# Form 1 - Cover Sheet/Signature Page MN DEI Project

| **APPLICANT AGENCY -** Use the legal name and full address of the fiscal agency with whom the grant will be executed. | **Contact Name and Address** |
| --- | --- |
| The Southwest Minnesota Private Industry Council  Lyon County Government Center  607 West Main Street  Marshall, MN 56258 | Eriann Faris, Youth Program Manager  607 West Main Street  Marshall, MN 56258 |
| Director Name: Carrie Bendix  Telephone Number: 507-476-4060  FAX: 507-537-6362  E-Mail: [cbendix@swmnpic.org](mailto:cbendix@swmnpic.org) | Contact Name: Eriann Faris  Telephone Number: 507-476-4053  FAX: 507-537-6362  E-Mail: [efaris@swmnpic.org](mailto:efaris@swmnpic.org) |

Agency DUNS# 061564931

MN Tax ID #: ES30306 Federal Employer ID #: 41-1487964

Local Website Address (if applicable): www.swmnpic.org

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

Signature:

Title:

Date:

# PROJECT DESCRIPTION MN DEI PROJECT

*Describe your organization’s Employment Network outreach strategy to engage ticket holders:*

The Southwest Minnesota Private Industry Council’s (PIC) Employment Network outreach strategy to engage ticket holders is to conduct specific outreach towards serving the region’s growing racially and ethnically diverse youth populations. The project’s overarching goal is to support youth with disabilities to achieve competitive, integrated employment through person-centered practices and the Guideposts for Success framework.

The Local Disability Resource Coordinator (LDRC) conducts outreach to the disability community and the organizations that serve youth with disabilities to: 1) market workforce services; 2) promote interagency collaboration; 3) convene and facilitate IRT meetings to address barriers related to achieving the participant’s education, training, and/or employment goals; 4) work with other partner staff to ensure strategies identified by the IRTs are being implemented; and 5) assist youth job seekers in navigating and using the WorkForce Center system and other mandated/non-mandated partners that provide services and supports needed to obtain/maintain competitive, integrated employment.

Specifically, the PIC communicated via PIC and their partners’ social media outlets, local area newspapers, and PIC’s monthly newsletter discussing our becoming an Employment Network (EN) and the new services to be provided by the PIC as part of being a new EN in the region. In addition, information regarding the PIC’s becoming and EN have been placed in our resource areas at our three Workforce Center locations (Montevideo, Marshall, and Worthington).

PIC receives referrals from American Dream Employment Network (ADEN) which is our Administrative EN and PIC is listed on the national registry of Employment Networks.

PIC has a partnership with Vocational Rehabilitation Services (VRS). PIC’s LDRC has discussed with VR Counselors the benefit of sharing referrals and introducing ticket holders to one another to better serve individuals with disabilities. PIC has been a Pre-Employment Transition Services (Pre-ETS) service provider for the past two years and delivers a variety of career exploration, career advising, work experiences, and transition services to students in over forty school districts annually.

As part of the work plan, PIC’s LDRC will provide benefits counseling information to youth and their families to educate them about Social Security benefits and work incentives, such as the Ticket to Work program and awareness of local Employment Networks, primarily PIC’s.   
  
*Describe the Employment Network goals your organization hopes to achieve in the next year. How many ticket holders do you anticipate assigning a ticket to your organization’s EN? Does your organization anticipate any ticket revenue in the next year?*

PIC currently has one ticket assigned to our EN. That individual is not currently working but will hopefully be employed soon. It is PIC’s goal to assign 10 tickets to our EN and receive $10,000 in ticket revenue during year 3 of the grant.

As an Employment Network PIC’s LDRC has the ability to work closely with individuals who are receiving SSI/SSDI and have a Ticket to Work. If the individual needs extra support, our LDRC is a Certified Work Incentive Practitioner which can assist individuals in navigating the process to receive public assistance benefits such as SSI/SSDI. The decision to assign a Ticket or apply for SSI/SSDI is made by the youth participant depending on their goals and aspirations for the future.

*Describe the promising practices your organizations intends to sustain beyond the grant’s life. Describe how your organization will integrate promising practices into core programs like WIOA Youth/Adult:*

The PIC intends to sustain the following promising practices beyond the life of the DEI grant are:

Person-centered practices which are woven into service provision through individualized needs assessment, career planning, postsecondary career education, work experiences, systems linkages and service coordination, and other promising practices.

The Guideposts for Success framework will be used as a strategic model for assessing, planning, and coordinating supports needed by youth in order to reach their educational employment goals.

To best address the needs of individuals who have mental health issues, are homeless, or have other significant barriers, the PlC engages community partners with appropriate specialties and incorporate Integrated Resource Teams (IRTs) into programming. This allows individuals to advocate for themselves. The use of IRTs has been identified as an innovative approach and a best practice by the U.S. Department of Labor. Integrated Resource Teams are explained to participants and are convened on behalf of the participant based on the individuals/agencies the participant wants at the table. IRTs can include county social workers, case managers, counselors, healthcare practitioners, supervisors, teachers, employment counselors, and parent/family members. These resource team meetings allow the individual to make decisions about their goals while the service providers can determine who will support the participant in achieving their goals without duplicating efforts.

PIC is known for its innovative programming as recently our Youth Programs were selected as the #1 Award Winner for the 2017 and 201824 MWCA Promising Practices for our Career Pathway model. Racially and ethnically diverse youth with disabilities from the Minnesota Valley Area Learning Center had the opportunity to take a Welding Class at Minnesota West Granite Falls during spring 2017 as part of their education training plan. Through DEI, the capacity to modify and adapt academic, training, and employment services to enhance accessibility, increase participation, and obtain career outcome success in support of youth & young adults with disabilities and diverse support needs. Students earned 6 college credits and they gained the technical skills needed to obtain employment in the high-demand field of welding. The class was sponsored by Southwest Minnesota Private Industry Council, Adult Basic Education, MN West Community and Technical College and the Minnesota River Valley Alternative Learning Center (ALC). The students attended welding class two - three days a week and continued their regular classes at the ALC. Included as part of the class were visits to several local businesses, employability skills, instruction in technical reading and welding math and opportunities to explore other mechanical trades.

The Local Disability Resource Coordinator (LDRC) will continue to be an instrumental component in leading the Employer Network initiatives to generate revenues to sustain the project goals created by the DEI project. The LDRC provides the link necessary to match youth with disabilities to gainful employment through individualized needs assessment and comprehensive services such as career planning, postsecondary education, systems linkages and service coordination, and other promising practices. The LDRC is responsible for the implementation of strategic approaches such as the Guideposts for Success, implementation of Integrated Resource Teams (IRTs), as well as expanding and enriching current partnerships and collaborations to ensure young adults with disabilities will have choices for competitive, meaningful, and sustained employment in the most integrated setting. The LDRC conducts outreach to the disability community and the organizations that serve youth with disabilities.

*Describe how the connections your organizations has made with the PACER Center will continue beyond the life of the grant:*

The LDRC engages with PACER Center staff on technical assistance items including the Guideposts for Success and on-site parent training on work incentives, benefits planning, and other transition topics. Family Engagement is one of the five categories of supports needed by youth as identified by the Guideposts for Success. Parent or family engagement and PACER Center engagement is a critical factor to the participants’ success. PACER is a great resource when tough questions come up regarding the participants we serve. PIC will often reach out to our PACER contact and they will provide resources and referral ideas to get the participants questions answered and the help they need.

*Describe how you will reach youth of color. What techniques, strategies, and/or resources will you utilize to serve youth of color?*

The PIC Young Adult team provides services to youth throughout the region, with an emphasis on serving youth facing economic and educational disparities, due to their disability and/or race. The PIC has demonstrated effectiveness in delivering career advisory services to youth with disabilities for many years. Since 2016, 58% of the youth served have had a disability, and 41% of those were youth of color with a disability. This is a significantly higher percentage than the groups’ percentages of the region’s population as a whole. The PIC engages with communities of color and their leaders regularly to gain a greater understanding of their cultures; incorporating their feedback into the workforce development plan, organizational policies, and program practices; as well as in helping to facilitate the programs for successful outcomes. Examples of this include assisting with recruiting program participants, supporting participants while in the program, teaching staff on cultural practices and overall sharing of resources. PIC utilizes interpreters, community liaisons and focus groups to engage and communicate with the diverse populations in the region.

The PIC provides services to members of the Upper and Lower Sioux reservations, communities of African and Karen immigrants in Marshall, Windom and Worthington, Hmong communities in Tracy and Walnut Grove, and a Micronesian community in Milan. Strong partnerships have been developed with both community leaders and other culturally competent organizations such as the Karen Organization of MN, Nobles County Integration Collaborative, Worthington Community Connectors, Yellow Medicine Integration Collaborative, Lower Sioux Indian Community, Milanesian Council of Women, school and community minority advocates.

PIC youth employment specialist collaborates closely with the Southwest MN ABE Consortium. When it is determined that language or cultural barriers to education or employment exist a referral to ESL classes is made. Interpreters are available to work with individuals with language and cultural barriers. The SW MN PIC has in-house staff available to provide interpreter services to Spanish speaking participants. When necessary the language line may be used or interpreters hired to assist. Southwest MN PIC strongly encourages and supports staff to attend cultural diversity trainings to learn how to incorporate programming approaches such as: acknowledging students differences as well as their commonalities, validate students cultural identity, educate students about diversity of the world around them, and promote equity and mutual respect. Youth staff works with the schools Minority Advocates and Integration Collaborative in the region to incorporate program approaches.

The PIC understands the benefit of seeing a diverse and new immigrant population as strength in the community and a solution to workforce shortages. The implementation of the actions outlined above is the work of the board’s equity committee. Utilizing community members, past participants and organizational cultural competency assessments, the committee will evaluate the organizations cultural competences and work to continually improve on an ongoing basis.

*Describe the co-enrollment strategies your site plans to use to fund training, work experience, etc. for project participants.* ***DEI grant funds MAY be used to pay wages or stipends to participants.***

The PIC is committed to leveraging funds through co-enrollments, with public assistance programs (MFIP), WIOA Youth/Adult, Pathways to Prosperity, MN Youth at Work SFY2016 (PIC’s Young Adult Career Pathway Program), Pre-Employment Transition Services (Pre-ETS) and the Minnesota Youth Program (MYP) or other youth-focused employment and training programs (TANF Innovations Project, Career Pathways, and the Youth Intervention Program) to ensure a smooth transition from school to work and/or work to school to provide youth with additional opportunities for career development, such as financial assistance for training, work experience, support services, and other applicable needs to be successful with their employment and training endeavors.

Other funds from HECAP (Higher Education Career Advisors Pilot) and MYP’s Outreach to Schools will be available as well to support the work of the DEI grant funds to ensure that these participants are being serviced to the fullest extent possible.

*Describe how worksites will be developed for participants including how employers will be engaged to provide a range of work experience opportunities including private sector internships. Describe how accommodations are made for youth who need them:*

Businesses benefit from work-based learning because training can be tailored both specifically to their needs and the needs of the participants, which leads to increased productivity and engagement from the worker. Work-based learning also supports a broader pipeline of workers by connecting businesses to a pool of underrepresented populations that they may otherwise have difficulty engaging. In order to realize these benefits, business partners are engaged in career pathway program design and curriculum development to ensure it meets their needs.

Many youth need to develop career success skills before they are ready to succeed in unsubsidized employment. Often, they also lack the experience necessary to secure jobs. PIC youth staff will address these barriers by continuing to provide experiential and work-based learning opportunities for appropriate youth. This will give the participants the opportunity to gain the skills and experience necessary to find success in the workplace.

Work Based Learning provides an opportunity for youth to learn about and meet employer expectations while gaining transferable skills, allows youth to try out different jobs to help determine what they like and dislike, helps build work-readiness skills to prepare them for a future career, and provides youth exposure to work/careers that will improve their employment prospects. A worksite evaluation measuring performance in the workplace is required. This allows the staff and supervisor to assess the participants work readiness based on the work readiness indicator. The most effective method of assessing work readiness is to require the worksite supervisor to observe and evaluate workplace performance. The worksite supervisor who regularly observes performance at the worksite is in the best position to assess the quality of a young person’s work performance. The rating categories are located on the students’ timecards and the supervisor evaluates the participant on a bi-weekly basis. The participants’ supervisor completes the evaluation using a Likert scale of one through four, one signifying unacceptable to four identifying exceeding requirements.

The evaluation is included on the time card to promote a conversation about positive developments and needed improvements. Short­ term goals for skills improvement are set and monitored by the PIC Youth Staff when workplace deficiencies or areas for improvement are identified. The PIC Youth Staff regularly visits the worksite to observe the participant, discuss progress and areas for skills enhancement, and provide encouragement and support. The PIC Youth Staff work with the worksite supervisors to address any issues that arise with the participants.

*Describe how worksite orientation will be given for both project participants and for worksite supervisors. How will safety training be given?*

PIC has a strong network of businesses and organizations willing to host youth, including youth with disabilities at their sites. The supervisor and youth receive an in-person orientation from the PIC youth staff. The orientation outlines the responsibilities and expectations of the youth intern, the worksite supervisor, and the employment specialist. Other items addressed include workplace safety, child labor restrictions (as appropriate), the Minnesota Right to Know Act, injury reporting, state and federal employment rules, confidentiality, and equal opportunity employment.

*Describe how youth are supported in order to earn academic and/or service-learning credit:*

Youth are supported to earn academic and/or service-learning credit through PIC’s Career Pathways programming. The objective of this programming is to create a pathway in high growth, in-demand occupations for the young adults in the identified target populations, to enhance basic academic abilities, complete the career pathway, participate in job training, and earn industry recognized credentials and post-secondary education credits.

The initial step is to create opportunities that might not otherwise be affordable or accessible to some of the region’s residents. A benefit to out of school youth is accessible training that will allow them to become more employable where they learn additional academic skills. The Bridge programming provides preparatory skills needed to enter the integrated training. The skills offered in the bridge portion include but are not limited to basic employment skills, job search skills, and an introduction to the industry in that the participant is pursuing.

To assure increased participant completion and skills mastery, career pathway training, work experience, secondary school credit, post-secondary credit, and support services will be provided through the project partnership. Additional instruction will enhance participants’ Basic English and Math comprehension, computer/technology literacy, work readiness, soft skills, and employability skills.

The intended outcome of the project is higher skill attainment and successful completion of industry recognized credentials, college credits, job placement, job retention, enrollment in higher education career pathway/degree programs, enhanced awareness of resources and opportunities for career advancement. All of the information is packaged into a portfolio for the participants’ future access and reference.

As participants progress along their career path, PIC youth employment specialists provide a post-secondary orientation session, to help youth identify post-training career options. Staff assist in navigating the postsecondary system and provide career counseling to enhance the participants’ opportunity for successful transition into the post-secondary and/or work environment. College is defined as any post-high school training opportunity resulting in an earned credential, from a certificate to a bachelor’s degree and beyond.

Ultimately, the goal of the program is to create career pathways for participants while creating systems change in strengthening partnerships to better support individuals to increase employability and provide employers with skilled workers.

# FORM 2: PARTNERSHIP CHART MN DEI PROJECT

The information contained in this chart should support the work plan and project description. This form demonstrates partnerships that form the basis for planning, developing, and implementing the DEI Project. Only those organizations that have committed resources, staff, and time (or are prepared to do so) should be listed. **NOTE: All local projects should include partners from Vocational Rehabilitation Services, State Services for the Blind, and it is encouraged to include businesses, and if possible Community Interagency Transition Committees (CTICs).**

| **Type of Organization** | **Organization Name/Address** | **Type of Commitment (Time, Staff, Financial Resources, Space, Referrals)** | **What the Commitment will be used for** | **Key Contact Person and Telephone Number/E-mail** |
| --- | --- | --- | --- | --- |
| **Community Transition Interagency Committees**  Representatives from a variety of community organizations serving youth meet to develop transition plans for youth with disabilities.  Partners include: PIC, K-12 schools, Human Services, Health Industries, Rehabilitation Services, Parents and Community Education. | Marshall Senior High School  400 Tiger Drive  Marshall, MN 56258 | * Staff, Time, Space * Planning * Implementation * Oversight * Referrals | Integrated Resource Team | Laura Lamb  Phone:   320-487-1230  [Laura.Laub@co.big-stone.mn.us](mailto:Laura.Laub@co.big-stone.mn.us)] |
| **Vocational Rehabilitation Services**  VRS is a WDA partner and located onsite. Provides vocational rehabilitation services in helping transition youth with disabilities to self-sufficiency. | Lyon County Government Center  607 W Main Street  Marshall, MN 56258  Nobles County Government Center  318 9th Street  Worthington, MN 56187  Montevideo WorkForce Center  202 N. 1st Street  Montevideo, MN 56265 | * Staff, Time, Space * Planning * Implementation * Oversight * Referrals | Integrated Resource Team | Mimi Schafer  [Mimi.schafer@state.mn.us](mailto:Mimi.schafer@state.mn.us)  Kristine Olson  [Kristine.olson@state.mn.us](mailto:Kristine.olson@state.mn.us) |
| **DEED State Services for the Blind & Hard of Hearing**  SSB is a WDA partner and located onsite. Provides vocational rehabilitation services in helping transition youth with disabilities to self-sufficiency. | Lyon County Government Center  607 W Main Street  Marshall, MN 56258 | * Staff, Time, Space * Planning * Implementation * Oversight * Referrals | Integrated Resource Team | Jenny Evenson  507-476-4045 |
| **Project Search**  The program serves as an opportunity for students to transition from high school to community employment by working Monday to Friday, generally from 8am to 3pm, during the school year. Students are provided an opportunity to participate in a variety of 8-10 week internship rotations at Avera Marshall Medical Center that best meet their interests, experiences and abilities.  A job coach, program instructor, and department staff work with the students (and IEP team) to help them develop the necessary interpersonal and job skills to gain meaningful employment. | Avera Marshall Medical Center  300 S. Bruce Street  Marshall, MN 56258 | * Staff, Time, Space * Planning * Implementation * Oversight * Referrals | Integrated Resource Team | Mary Kay Lacek  [marykay.lacek@swsc.org](mailto:marykay.lacek@swsc.org) |
| **Advanced Opportunities, Inc.**  Advance Opportunities is a private not-for-profit agency that has been providing quality employment opportunities and vocational training to individuals with developmental, physical and other disabilities since 1963. Current employment services are provided on our work floor as well as at community businesses and include assembly, shredding, collating, aluminum can recycling, housekeeping (hotel, new construction businesses/homes), office cleaning, lawn care services and digital imaging services. Advance Opportunities is committed to broadening the scope of our employment offerings. To that end, we strive to forge new mutually beneficial relationships with businesses and community partners that result in expanded employment opportunities. | 1401 Peterson Street  Marshall MN 56258 | * Staff, Time, Space * Planning * Implementation * Oversight * Referrals | Integrated Resource Team | Jamie Struck  jamie.struck@advanceopp.org |
| Employer | Avera Marshall Morningside Heights Care Center  300 South Bruce Street  Marshall, MN 56258 | * Staff, Time, Space * Planning * Implementation * Oversight * Referrals | * Integrated Resource Team * Career Pathway Training * Work-Based Training * Employer Engagement Activities | Kimberley Torkelson  507-537-9131 |
| Employer | The Schwan Food Company  115 W. College Drive  Marshall, MN 56258 | * Staff, Time, Space * Planning * Implementation * Oversight * Referrals | * Integrated Resource Team * Career Pathway Training * Work-Based Training * Employer Engagement Activities | Theresa VanMoer  Theresa.vanmoer@schwans.com  Jeff Varcoe  [Jeff.varcoe@schwans.com](mailto:Jeff.varcoe@schwans.com) |
| Employer | Schuneman Equipment Co.  Tyler, MN  Marshall, MN | * Staff, Time, Space * Planning * Implementation * Oversight * Referrals | * Integrated Resource Team * Career Pathway Training * Work-Based Training * Employer Engagement Activities | Carla Gilsdorf  605-432-5523 |
| Employer | JBS Worthington  PO Box 369  Worthington, MN 56187 | * Staff, Time, Space * Planning * Implementation * Oversight * Referrals | * Integrated Resource Team * Career Pathway Training * Work-Based Training * Employer Engagement Activities | Abigail Wilking  507-372-6324 |
| Educator | Marshall School District  400 Tiger Drive  Marshall, MN 56258 | * Staff, Time, Space * Planning * Implementation * Oversight * Referrals | * Integrated Resource Team * Career Pathway Training | Brian Jones  507-537-6920 |
| Educator | Minnesota Valley Area Learning Center  1313 East Black Oak Ave  Marshall, MN 56258 | * Staff, Time, Space * Planning * Implementation * Oversight * Referrals | Integrated Resource Team | Rhonda Brandt  320-269-7131 |
| Educator | Southwest Minnesota State University  1500 State Street  Marshall, MN 56258 | * Staff, Time, Space * Planning * Implementation * Oversight * Referrals | * Integrated Resource Team * Career Pathway Training | Matt Suby & Michele Sterner-Knife  (800)-642-0684 ext 6286 (Matt)  michele.sterner@smsu.edu |
| Educator | MN West Community and Technical College  1011 1st Street West  Canby, MN 56220 | * Staff, Time, Space * Planning * Implementation * Oversight * Referrals | * Integrated Resource Team * Career Pathway Training | Dawn Reginer  507-223-7252  Rebecca Weber  320-564-5000 |
| Human Services | Lac qui Parle County Family Service Center  PO Box 7  930 1st Ave  Madison, MN 56256-0007 | * Staff, Time, Space * Planning * Implementation * Oversight * Referrals | * Integrated Resource Team | Joel Churness  320-598-7594 |
| Human Services | Southwest Health and Human Services  607 West Main Street  Marshall, MN 56258 | * Staff, Time, Space * Planning * Implementation * Oversight * Referrals | * Integrated Resource Team | Craig Wilson, SELF Coordinator  507-537-6747 |
| Education Service Co-op | SW/WC Service Cooperative  1420 East College Drive  Marshall, MN 56258 | * Staff, Time, Space * Planning * Implementation * Oversight * Referrals | * Integrated Resource Team | Tom Hoff  507-537-2240 |
| Educator | SW Adult Basic Education  607 W Main Street  Marshall, MN 56258 | * Staff, Time, Space * Planning * Implementation * Oversight * Referrals | * Integrated Resource Team | Pat Thomas/See Leske  Marty Olson  Darcy Kleven  <http://www.southwestabe.org/staff-directory-c1txh> |
| Community Organization | University of MN Extension | * Staff, Time, Space * Planning * Implementation * Oversight * Referrals | * Integrated Resource Team * Financial Literacy Workshops | Sara Croymans  320-589-5419 |
| Employer | Stepping Stone Home Health Care  601 Village Drive  Marshall, MN 56258 | * Time, Resources, Staff | Stepping Stone Home Health Care will provide time and space for Career Pathway Trainings, Value-Added Employer Engagement activities for Career Pathway, participate as a work experience site and provide OJTs as applicable. They will also participate in IRTs. | Tammy Gustafson  507- 532-3834 |
| Community Organization | Lower Sioux Indian Community  39527 Reservation Highway 1  Morton, MN 56270 | * Time, Resources, Referrals, Staff, Space | The Lower Sioux Indian Community will provide referrals, time to participate in IRTs, and provide the DRC an increased awareness, knowledge, and understanding of what services are provided and can be non-duplicative. | Nora Murphy  507-697-8638 |
| Educator | Yellow Medicine East  (Racially Isolated School for Yellow Medicine Integration Collaborative)  Granite Falls, MN | * Time, Referrals, Staff, Space | The Yellow Medicine East Integration Collaborative will provide referrals, time to participate in IRTs, and as needed or applicable provide space for IRT meetings, DRC presentations, etc. | Robin Henderson  320-564-4081 Ext 104 |
| Community Organization | Karen Organization of MN  Marshall, MN 56258 | * Referrals | The Karen Organization of MN will provide referrals, time to participate in IRTs, and as needed or applicable provide space for IRT meetings, DRC presentations, etc. | Ron Skjong  rskjong@mnkaren.org |
| Community Organization | Nobles County Integration Collaborative  117 11th Ave Worthington, MN 56187 | * Referrals, Space, Materials | The Nobles County Integration Collaborative will provide referrals, time to participate in IRTs, and as needed or applicable provide space for IRT meetings, DRC presentations, etc. | Thi Syndare  507-376-3300 |
| Chamber of Commerce | Marshall Area Chamber of Commerce  118 W College Drive, Marshall, MN 56258 | * Space, Materials, Time | Employer Engagement | Brad Gruhot  507-532-4484 |
| Chamber of Commerce | Worthington Area Chamber of Commerce  1121 3rd Ave, Worthington, MN 56187 | * Space, Materials, Time | Employer Engagement | Darlene Macklin  507-372-2919 |
| Chamber of Commerce | Windom Area Chamber of Commerce  303 9th Street Windom MN 56101 | * Time, Space, Materials | Employer Engagement | Drew Hauge  507-831-2752 |
| DEED | Business Services  Montevideo, Marshall, Worthington Workforce Centers | * Time | Employer Engagement | Jessica Miller  [Jessica.miller@state.mn.us](mailto:Jessica.miller@state.mn.us) |

# FORM 3: WORKPLAN YEAR 3 MN DEI PROJECT

Make additional copies of this form as needed.

| **Agency:** The Southwest Minnesota  Private Industry Council Inc. |  |  | **Contact:**  Eriann Faris  Youth Program  Manager |  |  |
| --- | --- | --- | --- | --- | --- |
| **Project Goal:** **The project goal for WDA 6 (PIC) is to support 30 youth with disabilities and other at-risk factors to reach their full potential through collaboration with state and local partners, using the Guideposts for Success framework to guide service delivery, increase capacity of local workforce systems to effectively serve culturally diverse youth with disabilities, and finally expand the use of benefits counseling by local youth and their families** | | | | | |
| **Strategies (activities, steps, and tasks to achieve the goal):** | **Expected Outcomes** | **Estimated Strategy Cost** | **Number Served** | **Start Date** | **End Date** |
| Collaborate with existing partners, employers, high schools, postsecondary education providers, Adult Basic Education, Continuum of Care (CoC), and all WorkForce Center partners to align and increase access for those with disabilities to career pathway training with multiple entry and exit points.   * Recruit participants, provide information of the program to partnering agencies.   Use best practices identified through participation  in the federal Disability Employment Initiative –  *Guideposts to Success* and the  Integrated Resource Team approach to enhance  services. Use the innovative intergenerational family support approach for youth participants.   * Assist those interested in completing the application, enrollment, and individual service strategy and orientation process for the grant. * Provide career counseling and access to labor market information to participants. * Complete Guideposts for Success activities * Provide Integrated Resource Teams (IRT) to participants. * Offer work-based learning and/or career pathway training opportunities. * Assist youth with obtaining an industry recognized credential or enter postsecondary education or training.   Reduce disparities in employment through targeted outreach and recruitment. Staff support will ensure increased employment, community involvement, and independent living.  Use proven work-based training strategies to assist people with disabilities to access the world of work.  Provide benefits counseling information to youth and their families to educate them about Social Security benefits and work incentives, such as the Ticket to Work program. | 1. Expand and enrich collaboration with state and local partners leading to improved education, training, and employment opportunities for youth who receive level 3 or 4 special education services or are eligible to or are receiving HCBS. 2. Support youth with disabilities to make successful transitions to postsecondary training and careers using the Guideposts for Success framework to guide service delivery. 3. Increase the capacity of Minnesota’s youth workforce system to effectively serve culturally diverse youth with disabilities. 4. Expand the use of benefits counseling by MN youth and their families and the use of Social Security work incentives, such as Ticket to Work (TTW) by young adults with disabilities receiving SSI.  * Educate youth about their Social Security benefits and the Ticket to Work program | $32,500  $103,325  $35,000  $30,000 | 30  100  100  30 | 1/1/2019  1/1/2019  1/1/2019  1/1/2019 | 4/30/2020  4/30/2020  4/30/2020  4/30/2020 |

# FORM 4: BUDGET SUMMARY MN DEI PROJECT

**BUDGET PERIOD: 11/1/2016 TO 4/30/2020**

| **Agency/Contact Person** | | **Address/Phone/Fax/E-mail** | | |
| --- | --- | --- | --- | --- |
|  | |  | | |
| **Budget Category** | **DEI Funds** | | **Leveraged Funds (Optional)** | **Total Budget Amount** |
| **885 - Personnel** | $124,800 | | $- | $124,800 |
| **875 - Fringe Benefits** | $31,200 | | $- | $31,200 |
| **890 - Travel** | $3,924 | | $- | $3,924 |
| **821 - Equipment/Supplies** | $19,500 | | $- | $19,500 |
| **838 - Training** | $- | | $- | $- |
| **840 – Contractual: Benefit Planning** | $3,750 | | $- | $3,750 |
| **834 – Contractual: Assistive Technology** | $- | | $- | $- |
| **830 – Other Contractual** | $83,996 | | $- | $83,996 |
| **845 – Construction/Space Costs** | $- | | $- | $- |
| **850 – Youth Wage and Fringe** | $153,580 | | $- | $153,580 |
| **833 - Administration (15% limit) (*note definition)*** | $74,250 | | $- | $74,250 |
| **TOTAL** | $495,000 | | $- | $495,000 |

**FORM 5: BUDGET DETAIL MN DEI PROJECT**

**Budget Period: 1-1-16 to 4-30-20**

**Agency: Southwest Minnesota Private Industry Council Inc.**

| **Budget Category** | **Provide a detailed breakdown of the items and amounts budgeted:** | |
| --- | --- | --- |
| **885 - Personnel** | **DEI Funds** | PIC Disability Resource Coordinator Staff: 1 FTE @ $20.00/hour = $41,600\* 3 years= $124,800 |
|  | **Leveraged Funds (Optional)** |  |
| **875 - Fringe Benefits** | **DEI Funds** | Disability Resource Coordinator (DRC): Social Security, Medicare, and MN UI Taxes, Workers’ Comp Insurance Premiums, Health/Life Insurance, Retirement Plan Benefits: 25% of Personnel Salaries = $10,400\*3 years= $31,200 |
|  | **Leveraged Funds (Optional)** |  |
| **890 - Travel** | **DEI Funds** | Disability Resource Coordinator: Travel as necessary to carry out the role of the Disability Resource Coordinator and achieve the goals of the MN DEI grant: Approximately 100 miles/month X 12 months/year @ .545/mile = $1,308\*3years= $3,924 |
|  | **Leveraged Funds (Optional)** |  |
| **821 – Equipment / Supplies** | **DEI Funds** | Equipment and supplies necessary for the PIC and the Disability Resource Coordinator to carry out responsibilities as indicated in the DRC Position Description and PICs Implementation Plan= $19,500 |
|  | **Leveraged Funds (Optional)** |  |
| **838 – Training** | **DEI Funds** |  |
|  | **Leveraged Funds (Optional)** |  |
| **840 – Contractual: Benefit Planning** | **DEI Funds** | Work Incentives Planning Training for Disability Resource Coordinator. Training, Travel, Lodging, Etc. = $3,750 |
|  | **Leveraged Funds (Optional)** |  |
| **834 – Contractual: Assistive Technology** | **DEI Funds** |  |
|  | **Leveraged Funds (Optional)** |  |
| **830 – Other Contractual** | **DEI Funds** | Assessment-WOWI $10/ea. - 20 students= $200.  Career Pathway Training (College, ABE, Secondary Schools) $2,000/participant (some trainings may be more, or less, however with our strong partnerships we are able to leverage dollars accordingly with braided funding), 36 participants $72,000.  On-the-Job Training (Employers) 400 hours \* (50% of the wage/fringe- approximately $6.00/hour) \* 9 participants = $11,796. |
|  | **Leveraged Funds (Optional)** |  |
| **845 – Construction / Space Costs** | **DEI Funds** |  |
|  | **Leveraged Funds (Optional)** |  |
| **850 – Youth Wage and Fringe** | **DEI Funds** | Each student (55) will be allowed 240 hours’/work experience.  13, 320 hours @ $11.53/hour (rate including fringe)= $153,580 |
|  | **Leveraged Funds** |  |
| **833 – Administration (15% limit)** | **DEI Funds** | Salaries, Payroll Taxes and Benefits for Fiscal Staff, the Program Manager, along with related costs that are allocated on a monthly basis. These include: Office Supplies, Rent & Utilities, Telephone (including internet costs), Insurance, Office Equipment Repair/Maintenance, etc. = 15% \* $495,000= $74,250 |
|  | **Leveraged Funds (Optional)** |  |

# ATTACHMENT 1

***General Job Description: Local Disability Resource Coordinator (LDRC)***

* Work in cooperation with the State-level DEI Project Lead to carry out the goals of the DEI on the local level, including implementation of the strategic approaches identified by DEI grantee (Guideposts for Success, Integrated Resource Teams, and Partnerships and Collaboration);
* Conduct outreach to the disability community and the organizations that serve youth with disabilities to market workforce services and promote interagency collaboration;
* Work with participants to convene and facilitate Integrated Resource Team (IRT) meetings to assist with issues related to achieving the participant’s education, training or employment goals;
* Work with employment counselors/case managers to ensure that strategies identified by the IRT are implemented;
* Coordinate services with other agencies, schools and community resources (e.g. community based organizations) to meet the participant’s needs;
* Assist youth job seekers with disabilities, including SSI/SSDI beneficiaries, to navigate and use the WorkForce Center system and other mandated/non-mandated partners that provide services and supports needed to obtain/maintain employment (e.g. housing, transportation, health care, etc);
* Provide information to eligible youth on the Ticket to Work program
* Engage with PACER center staff on technical assistance
* Effectively present information to the public (business groups, disability groups, other community-based agencies, local government) on employment services, work incentives (especially the Ticket to Work program), job accommodations, and benefits of employment of youth with disabilities;
* Serve as a point of expertise on programs and services that impact the employment or employability of youth with disabilities such as health care options, transportation and housing supports;
* Serve as a resource to WorkForce Center staff and the business sector on issues and programs related to youth with disabilities such as universal design and accessibility, availability of assistive technologies, tax incentives and reasonable accommodations;
* Work to build the capacity of WorkForce Centers to more effectively serve youth job seekers with disabilities;
* Participate in training and technical assistance opportunities to enhance project effectiveness;
* Prepare reports to document progress toward meeting the project’s goals and objectives.