Emergency situations will be the exception and a detailed case-note must be submitted explaining what constituted an emergency. When submitting a receipt for reimbursement staff must confirm the following:*

- *The receipt must contain the name and location of the business that provided the item or service*
- *The receipt must clearly indicate the item purchased*
- *The receipt must clearly indicate the date of purchase*
- *The receipt must clearly identify that the item was paid in full*
- *The participant must sign the receipt to indicate that they received the item/service*
- *The cost of tax is reimbursable when the payment is going directly to the participant.*
- *Reimbursement payment directly to the participant is desired. Staff must confirm when a participant is getting assistance from other resources that they are not receiving the same supports from multiple agencies and therefore "double dipping" state, federal, or local resources. In cases where someone not associated with a service agency is assisting with the purchase of an item or service, staff is advised to reimburse the client. The client may request that a reimbursement go directly to a second party, in these cases documentation for payment must be submitted to include: name and address of party, proof of payment, and W-9 submission.*

16. Financial supportive services for $5 and under shall be made from the office petty cash fund, only when there is no established account available with the vendor. The petty cash fund will be reimbursed for supportive service payments in accordance with. Policy Memo 629 in Accounting policies.

PROCEDURES FOR SERVICES:

1. Assessment of participant need is the responsibility of the team staff and is documented through the Employment Plan and the client case notes. The Supportive Service Request Form (Attachment 2) is intended to assist staff to determine the need for supportive services that were unknown at the time the Employment Plan was developed with the customer.

2. The Authorization for Services form must be approved **prior** to the participant receiving the goods or services and must be signed by a staff member. Staff will assist clients in obtaining services and make requests for *financial* supportive services based on the staff person's verification of actual costs. **Client must be currently enrolled in the title from which team has authorized supportive service payment and have an updated EP indicating the need for the support service or must be within 12 months post-term of**

WIOA Youth, or six month term from SCSEP. Center staff must review previous authorizations before entering new electronic requests to avoid duplication of services. Previous authorizations can be accessed by clicking on F4 while on the client inquiry screen.

*   3.   Financial supportive service requests for vendor payment will be entered on the electronic authorization system. See (Attachment 3- 3D)for further direction on using the vendor payment system, including searching a vendor number and new vendor application. Add a short note to specify what the authorization is for. For example, if you put clothes in the description line, the authorization detail would specify one pair pants, one shirt. Do not include sensitive information, as this prints on the authorization form for the vendor to see. Sensitive information includes statements, such as "for work; job search, school". The authorization should only include details on the service or product we are approving.

            Proper coding of support services is important to bill funding sources. Code the supportive service according to the following categories:

A	Family/Dependent Care (Examples – Medical Records, Health Insurance, Daycare)
B	Tools & Clothing (use H if for training)
C	Counseling (Drug, Alcohol or Other)
D	Incentives & Bonuses
E	Housing/Utilities
F	Transportation for Employed
G	Transportation for Unemployed
H	Training Costs
I	Other
K	Training cost for those clients who are not enrolled in Non-Credentialed Training, Classroom Training or CLIMB Training

4.   Supports for Transportation:
   a. <u>Gas cards</u> (or authorizations) are based on client need. Staff may provide gas cards for clients to attend classes, workshops or to job-seek as documented in the client's Employment Plan, case notes, and approved by the team. The team process needs to be consistent, so it is not discriminating to clients. See Policy Memo 417 Gas Cards as Supportive Services for further direction.
   b. <u>Reimbursement payments for mileage</u> are to assist the client with out-of-area transportation costs that exceed a tank of gas and providing gas cards is not an option. Receipts are required for reimbursement. Documentation must be maintained for travel costs that ensures that travel occurred, i.e., receipts for gas, hotel/motel bills signed by the client, staff verification or client attendance at interview or employer statement or timecard.
   c. <u>Insurance.</u> will only be paid for vehicles licensed for public roads. Car insurance can best be paid without additional QC inquiry when the team submits a current invoice that details the automobile that is covered and the amount due. If the invoice is for more than one vehicle, you may want to include a copy of the actual policy or declaration page of the vehicle we are paying insurance on for this will confirm the six or twelve policy dates and cost. See (Attachment 4 (Insurance) Authorization

      d. <u>Car repairs</u> require a written quote before approval. No off-road vehicle repairs will be approved. The team may require a second quote. Diagnostic charges for quotes may be paid for, but teams should refer customers to businesses that do not charge for quotes. Solicit client contribution.

      e. <u>Core charges</u> are charges made against the purchase of new or rebuilt automotive parts that will be refunded when the defective part is returned. Clients will be expected to pay the core charge from their funds and will receive the refund when the defective parts are returned. These core charges are normally $10 or more. Core charges normally will not be paid by Rural Minnesota CEP on authorizations, unless the need for payment of the core charge is documented. Examples of such need are: the part that is replaced is not defective but is physically missing; or the core charge is expensive and the client cannot afford the deposit, as in an engine block.

      f. <u>Car payment</u>/assistance is limited to two months of payments per customer.

5. Supports for Training:

      a. **Non-tuition** costs for those students enrolled in Classroom Training or Non-Credential training through WIOA Adult, WIOA Dislocated Worker, MN State Dislocated or CLIMB, such as <u>books, tools, uniforms</u>, etc., related to the client's schooling should be authorized through the support service system and coded as H "Training". These costs will be included on RMCEP's FSRs as "other training" and reported to the state as training costs instead of as support services. Examples are: books, tools, uniforms, tests related to education plans, licenses such as nursing, plumbing, electrician, pharmacy, counselor, peace officer, social work, cosmetology, boiler training, HazMat, finger printing, CDL license if in truck driving course, GED, etc*. NOTE: WIOA FUNDS ARE NOT ALLOWED TO BE USED FOR ANY TRAINING COSTS THAT ARE NOT LISTED ON THE ETPL.*

      b. Non- tuition cost, such as books, tools, uniforms, etc., related to the client's schooling whom are **not enrolled** in Classroom Training or Non-Credentialed training in either WIOA Adult, WIOA Dislocated Worker, MN State Dislocated or CLIMB will be require the use of the code "K" on supportive services request vouchers. These supports will not be considered Direct Training costs and funds will be used from the title's supportive service funds. Examples are: driver's training, CPR, some workshops, general computer courses, NCRC, etc*. NOTE: WIOA FUNDS ARE NOT ALLOWED TO BE USED FOR ANY TRAINING COSTS THAT ARE NOT LISTED ON THE ETPL.*

6. Other Supports:

      a. <u>Catalogue purchases</u> must be accompanied by an itemized bill to establish a purchase order.

      b. If the team has given prior approval to a client to purchase an <u>item for reimbursement</u>, an itemized <u>receipt from the original vendor</u>, which clearly states what was purchased, must be attached to the authorization form. This receipt must be signed by the client. **The client's home address must be verified for each payment to assure that the payment will go to the right place.** If the check needs

to be delivered to another address (for example the client will be receiving mail at a location other than the home address), the team must include that address on the authorization to document a valid payment trail. This special circumstance should be documented in a case note.

c. Where payments for goods/services outside the workforce service area will require <u>advance payment</u>, the supportive service "payee" section will identify a joint (vendor and participant) payee. An exception is for participant travel.

*   d. ***Technology supports:*** *RMCEP will assist with payment toward technology support including:*
- *existing phone contracts at a rate of no more than $50 per month.*
- *Assistance with the purchase of a cell phone to the maximum amount of $75.*
- *phone cards to continue service and data for a limit of no more than $35 per card.*
- *internet service as needed for education, employment and job search per plan, at a rate of no more than $40 per month.*

*   e. ***Computer purchase is allowed:*** *Program funds may be used to pay for computer hardware or similar technology such as software. The ability to do so will be dictated by funds available in the program and the individual customer's needs. RMCEP staff must ensure the following:*
  - i. *The computer is required for in-class training and on-line courses including Work Readiness or Pre-Vocational on-line activities.*
  - ii. *The customer does not otherwise have access to a required computer.*
  - iii. *The assistance to purchase a computer would not go over a maximum amount of $700 and the customer should assist in the cost of the device based on their resources they have available.*
  - iv. *The program counselor must document the need for the use of a computer and/or similar technology in the customers files.*
  - v. *When the computer is requested for the purpose of Work Readiness or Pre-Vocational activities the participant must have demonstrated a commitment to these activities by participating in at least 3 virtual training sessions or events. (i.e. job fairs, workshops, training)*
  - vi. *RMCEP will pay the vendor or reimburse the participant. Reimbursement is **only allowed** when the purchase of the computer has been pre-approved. All documentation for assistance will need to accompany the voucher issued for the support assistance.*
  - vii. *Software may be purchased at 100%, based on the same guidelines as listed above for computer assistance. Staff must confirm that any additional software needs are not already available as part of the pre-loaded configuration.*
  - viii. *See [Attachment 6](#) for an optional Job Aide to assist in purchasing a computer. This form, if used, shall remain in the file.*

7. Supports for Housing
   a. Provide a copy of the lease or rental agreement.
   b. The landlord (vendor) needs to have a [W-9](#) on file here.
   c. No rent will be paid to family members or significant others.
   d. For rent or mortgage payments that include more than one active participant on the

lease or mortgage documentations, such as, a two-parent family, two vouchers must be created splitting the approved financial assistance between both adults and submitted to OSD for payment, along with the lease or mortgage documentation.

8. The supportive service account is an auditable item and care must be exercised in disbursement procedures. Vendor payments will be made when the team/center submits <u>all required documents for who, what, when, where and how much</u>.

    a. The <u>WF1 case note</u>. Case notes must detail the service/product that was approved and the need for service in regard to the participants plan, the case note should also be easily accessible for verification. In cases where a case-note verification is requested from Operations Services Department, please e-mail a copy of the requested case-note to their department to expedite services.

    b. All vendor payments must be <u>supported by an invoice</u> (the actual bill) or a written quote (this will be the exception), and the Supportive Service Authorization form. Original invoices/receipts are required for payment. Scanned or faxed documents of original documents are accepted as originals.

    c. The check will be made out to the <u>vendor,</u> unless vendor billing is not practical (see [Attachment 3B](#)). The canceled check will be the receipt for services when paid directly to the vendor off the invoice.

    d. The team will submit the accompanying invoice to the Operations Services Department (OSD). OSD will mail the check directly to the vendor and include a copy of the invoice in the mailing.

        i. *If the check needs to be delivered to another address (for example the client will be receiving mail at a location other than the home address), the team must include that address on the "other line" under "mail check to" on the authorization to document a valid payment trail. This special circumstance must be documented in a case note. The Operations Services Team will address an envelope to the address noted on the "other line" and send the check to that address.*

    e. Documentation must be maintained to ensure that services were received.

9. Team staff must cancel unused supportive services. Once a supportive service has been de-obligated, a new supportive service must be created to cover the service if it was needed. A case note must be entered explaining why the new supportive service is needed.

10. See [Attachment 5](#) How to Prepare a supportive service for Payment for further direction on steps necessary to prepare an authorization for payment from the Operations Services Department.

11. Procedures for Misuse of Supportive Services by Participants:
    In situations where it has been identified that a misuse of a supportive service has occurred, the staff member must contact their Team Leader, Program Manager, Director of Operations, and the Comptroller. Misuse of supportive services is fraudulent and RMCEP has developed a policy to address such circumstances. **Please see [Policy Memo 605](#) in Accounting Policies.**

    The following steps must be taken upon notification that fraud has occurred:
    - The participant will be contacted and a written request for reimbursement of

funds will be drawn up with the stipulation that they must repay within 30 days.

- The participant will have 30 days to either pay RMCEP back or establish a re-payment plan. Failure to submit payment or develop a payment plan will result in; for those with misuse of county funds a request for fraud investigation will be sent directly to the county of residence. For those non-county fund misuses the local authorities will be contacted (police).
- The participant will not receive any further supportive services until the amount determined to be fraud is repaid to RMCEP.
- Upon full restitution of the amount owed, the participant will not receive supportive services in the same category as the fraud occurred for six (6) months. For example: if it was determined that a gas card was used for something other than plan activities, the RMCEP staff shall not provide assistance with a gas card or gas assistance for six (6) months following repayment.

Program	Title	Financial Supportive services (SS) available to participate in services and begin employment.	Post-Termination Financial SS
WIOA Adult	64/68	YES	NO
Dislocated Worker (WIOA, State and projects)	ALL	YES	NO
WIOA In-School Youth and WIOA Out of School Youth	62/72 63/73	YES	YES, 12 months, limited
SCSEP	9	YES, limited	YES, limited
MFIP/ DWP	14	YES	NO, *unless specifically available in resident county*.
SNAP	42/82	**Limited and county specific**	

SUPPORTIVE SERVICE REQUEST FORM
Fill out <u>completely</u> and return to RMCEP worker

Name _____

Address _____

RMCEP Counselor _____

Date _____

Are you working? No___ Yes___   When is your next paycheck?_____

Please complete the following budget.
FOR THE MONTH OF _____

INCOME	**EXPENSES**
WAGES $_____ (including tips)	RENT/HOUSE PAYMENT $_____ (what you pay)
MFIP Cash _____	ELECTRIC/HEAT_____
UNEMPLOYMENT _____	PHONE_____
SSI _____	FOOD _____ (what you spend beyond food support)
OTHER_____ (including child support)	INSURANCE _____ (car/renter's)
TAX RETURNS _____	OTHER_____ (cable, cigs, recreation, household items, diapers, etc.)
LOANS/GRANTS _____	PAYMENTS _____ (credit cards, car, loans)
TOTAL INCOME $_____ (not including food support)	**TOTAL EXPENSES $_____**

Has anything unexpected occurred in the past month that put an additional burden on your budget?   _____

What are you asking for? _____

Amount Requested? _____   How much can you contribute? _____

Your request will be reviewed by the team on   _____

Customer is following and making progress on the employment plan? Yes ☐   No ☐

Customer maintains monthly contact with the RMCEP Counselor?   Yes ☐   No ☐

Customer is in compliance with the program rules?   Yes ☐   No ☐

Approved_____   Denied_____   Comments:

```
Rural Minnesota Cep Client Inquiry Menu
   1.   Client Inquiry - Current Year      17.   Beltrami Cty Youth Mini App
   2.   Client Inquiry - History Years     18.   MFIP Mini-App
   3.   Autho Inquiry by Vendor#           19.   DWP Mini App
   4.   Autho Entry/Inquiry by SSN         20.   Crow Wing EAP Mini App
   5.   Autho Inquiry by Auth#             21.   Client Inquiry (WF1#)
   6.   Client Inquiry - Selects           22.   SNAP Mini App
   7.   Team Listing - Select Team         23.   Beltrami Cty EAP Mini App
   8.   Add/Update WT/Placement Sites      24.   Beltrami Works Mini App
   9.   Q/C Inquiry by SSN                 25.
  10.   Q/C Inquiry - Selects              26.   DWP Employment Plan
  11.   Q/C Inquiry - Outstanding          27.   G/L Inquiry
  12.   Vendor File Inquiry                28.   Daily FSR Menu
  13.   New Vendor Application             29.   DP Menu
  14.   Active Clients - Select Team       30.   Contac Menu
  15.   Active Apps - Select Team          31.
  16.                                      90.   Sign Off
Selection or command
===>
_____

F3=Exit    F4=Prompt    F9=Retrieve    F12=Cancel
F13=Information Assistant    F16=System main menu
```

To prepare an authorization from the Rural MN CEP Client Inquiry Menu
select item:

1. Client Inquiry screen- Current Year- Hit "Enter," and enter social
    security number (SSN) or use search F9 to locate participants SSN.
    Once participant is found using the F9 function, select 1 under OPT
    and enter. The clients active file will appear from this screen, select
    F10, then F6 to reach the supportive service vendor entry screen. or

To Search for a VENDOR number or create one, select:

12. Vendor File Inquiry: search existing vendors to find vendor number

13. New Vendor Application: for new vendors that need to be created to
    include vendor number assignment.

New Vendor Application

100877
Temporary Record ID

Press Enter to Continue

F3=Exit

This screen will occur when you select item 13 from the RMCEP Inquiry Menu.

Prior to selecting this option, confirm that there is not an existing vendor by using the vendor search option F12 from the RMCEP Inquiry Menu screen. Once confirmed, proceed on to the next screen to complete necessary details to set up a new vendor.

It is not necessary for staff to record the Temporary Record ID listed on this

```
100877                        New Vendor Application

Business Name          _____
Address 1              _____
Address 2              _____
City/State/Zip         _____ __  00000 0000
Phone                  _____

Owner                  _____
Contact Last Name      _____
Contact First Name     _____
Contact Job Title      _____
Email                  _____

Number of Employees    0000   (Needed for OJT Vendors Only)
School ID              0000000   (Needed for CRT Vendors Only)

Notes 1  _____
Notes 2  _____



 F1=Restart (No Update)
```

This screen is located following the New Vendor Application screen when selecting 13 from RMCEP Client Inquiry Menu.

Complete items as directed. Use the note area for important directions or data such as fax number

Once this form is completed the Information Specialist will proceed with setting up the vendor. An e-mail including the new vendor number will be sent to the staff who entered in the New Vendor Application.

NOTE: Most new vendors will need to complete the W-9 Request for Taxpayer Identification Number and Certificate form.

Some vendors are not familiar with the W-9 form and it may need it to be explained. The following is a brief statement intended to assist you in requesting this mandatory form. W-9 Form attached for reference **(Attachment 3D),** each team should have valid current W-9 forms available.

Form W-9 Request for Taxpayer Identification – is one of the most commonly used IRS forms. Individuals and entities use the form to provide their taxpayer identification number to entities that will pay them in the current year. Rural MN CEP requires this for payment purposes, the form will not be turned into the IRS, it is for our mandatory

```
                       Client Supportive Service - Authorizations            (SCR03)
  SSN:                                                               A Phone:
  Vendor   71075        LAKE PARK/DL CENEX #23
                        LAKE PARK
                           (O=Open   DDeob)                   Categories
  Amt Authorized                                     <<<A-Family/Dependent Care
  Authorization Date 161209   (YYY/MM/DD           <<<<B-Tools/Clothing
  Not Valid After    _____   (YYY/MM/DD           <<<<<C-Counseling
  Title              ____                           <<<<<<D-Incentives/Bonuses
  Category           __  <<<<<<<<<<<<<<<<<<<<<<<<<<E-Housing
  Separate Chec      _   (Y=Yes)                    <<<<<F-Transportation/Employed
                                                    <<<<<G-Transportation/Unemployed
  Description        _____           <<<<<H-Training
                                                       <<<I-Other
    AUTHORIZATION DETAIL
    _____
    _____
    _____
    _____
    _____
    _____

  F1 Prev. Screen              Enter Authorization
```

Authorization screen. This screen will load when you have entered in the assigned vendor number.

Amt Authorized- decimal point not required

Authorization Date- This is the date that the team approved the supportive services request. The client must be eligible to receive the service during the time period that the service covers.

Not Valid After Date: consider the program that the participant is enrolled in, pending end dates, as well as reasonable amount of time that a service may take to be completed.

Category- select the category that the support service fits into.

SeparateCheck- generally this is left blank

Description-List the services or item: i.e., car repair- 99 Chev, 6 clothing items, 6 mo insurance

Authorization Details: Include the details of the service: such as number of items and short descriptions, if a car repair: include the year and make if not already listed in Description. Include specific items/ services that team has approved.

NOTE: do not include personal information in the Authorization Detail unless it is required for the vendor to see; i.e., "Jane Doe will cover $200 towards repair"

Form **W-9**

(Rev. October 2018)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer
Identification Number and Certification

▶ Go to *www.irs.gov/FormW9* for instructions and the latest information.

Give Form to the requester. Do not send to the IRS.

Print or type.
See Specific Instructions on page 3.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.

2 Business name/disregarded entity name, if different from above

3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only **one** of the following seven boxes.

☐ Individual/sole proprietor or single-member LLC ☐ C Corporation ☐ S Corporation ☐ Partnership ☐ Trust/estate

☐ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____

Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is **not** disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.

☐ Other (see instructions) ▶

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any) _____

Exemption from FATCA reporting code (if any) _____

(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.) See instructions.

Requester's name and address (optional)

6 City, state, and ZIP code

7 List account number(s) here (optional)

Part I — Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN,* later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number

☐☐☐ – ☐☐ – ☐☐☐☐

or

Employer identification number

☐☐ – ☐☐☐☐☐☐☐

Part II — Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here | Signature of U.S. person ▶ | Date ▶

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to *www.irs.gov/FormW9.*

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

• Form 1099-INT (interest earned or paid)

• Form 1099-DIV (dividends, including those from stocks or mutual funds)

• Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)

• Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)

• Form 1099-S (proceeds from real estate transactions)

• Form 1099-K (merchant card and third party network transactions)

• Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)

• Form 1099-C (canceled debt)

• Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, *later.*

Preparing Insurance Supportive Service Authorizations:

1) The attached invoice/quote must reflect:
   a. Client's name as driver of vehicle we are paying insurance on;
   b. The vehicle we are paying insurance on;
   c. The insurance policy/quote three/six or twelve-month policy dates and if they are not included on the current invoice, submit a copy of the declaration page with the invoice;
   d. Vendor name the check will be made payable to and the address the payment will be mailed to;
   e. If you are submitting an invoice, make sure it includes the amount due for the vehicle we are making payment for. Review the document for itemized cost, so you can exclude any costs that are not for the vehicle the participant is driving such as more than one vehicle, renters/homeowners, boat, ATV etc.;
   f. Insurance agents have called us and stated not to make payment beyond the policy dates and that is why it is important to submit the three/six/twelve-month policy dates with the supportive service. Do not authorize payment beyond current policy dates.

How to Prepare a Supportive Service for Payment	
Purpose	Purpose: To prepare supportive service for payment
Start	Start: Anytime there are supportive service received at the team from the vendor requesting payment.
Materials	AS400 Program Policy Funding is being paid from Policy 409, Financial Supportive Services

Checklist : Verify the following are on the attached original invoice:

☐ Client's name.

☐ Client's signature which verifies client received the services we are being invoiced for. If the client did not sign the authorization or invoice, staff can verify with the client that they did receive the services and note the information on the invoice.

☐ Date of service.

☐ Vendor name and address, *confirm that the address associated with the vendor's name is the location that you want the check sent to.*

☐ Itemized services and the dollar amount for the services that we are being invoiced for.

☐ Confirm if it is a charge or if payment has been made

Record/Confirm the following on the front of the supportive service:

☐ Make sure supportive service is signed by staff.

☐ If the supportive service is for $250 or more, make sure supportive service is signed by Team Leader or acting Team Leader. If the supportive service is signed by acting Team Leader, please confirm they dated the supportive service the date they were in charge and attach an email stating staff is acting Team Leader.

☐ If the supportive service is for $1,500 or more, make sure it is signed by a Director or Program Manager or attach an email from the Director or Program Manager with approval.

☐ Write the client's social security number above the Workforce One ID number. Staff can find the client's social security number by either doing name search on "Rural Minnesota Cep Client Inquiry Menu" option #1 or use option #21, enter the client's Workforce One ID number and the screen will then show the client's social security number.

☐ Complete the two-digit application number that coincides with the title on the autho on the Ledger Code line to the right of the Workforce One ID number. **(see page 4)**

☐ Complete the three-digit status change number for the activity that payments are to be paid from on the Ledger Code line to the right of the Workforce One ID number and after the two digit application sequence number. **(see page 4)**

☐ Record the date the services were received.

☐ Total amount to pay, excluding sales tax unless it is a client reimbursement.

☐ Verify the supportive service category is recorded correctly.

☐ Vendor number: information on vendor number listed matches the vendor's name and address on the attached invoice. The vendor number would be 00000 if the payment is a client reimbursement.

Checklist : Verify the following are on the attached original invoice:

☐ Circle if the check is to be mailed to the client or vendor.

☐ Confirm services were not previously paid for by clicking on F4 on *the client inquiry screen*.

Result: Vendor will receive their payment in a timely manner

Tasks Standards: Only those supportive services that require confirmation of receipt of services, such as those supportive services that request payment in advance will go on quality control.

Title	Program	Activity
What activities supportive servivces are paid from:		
9	SCSEP-Senior Americans	12
13	Crow Wing County Emergency Assistance Prg.	70
14	MFIP	12
14	MFIP Post Term	70
15	DWP	12
16	Traverse County Emergency Assistance Prg.	70
20/24	Youthbuild	12
27	TANF Innovation Project	12
28/29	Minnesota Youth Program (MYP)	12
35/38	MN State & All Projects	12
42/82	SNAP	12
48/50	Equipped to Work	12
62/72	WIOA In School Youth	12
62/72	WIOA In School Youth Post-Term	70
63/73	WIOA Out of School Youth	12
63/73	WIOA Out of School Youth Post-Term	70
64/68	WIOA Adult	12
65/69	WIOA Dislocated Worker	12

Application Sequence #

999999999 01 SMITH   Jane   D Cty 027   Phone 888-366-9352

PO BOX 999   ULEN   MN 56555 0000 Center 01 Tm 10

Record Status A No/Family-Elig   05 ECDS   N MFIP   N Marital Sts
S

Gender   F No/Family-Actual 05 Disabled   3 SSI   N Fd/St Dep 00
00

Reading   7.0 Annual Income 62,900 Education   1 GA   N I9A,B,C 0 1
1

Math   6.0 Draft Status   3 Ethnic   1 Refuge N

App Staff# 4636 Sel#   0 Ethnicity N   Child Support

S/C Staff# 7409 Birth Date 98/11/04 Age Today 15 Fd Stp N

Case Mgmt# 4636 App Date   14/05/13 App Age   15 Other N

Elig 22 28 29   (02)

0   ---Leaving----- ---Entering---- P.Date TCode -Dollars- --Hours--

Status Change Sequence #

		Leaving		Entering	P.Date	TCode	Dollars	Hours
1	A		29	11	140529	140609		
2	A		29	83	140602	140610	1,899.63	237.25
3	A		22	40	140602	140626		
4	T	29	83	140907		140922		
5	A		22	41	140922	140924		
6	T	29	11	140930		140929	52	

Technology Supportive Service Request Form for Purchase of Computer

Name:_____WF1 ID #_____

Staff:_____Team:_____

Check off that all steps have been completed prior to approving a request:

- ❑ The participant does not otherwise have access to a required computer.
- ❑ The computer is required for in-class training and/or on-line courses or to complete Pre-Vocational or Work Readiness courses.
- ❑ Validation must remain in the file.
- ❑ Validation for a computer to be purchased for either Pre-Vocational Activities or for Work Readiness will only be consider upon completion of 3 Pre-Vocational or Work Readiness Activities. List three activities below:

  1)_____

  2)_____

  3)_____

- ❑ The assistance requested does not go over $700 for a computer and the participant has committed to contributing to the cost unless resources are not available as determined on the Supportive Services Request form.

  1. Participant will contribute $_____
  2. Participant does not have resources to contribute to the cost as determined by counselor_____ (counselor initials)

UPON TEAM APPROVAL

- ❑ Participant agrees to use team-approved Vendor.
- ❑ Participant agrees to reimbursement and agrees to the following steps:

  1. Participant will provide a signed receipt that includes the item purchased, date, company name and location.
  2. Participant understands that a reimbursement may take up to ten (10) days following receipt of all required documentation.

COUNSELOR REQUIREMENT

- ❑ A case note summarizing the steps above must be entered into WF1.
- ❑ Case-note clearly stating "vendor not available, reimbursement approved" in cases where a reimbursement is being used.
- ❑ If the participant cannot contribute to the cost, the case note must indicate that "participant resources were reviewed, the participant does not have funds to contribute"

THIS DOCUMENT SHALL REMAIN IN THE CLIENT FILE

POLICY MEMORANDUM

TO: Policy Memo Book Holders

FROM: Vicki Leaderbrand

RE: Incentive Payments for *WIOA* Adult, Dislocated Workers and *WIOA* Youth titles

CATEGORY OF AGENCY ACTIVITY: Client Service Guidelines/General Compliance

EFFECTIVE DATE: Immediately

EXPIRATION DATE: None

REFERENCE: *Workforce Innovation and Opportunity Act (WIOA) of July 22, 2014;* Final Rules published in the August 19, 2016, Federal Register.

RESCINDS: *Policy Memo #446 dated April 27, 2016*

CHANGES: Removed the term "payments" from description; added rule #3

BACKGROUND: Incentives to clients may be allowed under federal and state funding sources when they are approved by the local Workforce Development Board.

1. Incentives awarded result from completion of activities that are tied to goals in the Individual Service Strategy.

2. The incentive must apply equitably to all eligible participants.

* 3. Awarded incentives may not include entertainment, such as movie or sporting event tickets or gift cards to movie theaters or other venues whose sole purpose is entertainment.

4. Incentive will be excluded from federal income tax, social security, etc.

5. Incentive will be tracked through the RMCEP check register.

6. This policy coordinates with Policy Memo #203.

[Attachment 4]

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

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

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

Outcomes				
Improve Transition Outcomes for Juvenile Offenders	**Improve Transition Outcomes for Youth Aging Out of Foster Care**	**Improve Transition Outcomes for Youth with Disabilities**	**Prevent and End Homelessness**	**Reduce High School Dropout Rates**
Strategies				
Research occupations that employ ex-offenders. Become knowledgeable of local businesses that can and will hire ex-offenders. Inform participants of 2nd Chance career fairs that take place in our SDA. www.mnsecondchancecoalition.org	Communicate and coordinate with local county Social Service agencies who work with this population. Become familiar with the rules and assistance resources that are still available to foster and aged-out of foster care.	Coordinate referrals and services with the Department of Vocational Rehabilitation, local school districts IEP managers, Occupational Development and Day Activity centers, post-secondary training institutions, 6 Community Transition Interagency Committee (CTIC) groups and PACER.	**Homes & Communities, U.S. Department of Housing and Urban Development** **Key Resource** Provides a list of shelters and emergency housing in Minnesota.	Continue to keep close partnerships with local school districts to include ALC programs, YouthBuild programs, ABE's for GED and MN Adult High School diplomas, to support and collaboratively in reducing dropout rates.
New Leaf workshops are offered at the WFC's in our SDA by DEED staff. The NWICDC (Northwest Indian Community Development Center) they offer a Reintegration	Youth in foster care and youth who left foster care at age 18 can be at greater risk of homelessness than other youth. The Healthy Transition and Homeless		Lutheran Social Services Hope Housing and youth homeless program, Evergreen Inc., Churches United, Housing & Redevelopment Authorities, Community Action	Possible connections through www.mnyouth.net/work/gradminnesota/ and www.mnliteracy.org/hotline

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				
Program which assists individuals recently released from the Department of Correction system and those who will be released in the near future. http://www.nwicdc.org/services-and-programs Lakes Area Restorative Justice in the Brainerd Lakes Area: The core program of LARJP is Restorative Group Conferencing (RGC). RGC provides a forum for juvenile wrongdoers and their families, those victimized by the harm, and their supporters to meet in a safe and respectful environment to discuss the incident. It helps offenders understand the true impact of their actions on the victim, their family, and the community as well as hold them accountable for the harm they have caused by completing a	Prevention program aims to help these youth, ages 16 through 21, transition from foster care to adulthood and prevent homelessness. Pay the Bills: free materials through ODEP-pueblo@gpo.gov Red Path: Independent Living Skills Service through Lutheran Social Services of Minnesota. Brainerd Lakes and Central Minnesota Red Path is a free Independent Living Skills (ILS) service for youth ages 16 to 21 who are currently in or have aged out of care, including: • Foster care • Residential treatment • Group homes • Other types of residential care services We support youth with growing their independent living skills, transition planning and case management to help them		agencies, Stepping Stones Resource Center, Homeless Coalitions, Websites that offer connections to include: www.health.state.mn.us/divs/orhpc/pubs/hmlessyth.pdf , www.180degrees.org/youth-residential.php Minnesota. Housing Matters https://www.housingmattersmn.org/about MyPath, One Step at a Time https://mypaths.org/?fbclid=IwAR1wIFIiARUfddmDlm*hNeFGSmzS-mcJMY94BhXTSU9QUSm2qVYrZziK3Wk MyPath is here to empower Northwest Minnesota youth, and their communities, to ask for and connect to the resources they need to successfully access housing, avoid homelessness, and pursue happiness.	Red River Alternative Learning Center, Outreach, Youth Educational Services program The Upward Bound Program at Bemidji State University. https://www.bemidjistate.edu/services/upward-bound/ Minnesota Association of Alternative Programs (MAAP). Their mission is to lead, promote, and support innovative learning experiences for all Minnesota students. http://www.maapmn.org/RegionNorthwest.html Bemidji Area Alternative Education Center (AEC) is a state-approved alternative program. The Minnesota Department of Education alternative education mission is to provide viable educational options for students who are experiencing difficulty in the traditional system.

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contract designed by themselves and the victim on how the harm will be repaired. By completing the contract, the offender's record is cleared which allows and empowers them to have a greater educational and employment opportunity as an adult. https://www.larjp.org/about-us/	transition from care to living on their own. Participation in Red Path is voluntary. https://www.lssmn.org/services/youth-homelessness/brainerd/red-path-program Pine Haven Group Homes		This project is a collaboration between many partners on the Youth Homeless Demonstration Project with the mission of building and changing systems to work better for youth in Northwest Minnesota so that events of youth homelessness are: brief, non-reoccurring, and rare. YHDP Vision: To bring new and existing stakeholders together to prevent and end homelessness for unaccompanied youth, ages 16 to 24, in the Northwest Region of Minnesota.	https://www.bemidji.k12.mn.us/aec/aec-resources/about-us/ Northwest Indian Community Development Center also offers an ABE program that allows participants to earn their GED at their own pace. **http://www.nwicdc.org/_assets/docs/NWICDC_ABE%20Flyer5.pdf** Oshkiimaajitahdah, also known as New Beginnings is located on the Red Lake Reservation in Redby, MN and they assist many of my Red Lake Nation enrolled youth clients who are having trouble at school or are at risk of dropping out of high school and need alternative education routes http://www.redlakenation.org/tribal-programs/human-services/oshkiimaajitahdah#teen-parent-program

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Work with local worksites that are willing to offer work training experiences to persons who have offenses in their backgrounds.	Coordinate services with area Lutheran Social Services, Evergreen Youth and Family Services, Lake Land Mental Health, North Homes, Stepping Stones Resource Center, the Village, local Tribes, County Social Services and Path, Inc. staff who work with foster care youth.	**Legal Services Corporation** Legal Services Corporation located in Minnesota. Provides free or low-cost legal advice or representation for low income individuals or families.	Connect young adults to YMCA, United Way, Catholic Charities, HRA/Section 8 housing, Salvation Army, American Red Cross **West Central Community Action** https://wcmca.org/ Types of services: Energy assistance, housing, children/education, financial, health, transportation, etc. "Partnering to build community and empower people in West Central Minnesota to overcome poverty and achieve their full potential."	AEC – ISD 181, L EC – ISD 181, ALC – Pine River-Backus School, Cuyuna Range Youth Center Sourcewell collaborative social workers in each school in their service area. Through Sourcewell, regional schools have access to programs focused on: • The successful transition of students from school to work and college • Developing effective K-12 career planning and career exposure • Enhancing opportunities for students to gain work experience and earn college credit and industrial certifications. https://www.sourcewell-mn.gov/services/mn-programs/education/college-career-readiness

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In Bemidji, there is a connection with the Bemidji Area OIC who runs a program for ex-offenders. Also connect with Restorative Justice and Re-entry programs. In Wadena area – Community Concern for Youth.	Hold Integrated Resource Team (IRT) meetings with other agencies that a participant is working with to create a common plan and coordinate the provision of supports and services.	Access resources from Lakeland Mental Health, Solutions, Freedom Resource Center, State Services for the Blind, Place for Hope, Heartland, Productive Alternative, SSA and the Disability Linkage line at www.Minnesota Help.info	Hold Integrated Resource Team (IRT) meetings with other agencies that a participant is working with to create a common plan and coordinate the provision of supports and services.	Human Services Advisory Pathway (Formerly known as School to Work). Mission statement: "To advance excellence by developing college and career-ready students for their futures and our growing region."
Assist program participants to inquire about the possibility of having offenses expunged from their records. Also explore the Federal Bonding program and process for employment needs.		Hold Integrated Resource Team (IRT) meetings with other agencies that a participant is working with to create a common plan and coordinate the provision of supports and services	**Free Medical Clinics and Free Dental Clinics**This site brings you the most recent information about Free Medical Clinics and Free Dental Clinics that are available in Minnesota.	
Work closely with probation officers of participants.	Love, Inc of Douglas County a Christian non-profit agency whose purpose is to network local churches into a partnership that links their resources and services to help our community members in need as well as looking beyond the need to engage with the person. https://www.loveincdouglas.org/ (This resource fits across multiple columns in this document.)	Lakeland Mental Health **Vocational Rehabilitation **Productive Alternatives **Solutions **Summit **CCRI **Access **MCRS	**U.S. Department of Health and Human Services, Health Resources and Services Administration** Federally-funded health centers care for you, even if you have no health insurance. You pay what you can afford, based on your income.	Work closely with probation officers of participants.

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Hold Integrated Resource Team (IRT) meetings with other agencies that a participant is working with to create a common plan and coordinate the provision of supports and services.			**Minnesota Health Insurance Network** Subsidized health care program for people who live in Minnesota and do not have access to health insurance.	
Legal Services Corporation Legal Services Corporation located in Minnesota. Provides free or low-cost legal advice or representation for low-income individuals or families. F5 Project – Fargo/Moorhead We help the formerly incarcerated. We help those suffering from addiction. We help veterans + anyone needing housing, recovery resources, peer support or a plan to change their life. https://www.f5project.org/ Career Fairs called 2nd Chance career fairs but our outdoor Trunk	**A Place to Belong** http://www.aplace2belongmn.com/ "A Place to Belong provides a safe, comfortable, and supportive environment for persons with serious mental illness who are working on their recovery while living in the community, by means of voluntary recreational, social, educational and community service opportunities." **Otter Tail County Public Health** https://ottertailcountymn.us/department/public-health/ o Assure adequate public health services	**Family Development and Housing** The family development program provides services that help individuals, families, and unaccompanied youth (ages 16-24) with housing emergencies, homelessness, and self-sufficiency. We offer: • Homeless Prevention • Rapid-Rehousing • Transitional Housing • Emergency Service • Permanent Supportive Housing Down Payment/Closing Costs	**Prevent and End Homelessness** • Peoples Church is a homeless shelter located in Bemidji http://www.peopleschurch-elca.org/ • Wolfe Center is a homeless shelter located in Bemidji http://www.crcinform.org/directory/listing/wolfe-center • Red Lake Homeless Shelter 15855 Main Ave. Red Lakes, MN 218-679-3171 • Red Lake Housing: Long term, short term, transitional, and supportive housing. 218-679-3228	**Otter Tail County Human Service Agency** https://ottertailcountymn.us/department/human-services/ "Our department's mission is to provide an array of financial and social services to families and individuals to help maintain or enhance the quality of life for all persons served. Our agency staff directly provides over 27 different programs, and we contract with many other agencies throughout the county to provide a variety of programs."

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and Treat job fairs as well. Moorhead Community. Career Advising being provided to Moorhead West Central Juvenile Justice residents/students for information on high pay/high demand occupations they may be able to consider for employment and/or training. RMCEP currently has a P2P ITP grant that these youth would be eligible upon their graduation from high school and their transition from the Center. **Pope and Douglas County Car Care Program:** **https://carcareprogram.org/** At Car Care Program we know that you want to be an independent, valuable contributor for your family and community. In order to do that, you need an opportunity to make some changes to your situation so you can ultimately re-write your story.	o Promote healthy communities and healthy behaviors o Prevent the spread of infectious disease o Protect against environmental hazards o Prepare for and respond to disasters and assist communities in recovery o Assure the quality and accessibility of health services **Someplace Safe** https://www.someplacesafe.info/ "Someplace Safe is a nonprofit agency offering a myriad of services to victims and survivors of crime, families, and communities in a nine-county region in West Central Minnesota."	**ARMHS** https://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=id_058153 "Our Adult Rehabilitative Mental Health Services (ARMHS) provide skills training for adults with mental health conditions. Our directive is to help these adults gain independence in their home and community. The adults in this program develop stability and social competencies, as well as basic social and living skills, in order to better manage symptoms from mental illness."	• Park Place of Bemidji: Housing options for people who are homeless and have an alcohol abuse disorder or are eligible for Section 8 housing due to a diagnosed mental health disability. 218-444-8717 • Evergreen Shelter (youth only) 622 Mississippi Ave. NW Bemidji, MN 218-751-4332 • Village of Hope is a long-term homeless shelter for people 18 and older who have children https://www.villageofhopebemidji.org/ • The Shop in Brainerd. The Shop is here to provide a place for youth where they can grow to be positive,	

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The problem is not having a safe and reliable vehicle limits your opportunities to provide for the basic needs your family, which makes you feel frustrated and, perhaps, a little hopeless. We feel that your ability to take care of you and your family shouldn't be limited due to lack of transportation. You deserve to be given a chance to re-write your story. Our entire team understands that re-writing your story is more than four tires and a set of keys. It's about making small, but effective decisions that will positively drive your life forward, one mile at a time.			productive, and engaged citizens in the Brainerd Lakes Area. The Shop is also here to close the "opportunity gap" for youth who have yet to find a place to participate in constructive activities, inspiring recreation, and transformative programs. https://theshopbrainerd.org/ • Brainerd Warming Shelter For anyone 18+ 1926 S 7th street Brainerd • Northern Pines is a comprehensive community mental health center with a six-county service area in Central Minnesota that includes Aitkin, Cass, Crow Wing, Morrison, Todd, and Wadena counties. https://www.npmh.org/ • Nystrom & Associates in	

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			Minnesota work in the behavioral health and addiction treatment fields. They can offer housing vouchers and options. https://www.nystromcounseling.com/ • First Lutheran Church Detroit Lakes – Overnight Emergency Shelter https://www.firstlutheranchurch.com • MAHUBE-OTTWA Family Development and Housing The family development program provides services that help individuals, families and unaccompanied youth (ages 16 – 24) with housing emergencies, homelessness, and self-sufficiency. They offer homeless prevention, rapid-rehousing, transitional housing, emergency service,	

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			permanent supportive housing. https://www.mahube.org/services/family-development-and-housing/ • Compassion House Treatment Facility in Detroit Lakes. Short- and long-term residential treatment. https://yourfirststep.org/treatment-center/compassion-house-detroit-lakes-mn/ • Detroit Lakes MN Women's Shelters They provide listings of women's shelters, family shelters, transitional housing, residential treatment centers and other residential services for women. Many shelters also provide services such as alcohol and drug rehab treatment along with clinics, and best of all	

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			supportive housing options. https://www.womenshelters.org/cit/mn-detroit_lakes **Father's Resource Program** https://wcmca.org/program/fathers-resource-program/ "The Father's Resource Program helps parents and families that have issues involving parenting time, custody, and child support. The program instructs and educates parents and families on area resources and services that may be of assistance to them. Often the Father's Resource Program will help parents and families with completing pro se motions (pro se means that the individuals represent themselves in court)."	

2021 WORK SITES   CITY

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ABE & LEECH LAKE TRIBAL COLLEGE	CASS LAKE
ALEX BRICK AND STONE	ALEXANDRIA
ALEXANDRIA PUBLIC SCHOOLS	ALEXANDRIA
ALEXANDRIA SENIOR CENTER	ALEXANDRIA
ANDERSON CUSTOM PROCESSING, INC	LITTLE FALLS
ANIMAL HAVEN	LITTLE FALLS
ARC ATTIC TREASURES	FARGO
ATCC- HEAD START	ALEXANDRIA
BABINKSI FOUNDATION	PEQUOT LAKES
BANICK ELECTRIC	ROYALTON
BARGAINS ON 7TH	BRAINERD
BARNESVILLE CHILD CARE CENTER	BARNESVILLE
BEMIDJI COMMUNICATIONS	BEMIDJI
BEMIDJI FOOD SHELF	BEMIDJI
BETHANY HOMES	FARGO
BI-CAP YOUTHBUILD	BEMIDJI
BLACKDUCK FAMILY FOODS	BLACKDUCK
BOONE'S GROCERY STORE	RANDALL
BOYS & GIRLS CLUB OF BEMIDJI	BEMIDJI
BRECKENRIDGE HIGH SCHOOL	BRECKENRIDGE
BRIDGEWAY ESTATES	LITTLE FALLS
CAMPBELL-TINTAH SCHOOL	CAMPBELL
CATTALE'S BOOKS AND GIFTS	BRAINERD
CENTRAL LAKES COLLEGE-STAPLES	STAPLES
CENTRAL MARKET	DETROIT LAKES
CITY OF BRECKENRIDGE	BRECKENRIDGE
CITY OF KELLIHER	KELLIHER
CJ'S PET CENTER	HAWLEY
CLAY COUNTY MAINTENANCE	MOORHEAD
CLEARBROOK GONVICK SCHOOL	CLEARBROOK
COBORNS	LONG PRAIRIE
CORA'S CLOSET	FERGUS FALLS
COUNTRY CORNER CAFE	HENNING
COURTYARD BY MARRIOTT	MOORHEAD
CREATION SHOP	FERGUS FALLS
CROW WING COUNTY HISTORICAL SOCIETY	BRAINERD
CWC HISTORICAL CENTER	BRAINERD
DAIRY QUEEN	STAPLES
DAKOTA BOYS AND GIRLS RANCH	WEST FARGO
DARLING REFLECTIONS	ALEXANDRIA

DARLING REFLECTIONS SPA	ALEXANDRIA
DARREL'S FULL SERVICE FOODS	HOFFMAN
DEE'S DECORATING	LITTLE FALLS
DETROIT LAKES ALC	DETROIT LAKES
DOLLAR GENERAL	ELBOW LAKE
EAGLE RIDGE RANCH	CLARISSA
ELBOW LAKE LIBRARY	ELBOW LAKE
ENDLESS TREASURE THRIFT STORE	ALEXANDRIA
ESSENTIA HEALTH ST JOSEPH HOSPITAL	BRAINERD
FALLS FABRICATING LLC	LITTLE FALLS
FARMERS & MERCHANTS BANK	PIERZ
FARMHOUSE CAFE	CLARISSA
FERGUS FALLS PUBLIC LIBRARY	FERGUS FALLS
FRAZEE VERGAS LATCH KEY	FRAZEE
FRAZEE VERGAS PUBLIC SCHOOL	FRAZEE
FRIENDS OF LINDEN HILL	LITTLE FALLS
FUN AND FRIENDS	BRAINERD
GRANT COUNTY HUMANE SOCIETY	ELBOW LAKE
GREAT RIVER RESCUE	BEMIDJI
HABITAT RESTORE	BRAINERD
HARMONY COOP	BEMIDJI
HAWLEY SCHOOL	HAWLEY
HAWLEY SENIOR LIVING CENTER	HAWLEY
HEADWATERS SCIENCE CENTER	BEMIDJI
HEARTLAND MOTORS	MORRIS
HISTORICAL CULTURAL SOCIETY OF CC	MOORHEAD
HUMANE SOCIETY OF THE LAKES	DETROIT LAKES
IND SCHOOL DIST #2170	STAPLES
IND SCHOOL DIST #786	BERTHA
IND SCHOOL DIST #818	VERNDALE
IND SCHOOL DISTRICT #2155	WADENA
INTERSTATE SHOES	MOORHEAD
ISD 487	UPSALA
JIMMY'S FAMILY RESTAURANT	WALKER
K & L MARKET	ELBOW LAKE
KELLIHER PUBLIC SCHOOLS	KELLIHER
LARL-MHD PUBLIC LIBRARY	MOORHEAD
LARRY'S SUPERMARKET	PELICAN RAPIDS
LINCOLN ELEMENTARY	LITTLE FALLS
LITTLE FALLS GREENHOUSE	LITTLE FALLS
LITTLE FALLS HS	LITTLE FALLS
LITTLE FALLS RADIO	LITTLE FALLS
LITTLE FALLS SCHOOL GARDENS	LITTLE FALLS

LUEKEN'S VILLAGE FOODS NORTH	BEMIDJI
LUEKEN'S VILLAGE FOODS SOUTH	BEMIDJI
LUND MANUFACTURING, LLC	ROYALTON
MAHNOMEN HIGH SCHOOL	MAHNOMEN
MAYO CLINIC AMBULANCE SERVICE	ST CLOUD
MEADOW PONDS ASSISTED LIVING	PIERZ
MIDWEST SALES & CONSTRUCTION	PIERZ
MILLER'S FRESH FOODS	ELBOW LAKE
MINEWASKA PUBLIC SCHOOL	GLENWOOD
MISS MEGAN'S DISCOVERY ZONE	FRAZEE
MOORHEAD HIGH SCHOOL	MOORHEAD
MORRISON COUNTY	LITTLE FALLS
MSTATE	WADENA
MULTICULTURAL RESOURCE CENTER	PELICAN RAPIDS
NEW YORK MILLS SCHOOL	MILLS
NORTHBOUND GIRL APPAREL AND GIFT	DETROIT LAKES
NORTHLAND ARB	BAXTER
NORTHLAND ARBOERTUM	BRAINERD
NORTHLAND PET LODGE	CROSSLAKE
OPERATION SANDWICH	BRAINERD
OSAKIS PUBLIC SCHOOLS	OSAKIS
OUR REDEEMER'S CHILD CARE CENTER	MOORHEAD
PARK GARDENS OF FERGUS FALLS	FERGUS FALLS
PEAR TREE NURSERY	LITTLE FALLS
PERKINS RESTAURANT & BAKERY	LITTLE FALLS
PIERZ BALLROOM & LANES	PIERZ
PIERZ FOODS	PIERZ
PIONEER RESTAURANT	PIERZ
PONEMAH BOYS & GIRLS CLUB	PONEMAH
PRAIRE WETLANDS LEARNING CENTER	FERGUS FALLS
PRE-K PLUS	BRAINERD
PROBSTFIELD	MOORHEAD
RANGE PRINTING	LITTLE FALLS
RDS MOVING	BRAINERD
RE-USE IT THRIFT STORE	PERHAM
RED LAKE BOYS & GIRLS CLUB	RED LAKE
RED RIVER AREA LEARNING CENTER	MOORHEAD
REMAX CENTRAL	LITTLE FALLS
RESTORE (HABITAT FOR HUMANITY)	MOORHEAD
RICE CREEK	LITTLE FALLS
RMCEP - YOUTHBUILD	MOORHEAD
RT VISION	LITTLE FALLS
RURAL MN CEP	MOORHEAD

SALVATION ARMY FOOD SHELF	BRAINERD
SERVICE FOODS	FERGUS FALLS
SPORTSMAN'S IMAGE	LITTLE FALLS
SWEET WATER RESORT	CUSHING
TARAS SPAW AND PET RESORT	HANCOCK
THE HANGOUT	BERTHA
THE SHOP	BRAINERD
THE WELCOME HOUSE	FERGUS FALLS
TONY'S 1ST AVE CUSTOME FRAME	LITTLE FALLS
TOURIGHT BICYCLE	LITTLE FALLS
ULEN HITTERDAL HIGH SCHOOL #914	ULEN
UNDERWOOD HIGH SCHOOL	UNDERWOOD
VALLEY LAKE BOY'S HOME	BRECKENRIDGE
WADENA COUNTY HUMANE SHELTER	WADENA
WADENA COUNTY PARKS	WADENA
WANNABE'S IN VERGAS	VERGAS
WASHINGTON EDUCATION	BRAINERD
WELCOME HOUSE	FERGUS FALLS
WEST CENTRAL AREA SCHOOLS	BARRETT