

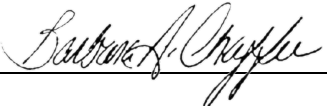
PY 2022 WIOA Youth Formula Funds  
 SFY 2023 Minnesota Youth Program (MYP)  
 Cover Sheet/Signature Page

<b>APPLICANT AGENCY</b> - Use the legal name and full address of the fiscal agency with whom the grant will be executed.	<b>Contact Name and Address</b>
Central Minnesota Jobs and Training Services, Inc.  406 East 7th Street P.O. Box 720 Monticello, MN 55362	Diana Ristamaki, Youth Program Manager  Central Minnesota Jobs and Training Services, Inc.  406 East 7th Street P.O. Box 720 Monticello, MN 55362
<b>Director Name:</b> Barbara Chaffee  <b>Telephone Number:</b> 612-504-2620  <b>Fax:</b> 888-665-2289  <b>E-Mail:</b> bchaffee@cmjts.org	<b>Contact Name:</b> Diana Ristamaki  <b>Telephone Number:</b> 320.364.0321  <b>Fax:</b> 320-679-6495  <b>E-Mail:</b> dristamaki@cmjts.org

### Basic Organization Information

<b>Federal Employer ID Number:</b>	<b>Minnesota Tax Identification Number:</b>
41-1484048	2073311
<b>DUNS Number:</b>	<b>SWIFT Vendor ID Number (if known):</b>
034 383 344	

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.

<b>Signature:</b>	
<b>Title:</b>	Barbara Chaffee, Chief Executive Officer
<b>Date:</b>	March 30 <sup>th</sup> , 2022

## Attachment 2

### PY 2022 Budget Information Summary:

### WIOA Youth Formula Grant Program (updated 11/23/21)

(See following pages for definitions of cost categories)

WDA Number and Contact:	WDA 5, Diana Ristamaki
E-Mail Address/Phone No:	dristamaki@cmjts.org
Date Submitted (or Modified):	6/15/22

Cost Category	Carryover From PY21 <i>(Cannot exceed 20% of PY 21 Amount.)</i>	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 <i>(Cannot Exceed 10%)</i>	\$ 0	\$ 51,019	\$ 51,019	\$ 12,754	\$ 25,509	\$ 38,263	\$ 51,019
841 In-School Youth Work Experience Wages/Fringe	\$ 13,000	\$ 10,000	\$ 23,000	\$ 6,000	\$ 12,000	\$ 18,000	\$ 23,000
825 Out-of-School Youth Work Experience Wages/Fringe	\$ 22,700	\$ 34,000	\$ 56,700	\$ 14,425	\$ 28,850	\$ 43,275	\$ 56,700
872 In-School Youth Work Experience Staff Costs	\$ 22,099	\$ 15,415	\$ 37,514	\$ 9,378	\$ 18,757	\$ 28,135	\$ 37,514
855 Out-of-School Youth Work Experience Staff Costs	\$ 46,856	\$ 55,245	\$ 102,101	\$ 25,525	\$ 51,020	\$ 76,575	\$ 102,101
874 In-School Youth Direct Services (Non-Work Exp.)	\$ 72,187	\$ 62,650	\$ 134,837	\$ 33,709	\$ 67,418	\$ 101,127	\$ 134,837
877 Out-of-School Youth Direct Services (Non-Work Exp.)	\$ 120,000	\$ 196,250	\$ 316,250	\$ 79,062	\$ 158,125	\$ 237,187	\$ 316,250
848 In-School Youth Support Services	\$ 4,096	\$ 3,500	\$ 7,596	\$ 1,898	\$ 3,797	\$ 5,695	\$ 7,596
862 Out-of-School Youth Support Services	\$ 3,600	\$ 10,500	\$ 14,100	\$ 3,525	\$ 7,050	\$ 10,575	\$ 14,100
860 In-School Youth Other Services	\$ 1,950	\$ 2,500	\$ 4,450	\$ 1,112	\$ 2,225	\$ 3,337	\$ 4,450
878 Out-of-School Youth Other Services	\$ 7,719	\$ 7,500	\$ 15,219	\$ 3,804	\$ 7,609	\$ 11,413	\$ 15,219
837 In-School Youth Training	\$ 13,552	\$ 12,000	\$ 25,552	\$ 6,388	\$ 12,776	\$ 19,164	\$ 25,552
838 Out-of-School Youth Training	\$ 38,000	\$ 49,620	\$ 87,620	\$ 21,880	\$ 43,760	\$ 65,640	\$ 87,620
<b>Total:</b>	\$ 365,759	\$ 510,199	\$ 875,958	\$ 219,460	\$ 438,896	\$ 658,386	\$ 875,958
<b>Estimated Percentage of NEW WIOA Funds Expended on Out-of-School Youth (Must be at least 75 percent):</b>							77%
<b>Estimated Percentage of NEW WIOA Funds Expended on Work Experience (Must be at least 20 percent):</b>							25%
<b>Estimated Total Number of Youth to be Served With WIOA Youth Funding:</b>							135

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

WDA Number and Contact:	WDA 5-Diana Ristamaki
E-Mail Address/Phone No:	<a href="mailto:dristamaki@cmjts.org">dristamaki@cmjts.org</a> 320-364-0321
Date Submitted (or Modified):	5/4/2022

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%)	\$26,704.00	6, 676	13, 352	20, 028	\$26,704.00
881 Youth Participant Wages and Fringe Benefits	\$45,000.00	11, 250	22, 500	33, 750	\$45,000.00
885 Direct Services to Youth	\$117,273.00	29, 318	58, 636	87, 954	\$117,273.00
860 Outreach to Schools (Direct Services; This cannot exceed 20%.)	\$48,069.00	12, 017	24, 034	36, 051	\$48,069.00
891 Support Services	\$30,000.00	7,500	15, 000	22, 500	\$30,000.00
<b>Total:</b>	\$267,046	66, 761	133, 522	200, 283	\$267,046

**Estimated Number of MYP Youth Served/Cost Per Participant**

Estimated No. of MYP Youth Served:	150
Outreach to Schools (OTS) Youth + Families Served (Note that OTS is an optional activity):	1, 800
<b>Estimated Total Number of MYP Youth and Families Served:</b>	1, 950
Estimated Cost Per MYP Participant:	1, 460
Estimated Cost Per OTS Participant-Family:	26.70

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

**CMJTS plans to provide most services listed under cost category definition for Outreach to Schools. Goal is to focus on opportunities that provide a hands-on approach, group presentations, and activities based on school and individual youth needs.**

## 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:	Diana Ristamaki
E-Mail Address/Phone Number:	dristamaki@cmjts.org
Date Submitted (or Modified):	6/22/2022

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:	76.0%	68.0%	69.0%	68.0%	69.0%
Employment/Education/ Training 4th Quarter After Exit:	74.0%	69.0%	69.0%	69.0%	69.0%
Credential Attainment:	62.5%	62.0%	62.0%	62.0%	62.0%
Median Earnings:	\$3, 500	\$4,000	\$4,000	\$4,000	\$4,000
Measurable Skills Gain:	49.0%	41.0%	42.0%	41.0%	42.0%

## WIOA Youth Performance Definitions

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

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

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

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

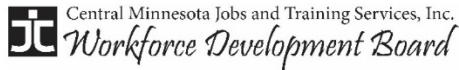
1. Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;
2. Documented attainment of a secondary school diploma or its recognized equivalent;
3. Secondary or postsecondary transcript or report card for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

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



## Youth Committee Information For PY 2022/SFY 2023

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



### Central Minnesota Jobs and Training Services, Inc. Workforce Development Board Youth Committee

#### MISSION STATEMENT

*To help youth make a connection between learning and earning.*

#### GOALS

1. **Increase career exploration opportunities for youth.**
  - Share and promote career exploration events in our local communities.
  - Provide hands-on learning and career exploration opportunities to connect youth with career pathways.
  - Increase recognition for completing activities and/or provide incentives if allowed.
2. **Decrease equity gaps and ensure all youth have the resources they need.**
  - Identify and address the specific needs of youth within our communities.
  - Expand outreach to special populations through high school affinity groups, BIPOC agencies, and other community-based organizations.
  - Ensure equitable access to employment and education opportunities for all youth.
  - Use an equity lens to review current programming.
3. **Increase engagement and partnerships with the business community.**
  - Recruit additional Youth Committee members from the business community.
  - Grow shared database of area employers willing to participate in career exploration related activities such as classroom speakers, tours, mentors, hosting work experiences.
  - Increase hands-on, work-based learning opportunities for youth, schools, and employers with a focus on occupations in high demand.
  - Partner with employers to successfully employ, coach, and mentor youth with barriers.
  - Provide information to schools and businesses to help expand internship, apprenticeship, and job shadowing experiences across the region.
4. **Increase social emotional learning and employability skills for youth.**
  - Provide youth with opportunities to develop self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success.
  - Promote and support education and training opportunities that lead to credentials and/or employment.
  - Promote and support life and employability skills development.

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?
<b>Chair:</b> Lori Thorpe <b>Phone Number:</b> (651) 274-8880 <b>E-Mail:</b> <a href="mailto:lori.thorpe@state.mn.us">lori.thorpe@state.mn.us</a>	DEED VRS Regional Manager	Yes
<b>Vice Chair:</b> Amy Lord <b>Phone Number:</b> (763) 241-3400 x5016 <b>E-Mail:</b> <a href="mailto:amy.lord@isd728.org">amy.lord@isd728.org</a>	Career and Technical Education – ISD 728	No
<b>Member Name:</b> Mohammed Alghamdi <b>Phone Number:</b> 320-679-1800 x161 <b>E-Mail:</b> <a href="mailto:mohammeda@lakesandpines.org">mohammeda@lakesandpines.org</a>	Youth Advocate  Lakes and Pines CAC	No
<b>Member Name:</b> Jehana Schwandt <b>Phone Number:</b> (320) 222-5986 <b>E-Mail:</b> <a href="mailto:jehana.schwandt@ridgewater.edu">jehana.schwandt@ridgewater.edu</a>	Director of Diversity, Equity, and Inclusion  Ridgewater College	No
<b>Member Name:</b> Elisabeth Payne <b>Phone Number:</b> (320) 679-6453 <b>E-Mail:</b> <a href="mailto:elisabeth.payne@co.kanabec.mn.us">elisabeth.payne@co.kanabec.mn.us</a>	Juvenile Probation Agent	No
<b>Member Name:</b> Kendra Mooney <b>Phone Number:</b> (320) 309-7729 <b>E-Mail:</b> <a href="mailto:kendra.mooney@state.mn.us">kendra.mooney@state.mn.us</a>	DEED Vocational Rehabilitation Services	No
<b>Member Name:</b> Becky Maki <b>Phone Number:</b> (218) 260-8398 <b>E-Mail:</b> <a href="mailto:bmaki@isd578.org">bmaki@isd578.org</a>	Pine Tech Perkins Secondary Coordinator  Perkins Consortium	No

## 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																					
<p><b>Name of Service Provider:</b> Central Minnesota Jobs and Training Services, Inc.</p> <p><b>Address:</b> 406 East 7<sup>th</sup> Street, P.O. Box 720</p> <p><b>City, State, ZIP</b> Monticello, MN 55362</p> <p><b>Contact Person:</b> Diana Ristamaki</p> <p><b>Contact Person Phone:</b> 320-364-0321</p> <p><b>Contact Person E-Mail:</b> dristamaki@cmjts.org</p> <p><b>Service Provider Website:</b> <a href="http://www.cmjts.org">www.cmjts.org</a></p>	<table border="1" data-bbox="813 615 1045 821"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>ISY:</td> <td>X</td> <td></td> </tr> <tr> <td>OSY:</td> <td>X</td> <td></td> </tr> </tbody> </table>		Yes	No	ISY:	X		OSY:	X		<table border="1" data-bbox="1078 615 1498 961"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Summer ONLY:</td> <td></td> <td>X</td> </tr> <tr> <td>Year-Round (incl. summer):</td> <td>X</td> <td></td> </tr> <tr> <td>Outreach to Schools:</td> <td>X</td> <td></td> </tr> </tbody> </table>		Yes	No	Summer ONLY:		X	Year-Round (incl. summer):	X		Outreach to Schools:	X	
	Yes	No																					
ISY:	X																						
OSY:	X																						
	Yes	No																					
Summer ONLY:		X																					
Year-Round (incl. summer):	X																						
Outreach to Schools:	X																						

## Attachment 1

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

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

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

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). A vote was conducted at both the Youth Committee and Workforce Development Board meetings and approved on March 11, 2022. See attached minutes.

2. Describe outreach and recruitment of:

Central Minnesota Jobs and Trainings Services, Inc. (CMJTS) continues to enhance strong partnerships and connections to assist with outreach and recruitment of youth across our 11-county areas.

CMJTS will promote our services for all program recruitment through:

- Social media (e.g., CMJTS' Facebook page) <https://www.facebook.com/CMJTS>
- CMJTS website: [www.cmjts.org](http://www.cmjts.org)
  - Let's get started button <https://www.cmjts.org/congratulations-youre-on-your-way>
- Attending local events, including college expos, job fairs, career fairs, and other community outreach/resource events.
- Presentations to community service and educational providers.
- Post brochures, posters, and flyers (focus on areas where youth tend to gather or spend time).
- Display WIOA and MYP information in CareerForce locations, as well as CMJTS

- affiliate sites, throughout LWDA 5.
- Announcements on monitors at CareerForce locations.
- E-mail program information.
- Distribution of Chart of Services inserts and program applications to educational providers, corrections, health and human services, community agencies, and homeless shelter counselors to identify and refer youth.
- You Tube and TikTok (to be added this year).
- CMJTS standing Youth Committee initiatives.
- Online job search sites.
- Workshops and agency information are distributed at public libraries.
- Attending Chamber of Commerce meetings.
- Have a table/planned activities at the Willmar Welcome week in September.
- Outreach efforts continue to increase to faith-based agencies and places of worship that serve youth. Particularly, in our Willmar area. These faith-based agencies have also been a referral source for our staff as they often provide unique support services that are not available from other sources.
- Host monthly hiring events.

In addition, outreach and recruitment will also be achieved through word of mouth from past and present youth participants, their parents/grandparents, agency partners, employers, and worksite supervisors.

#### **Out-of-School Youth (OSY) recruitment**

- CMJTS staff has developed a strong partnership with Open Doors for Youth in Elk River, a drop-in center for homeless youth, in which CMJTS staff are present one day a week to provide outreach and wraparound case management services.
- Partner with local Adult Basic Education (ABE) instructors for GED, Adult Diploma, and English as a Second Language (ESL) students who qualify for services under WIOA and/or MYP. CMJTS staff are present on a weekly basis at the achievement centers to meet with current program participants and for outreach to other eligible youth that could benefit from the services.
- Work closely with local community colleges and advising staff so they have a solid understanding of our programs to increase referrals of students not enrolled in college but have attended orientations and/or information sessions on careers supported by current Labor Market Information.
- Partner with local Vocational Rehabilitation Services (VRS) providers to provide program applications and offer services to their out-of-school youth, including and especially those placed on the VRS wait-list.
- Connect with current and former Minnesota Youth Program (MYP) participants to determine if they could benefit from additional services under WIOA.

- Work with county social services and public health agencies, as well as other agencies serving at-risk youth and their families (e.g., local resource centers for homeless youth, local food shelves, mental health services providers, foster care agencies, etc.) to identify out-of-school youth who could benefit from the services under WIOA and/or MYP.
- Continue to grow partnerships with both juvenile and adult probation providers along with local correction facilities.
- CMJTS provides MFIP Employment Services in 10 of the 11 counties in our WDA in which youth staff work closely with our MFIP employment counselors to recruit and coordinate employment services. In the other county, staff regularly connect with the public assistance employment service provider to determine if they have clients who would qualify for and benefit from services.
- Visit with staff from area secondary schools (especially special education case managers, counselors, and school social workers) to inquire about recent or soon-to-be graduates, as well as dropouts, in their communities who are known to be struggling to find a career path.
- CareerForce partners, including Job Service, Vocational Rehabilitation Services, Veteran Services, and Unemployment Insurance.
- Employment/Training: Dislocated Worker, MFIP, and WIOA Adult Programs.
- Referrals from established OJT employers.
- Offer incentives for completion of program goals such as GED stipends.
- Continue to work with other community agencies, such as energy assistance programs, thrift stores, housing programs, car ownership programs, Salvation Army, and minority-serving agencies for referrals.
- Meet regularly with Job Corp representative.

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

CMJTS utilizes a variety of strategies to connect with and recruit In-School Youth:

- Meet quarterly with Mille Lacs Band Ojibwe Ge-Niigaanizijig director and district case managers to discuss referral and programming options.
- Rural Career Counseling Coordinator (RC3) Initiatives.
- LYFT (Launch Your Future Today) activities.
- Meet with Jehana Schwandt, director of Diversity, Equity, and Inclusion at Ridgewater college, to discuss referral options, event activities, and program initiatives.
- An active member of local Perkins's consortiums.
- Connected with Diversity Counselors at the colleges in our region.
- Connect with school districts serving students from LWDA 5, including charter schools and alternative learning centers, to educate school staff about the services under the WIOA and MYP programs. Special effort will be made to

connect with guidance counselors, school social workers, work experience coordinators, and special education case managers to ensure that program information is available to the students who are most at risk.

- Partner with admissions, financial aid, retention, student support services, and TRIO staff at post-secondary institutions in our area to explain the program and how it can benefit their students. CMJTS staff participate in newly enrolled student orientations at Ridgewater and Pine Technical colleges to promote program services.
  - Connect with public assistance employment services staff, in addition to Dislocated Worker Program employment specialists, to determine if they have any clients who have family members that would qualify for and benefit from services under WIOA and/or MYP.
  - Work with county social services and public health agencies, as well as other agencies serving at-risk youth and their families (e.g., local resource centers for homeless youth, local food shelves, mental health services providers, etc.) to identify youth who could benefit from services under WIOA and/or MYP.
  - Partner with local VRS providers to provide program applications and offer services to their in-school youth. CMJTS is a Limited Use Vendor of Vocational Rehabilitation Services Pre-Employment Transitional Services serving youth with disabilities, ages 14-21, that are attending secondary school and are VR eligible. In addition, meet with Pre-ETS representatives on a regular basis to determine if VRS youth can be co-enrolled for wraparound services under MYP and/or WIOA program.
  - Attend Community Transition Inter-agency Committee (CTIC) meetings to promote services.
  - Insert CMJTS program information in career and school newsletters.
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.

CMJTS Youth Program employment specialists assist interested participants with the completion of CMJTS Youth Program applications, the collection of appropriate supporting documentation, intake interviews, and eligibility determination. This process includes verifying that the applicant meets the eligibility criteria established by the Workforce Innovation and Opportunities Act rules and regulations along with the Minnesota Youth Program outlined in the Youth Administrative Manual provided by the Department of Employment and Economic Development. CMJTS Youth Program

employment specialists collect and input all relevant data into the Workforce One (WF1) data management system. All enrollments and supporting documents are reviewed by the Youth Program manager and once approved, the applicant is set as “enrolled” in WF1. Once the application is complete and approved by the manager, the CMJTS Quality Assurance Department (QAD) validates all eligibility and enrollment documentation to ensure compliance with federal and state data validation practices. The Youth Program manager will monitor a random sample of Youth Program employment specialists’ files twice annually to verify that data entered into WF1 matches information from the physical file.

CMJTS follows all WIOA and MYP eligibility guidelines and strives to maintain excellent records, both in QAD and in the employment specialists’ workspaces. The eligibility process is also used as an opportunity to teach youth participants about the importance of maintaining documentation of their citizenship, eligibility, etc. so that it is available when needed for entering employment and/or post-secondary training programs.

The five (5%) percent window will be utilized only for special considerations on a case-by-case basis for youth that may not be income-eligible but meet one or more of the following at-risk criteria:

- Basic skills deficient
- An English language learner
- An offender
- A homeless individual, or a runaway
- An individual in foster care or who has attained 16 years of age and left foster care for kinship guardianship or adoption, a child eligible for assistance, or in an out-of-home placement.
- Pregnant or parenting
- An individual with a disability
- An individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

Youth Program employment specialists will contact the QAD department to determine how close the CMJTS Youth Program is to filling the “5% window” for non-income eligible youth. If room remains in this category, the employment specialist will then contact the other Youth Program employment specialists within the agency to determine if there are other possible 5% candidates in the application process. If there is more than one possible 5% candidate, a determination is made by the group as to which applicant will be the most appropriate enrollment, based on the applicant’s career objectives and their ability to support CMJTS’ performance goals. Final approval for all 5% enrollments will be given by the CMJTS Youth Program Manager.

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.

CMJTS will consider “an individual who requires additional assistance to complete an education program or to secure and hold employment” to have serious barriers to employment, does not have a realistic career plan, and/or experiencing difficulty completing a career plan. These difficulties or barriers may include, but are not limited to: migrant youth, incarcerated parent, behavior or academic problems at school, family literacy problems, domestic violence, substance abuse, chronic health conditions, refugee, geographically isolated or access reasons, lacks significant work history, parental mental health issues, encountering academic or personal difficulties in school/training or financial problems. In addition, youth who lacks family support, including those living with parents/guardians. Often, youth that lack family support, face additional burdens such as paying for their own housing, transportation, childcare, etc. WIOA/MYP service can help youth attain their high school diploma/GED, transition to post-secondary opportunities, complete their education plan, and/or secure employment or find stable housing.

CMJTS staff will determine which youth may be eligible under these criteria, measured by the Initial Assessment completed during intake and confirmed by discussions with school or professional personnel.

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.

Youth Program employment specialists use a variety of assessments and methods to gain information to assist the youth in developing a plan that will best suit their needs and achieve successes during their participation in the program. Assessments are centered on the youth’s individual needs and are provided through one-on-one interviews, performance evaluation of participants in work-based learning opportunities, work-readiness checklist, tools utilized for career interests, and basic skills abilities. With the help of their employment specialist, youth are guided through the process to assist them in making informed decisions about their career or educational pathway.

The assessment process begins with the review of the youth’s application and CMJTS’ internal Initial Assessment Form. Youth Program employment specialists conduct in-person interviews along with an assessment of basic literacy/numeracy skills, review of educational background, work history, personal career goals, and family situation. In addition, the assessment process elicits information about the following items to help identify and create individual goals:

- Housing needs
- Childcare needs (as appropriate)
- Foster care history
- Criminal/juvenile justice system contact history/offender status
- Chemical dependency history
- Personal support system
- Education status/Academic skills
- Personal strengths
- Employability skills
- Work history
- Career interests
- Strengths and barriers
- Individual youth goals
- Training and services needed
- Challenges to self-sufficiency

After the above initial assessment is completed, a basic skills assessment is administered to ensure youth have the basic skills necessary for success in the workforce and/or the ability to complete training. Participants are given the Test of Adult Basic Education (TABE 11/12) assessment or another assessment approved by the Federal Register Notice, only when needed towards meeting the EFL component of the Measurable Skill Gain performance measure, and/or to align efforts with our ABE partners for those youth needing to obtain their GED. In other situations, the WRAT4 (Wide Range Achievement Test), GAIN Assessment (General Assessment of Instructional Needs), Accuplacer, and/or other scores from recent professionally administered tests are used to determine their level of proficiency in the areas of English and mathematics. The results of the TABE and/or other reading assessments are discussed, and educational needs are identified. Together, the employment specialist and youth develop a plan and action steps to achieve these goals. This may include obtaining a high school diploma or GED, enrolling back into school, etc.

In addition, if the development of occupational skills and/or a career pathway is determined as a need or focus during the initial interview process, then additional career assessments will be administered during program participation. Occupational aptitude and career interests are often assessed using the CopSystem 3C (CCC) system and/or Minnesota Career Interest assessment (MN Careers). The MN Careers assessment is used with youth just beginning their career exploration or as a first step in identifying their career pathway. This is a shortened 42-statement assessment that helps to identify individual interests to occupations. The CCC is used with youth needing to further identify a career pathway that requires additional training while ensuring they have the interests and abilities to be successful in that training. This assessment encompasses the following three areas:

- Career Occupational Preference System (COPS) Interest Inventory, which helps to measure and rate an individual's interest in certain work tasks.
- Career Ability Placement Survey (CAPS) assesses what the individual will be successful in at their current skill level and measures their current abilities in the following skilled areas: mechanical reasoning, spatial relations, verbal reasoning, numerical ability, language usage, word knowledge, perceptual speed and accuracy, and manual speed and dexterity.
- Career Orientation Placement and Evaluation Survey (COPES) identifies individual work values and matches them with occupational areas.

This tool allows the Youth Program employment specialists the opportunity to help participants determine where their personal career interests, abilities, and work values show commonality. It also allows the employment specialists the opportunity to assist the participants in finding career paths that align with their strengths.

For participants interested in post-secondary education/training, staff utilize the CopSystem 3C (CCC) system to narrow down and decide on a career pathway. The next steps include researching current labor market information, looking at projected growth percentages, finding job openings in the area they want to live in, a discussion of their career goal, looking at a job shadow within that career choice, and doing informational interviews with employers.

Beyond the assessments administered to participants directly, CMJTS Youth Program employment specialists receive copies of relevant school records for youth participating in secondary or post-secondary training. These records, which may include course transcripts, report cards, standardized tests results, discipline reports, etc., are gathered only as appropriate and only when a signed release of information has been presented to the school. Participants are encouraged to take the American College Testing (ACT) and/or Accuplacer assessments and are asked to produce a copy of their results so the employment specialist can help them determine their level of readiness for post-secondary instruction.

Work-readiness or career success skills are also evaluated at intake and throughout the duration of program services. Utilizing CMJTS's internal Work-Readiness Checklist as an ongoing tool, the following employability skills are consistently reviewed with youth.

<b>SOFT SKILLS</b>	<b>LIFE SKILLS</b>
<ul style="list-style-type: none"> <li>• Discussion/education on soft skills in the workplace</li> <li>• Dependability, reliability, punctuality</li> <li>• Conflict resolution/problem solving</li> <li>• Importance of following rules</li> <li>• Positive attitude</li> <li>• Flexibility and adaptability</li> <li>• Coping strategies for workplace stress</li> </ul>	<ul style="list-style-type: none"> <li>• Financial literacy information and education (budget created, bank account opened, ability to write out a check/balance checkbook, understands wage information, paystubs, and/or waiver laws)</li> <li>• Childcare plan/backup plan in place</li> </ul>

<ul style="list-style-type: none"> <li>• Good personal hygiene</li> <li>• Honesty and integrity</li> <li>• Acceptance of feedback</li> <li>• Respect and tolerance of diversity</li> <li>• Teamwork</li> <li>• Communication skills</li> <li>• Self-advocacy</li> <li>• Willingness to learn</li> <li>• Taking Initiative</li> </ul>	<ul style="list-style-type: none"> <li>• Has reliable transportation and a backup plan</li> <li>• Able to identify support(s) and can articulate a strategy for coping with those who are not supportive</li> <li>• Demonstrates a time management/organization strategy (e.g., planner, calendar in phone/computer)</li> <li>• Has stable housing</li> </ul>
<p><b>CAREER SUCCESS SKILLS</b></p> <ul style="list-style-type: none"> <li>• High school diploma or GED</li> <li>• Has identified a career pathway or occupational cluster</li> <li>• Informational interview/job shadow completed, or career videos watched</li> <li>• Demonstrates basic computer knowledge</li> <li>• Completed career assessment</li> <li>• Explored labor market information</li> <li>• Has completed training beyond high school or GED and/or received a credential</li> </ul>	<p><b>JOB SEARCH SKILLS</b></p> <ul style="list-style-type: none"> <li>• Registered on <a href="http://www.minnesotaworks.net">www.minnesotaworks.net</a></li> <li>• Attended a work-readiness workshop or job fair</li> <li>• Practice job application completed</li> <li>• Résumé completed</li> <li>• Has three professional references</li> <li>• Job interview education/mock interview</li> <li>• Has appropriate clothing for job interviews</li> <li>• Has appropriate clothing and tools for work</li> </ul>

The information gathered from the above processes and assessments will be used by the employment specialist and the youth in the development of the Individual Service Strategy (ISS).

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.

CMJTS supports a comprehensive, person-centered, strengths-based approach to the development of the Individual Service Strategy (ISS). The initial assessment process above is the beginning point in determining each participant’s unique strengths, needs, and barriers to success. With this information, the Youth Program employment specialists work in partnership with the participants to develop an Individual Service Strategy (ISS) that best addresses their short- and long-term education and employment goals, as well as any personal goals. The ISS is used as a “living document” and is consistently reviewed, updated, and modified as the youth progresses throughout their program plan. It serves as a guide for the delivery of appropriate services based on the objective assessment and a case management strategy to ensure each youth is progressing and can achieve successes. The ISS provides a road map that gives measurable steps and timelines for completion and includes strengths, barriers, and action steps to overcome barriers.

The ISS incorporates the following components: objective assessment results, planned activities, selected career pathway, short- and long-term educational and employment goals, as well as any personal goal(s). Using a strengths-based approach for goals developed, several specific/measurable action steps are identified along with realistic timelines for completion. Individuals that can be identified as a support system/supportive of the participant’s goals during the program duration are discussed and noted on the ISS.

The ISS will address the 14 program components which are critical in every youth development. CMJTS uses an internally developed WIOA Program Element form at intake in which the employment specialist describes and discusses all 14 program elements available to the youth. After the discussion, whichever program elements/service areas are identified as most important and of need to the youth are tied to the goals and noted on the ISS. These 14 elements include:

- Tutoring, study skills training, instruction, and evidence-based prevention and recovery strategies that lead to the completion of requirements for a secondary school diploma or recognized postsecondary credential
- Alternative secondary school services or dropout recovery services
- Paid and unpaid work experiences, including summer employment, pre-apprenticeships, internships and job-shadowing, and on-the-job training
- Occupational skills training
- Education is offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster
- Leadership development activities, which may include community service and

peer-centered activities encouraging responsibility and other positive social and civic behaviors

- Supportive services
- Adult mentoring for a duration of a minimum of 12 months that may occur during and after program participation
- Follow-up services for a minimum of 12 months after program completion
- Comprehensive guidance and counseling, including drug and alcohol abuse counseling, as well as referrals to counseling, as appropriate to the needs of the individual youth
- Financial literacy education
- Entrepreneurial skills training
- Services that provide labor market and employment information about in-demand industry sectors or occupations in the local area, such as career awareness, career counseling, and career exploration
- Activities to help youth prepare for and transition to postsecondary education and training

The participant's involvement is critical and necessary to be successful, therefore, an incentive plan is often developed by the Youth Program employment specialist as part of the ISS to celebrate and positively reinforce the achievement of goals and objectives. Certificates of achievement may also be developed and provided to participants, as appropriate. The original copy of the ISS is maintained in the field file. Youth Program employment specialists review the goals and action steps of the ISS regularly, with all youth participants, to encourage and support them in their goal achievement progress. The ISS is updated at least annually, however, is also updated whenever the participant has experienced a significant change in goals, personal situation, or when they have made significant progress in goal achievement.

CMJTS staff coordinate services and resources with multiple organizations to provide wraparound services to youth to help support the youth in achieving their goals. In these situations, an Integrated Resource Team (IRT) is developed for collaboration to increase communication, reduce duplication of services, and ensure all team members are on the same page/focused on the youth's identified goals. With assistance from their employment specialist, the youth will create the team and determine the supports needed. Together, the team works to help the youth pass benchmarks (aka "Guideposts to Success") and achieve their goals. Below is a list of agencies that may be included on a team, decided by the youth and their employment specialist. Please note that the below list is not all-inclusive.

- Post-secondary education staff (professors, advisors, Disability Services coordinators)
- Family members of the youth
- Vocational Rehabilitation Services staff

- Probation officers
- Domestic and sexual violence victim advocacy staff
- Mental health professionals
- Employers
- Secondary school staff

Lastly, several of CMJTS staff have completed training through Normandale Community College and have become certified as Global Career Development Facilitators (GCDF). This certification demonstrates the mastery of the 12 competency areas noted below and are the building blocks of an ongoing effort to help youth make educational and vocational choices that are an essential part of their progress toward their ISS.

- Helping skills
- Labor market information and resources
- Assessment and assessment instruments
- Working effectively with diverse populations
- Ethical and legal issues
- Career development models
- Employability skills
- Training clients, peers, and groups
- Program management and implementation
- Promotion and public relations
- Technology, computers, websites
- Consultation skills

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.

CMJTS provides experiential learning, work-based learning, and work experience opportunities to youth ages 14-24 to help them gain the skills and experience necessary to find success in the workplace. Youth are provided work-based learning (WBL) opportunities through placement in entry-level paid work experiences, which provide them with an opportunity to learn basic skills and competencies for success in employment. In addition, work experiences can provide opportunities to:

- Apply academic and technical skills
- Improve motivation and school attendance
- Establish connections between education and work
- Explore careers that match the youth's interests, aptitudes, and abilities
- Networking and connecting with employers

- Increase work-readiness and employability skills
- Develop leadership skills
- Experience a mentoring relationship between youth and employer

Prior to work-based learning placement, the employment specialist works with the youth to gain necessary work-readiness skills, such as interview preparation, completing an application, obtaining necessary documents needed for the I-9, and how background checks work for employment.

Once the youth is ready to move forward, CMJTS uses its strong network of private businesses, government agencies, and nonprofits willing to host work experience participants at their sites to secure placements. These entities receive an orientation, alongside the youth, from the Youth Program employment specialist. This orientation outlines the responsibilities and expectations of the youth, 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. Key components of all work experiences include an educational component, mentoring, work-readiness skill development, financial literacy—how to manage their paycheck, opening a bank account, etc., and soft skills development.

The employment specialist regularly visits the worksite to observe the participant, discuss progress and areas for skills enhancement, and provide encouragement and support. The youth is evaluated, on at least a quarterly basis, on a set of employability skills using a work evaluation form. Short-term goals for skills improvement are set and monitored by the employment specialist when workplace deficiencies or areas for improvement are identified. At times, when the work evaluations are not provided and returned from site supervisors, students' timecards are used as an evaluation tool to gather progress. The employment specialists communicate frequently with worksite supervisors to address any issues that may arise with the youth workers.

Whenever possible, CMJTS staff assist youth to find work experiences opportunities that are related to their career pathway of interest. Youth are encouraged to explore and pursue educational and employment options in high-growth industries and in-demand occupations, including STEM occupations (Science, Technology, Engineering, and Manufacturing), healthcare, information technology, construction/trades, and agriculture. Employers who can provide work experience opportunities in these growth industries/occupations are highly sought after. Some examples of recent work experiences include:



**Retail**

Coborns  
Sew Master's of Willmar  
Bump's Family Restaurant  
Buffalo Wilds Wings  
Clay Coyote  
Broken Wheel Farms Kennel

**Health Care**

SNAP Fitness  
Park View Care Center  
St. Clare Living Community of Mora

**Transportation**

Novco, Inc.  
Hinckley Bus Garage

**Automotive**

Car Shop  
Walt's Car Wash  
Cornerstone Automotive  
Rum River Auto

**Construction**

DEMO, Inc

**Customer Service**

The City of Atwater  
Meeker County Social Services  
Hutchinson Area Chamber of  
Commerce  
Hutchinson Center of the Arts  
Hutchinson Parks, Recreation, and  
Community Education  
Twice Is Nice Thrift Store  
Wings Adolescent Treatment Center

**Childcare**

United Community Action  
Precious Little Blessings Daycare

**Other**

Mcleod Emergency Food Shelf  
Lester Prairie School District  
Hutchinson School District  
New2You Thrift Store  
Bargains and Blessings  
Hutchinson CareerForce Center  
Big Lake Community Food Shelf  
Big Lake Food Shelf  
Big Lake School  
CareerForce Center  
Family Pathways  
Mid-MN Development Commission  
Monti Arts  
Mora High School/ALC  
Ogilvie High School  
wRight Choice  
Manseco

**Manufacturing**

Dal-Kor Corp  
PECE Recycling  
Custom Products  
TimeWorn Wood

**Agriculture**

Freedom Farm Horse Ranch  
MNYou Youth Garden  
Equul Access, INC – Equine Therapy  
Changing Gaits  
Lundeed Auction

**Information Technology**

Big Lake High School  
Computer Samurai  
Litchfield Public Library

In addition, CMJTS' goal this year is to strengthen ways to develop and/or support apprenticeship and pre-apprenticeship learning opportunities through the provision of training, partial wage reimbursement, and/or support. Efforts have been made in this direction by setting up tours and hands-on learning opportunities at a variety of union training centers.

Other work-based learning opportunities provided by CMJTS include:

### **Workforce Protégé**

Workforce Protégé is an internship and mentorship program developed by CMJTS with the assistance of business leaders. For this enhanced opportunity, the business provides a youth with weekly mentoring, development of employer-valued skills along with a supervised work opportunity. The Protégé Program focuses on the connection between work and personal success, as well as the importance of forming positive relationships with employers and community leaders. Through this program, youth gain valuable industry knowledge from their business mentor along with hands-on exposure to their career pathway. In addition, businesses show their investment by sharing in the cost of the youth participant's wage.

### **On-the-Job Training (OJT)**

OJTs for youth are similar to those offered by the WIOA Adult and Dislocated Worker programs. When hiring a CMJTS Youth Program participant who is expected to require more intensive training to achieve desired productivity levels, employers receive reimbursement for a portion of the participant's wages for the length of the designated training period. The duration of this training varies but generally lasts three to six months and is based upon the demands of the job and the skills needed to perform at the company/industry standards.

### **Integrated Experiential Learning part of Operation Exploration**

CMJTS will host six "Operation Exploration" camp opportunities for experiential career exploration this next year. These "career jumpstart" opportunities will consist of two-week hands-on experiential learning activities. During camp, youth have a unique opportunity to learn about exciting, high-demand, well-paying careers in their area from professionals working in the field. Participants will also hear from employers, tour businesses, and engage with individuals from their community.

The experiential learning component of the camps will consist of youth-identified service-learning projects for community organizations, completed under the supervision of the youth team leader and CMJTS staff. Following Operation Exploration, youth will have the opportunity to also participate in an internship in their identified career field of interest.

**Job Shadow**

Job shadowing is a great opportunity for our future workforce to gain valuable insight through real and relevant learning as they begin to determine the paths they will take after high school. The goal is for students to come away with a better understanding of their field of interest and the skills and training needed to be successful.

CMJTS' Business Service Team will participate in the provision of experiential and work-based learning opportunities. Their role is to network with and provide information to local entities, including local chambers of commerce, professional groups, private businesses, and other employers to assist in identifying potential opportunities for paid internships/work experience, Workforce Protégé, OJT, and apprenticeships/pre-apprenticeship. They also help to identify and recruit employers who are willing to assist by speaking with youth participants about their industries and by providing facility tours, job shadows, or other educational opportunities. In addition, through their work on the Central Minnesota Manufacturers Association (CMMA) board, they continue to help embrace work-based learning as an effective avenue to deter workforce shortages at their member manufacturing plants moving into the next decade. They have helped move CMJTS' efforts toward expanding youth apprenticeship opportunities to our youth and helped shorten the journey to successful Youth Skills Training (YST) and Youth Apprenticeships (YA). CMMA created a website to help navigate the process of starting a YST or YA partnership. The YST/YA Toolkit offers employer information, school information for the YA program, required forms and completed samples, and contacts and connections to current practitioners and resources, including federal, state, and local. This helps open the doors for our youth seeking apprenticeship opportunities.

Due to the pandemic, various strategies have been implemented to adapt to the current situation. Most importantly, the overall safety of our youth! Safety protocols have been implemented such as adding COVID training to our work experience orientations, following CDC guidelines, providing proper PPE, and conducting health screening measures. Furthermore, utilizing our agricultural, food shelters, and thrift stores more heavily where youth can social distance, be outside, or help agencies in areas where the community need is greater.

CMJTS is also adapting work-based learning activities by incorporating the following activities when these cannot be held in person.

Virtual employer interactions:

- Employer speakers
- Employer panels
- Informational interviews
- In addition, assist employers with creating videos of their business and/or information about high-demand occupations within their business. Videos will be shared on social media, added to the CMJTS website under career pathway information, and the employers will be able to use them on their website and for

virtual hiring events/occupational interviews. This will help enhance our virtual efforts for work-based learning opportunities during COVID-19.

Virtual meetings on work-readiness skills preparation:

- Résumés, cover letters, references, interview skills, elevator speech, etc.
- Utilizing VirtualJobShadow.com
- Various topics, including workplace safety, conflict management, and workers' rights and responsibilities
- Mock interview practice and preparation class

“Practice Pays” was also designed to provide an alternative to work experience during the pandemic. Youth have the opportunity to earn a stipend for learning new skills—similar to what may have been learned during a regular work experience. These activities are on topics such as work readiness, technology, and professional skills development as well as skills related to their pathway.

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.

Information within the objective assessment and career counseling is used to assist youth in identifying career pathways that meet their interests and ability to achieve self-sufficiency. Utilizing a strengths-based approach, employment specialists provide youth with a variety of different career exploration activities that promote occupations in demand, labor market information, and current regional needs/or trends. Examples of these activities may include:

- Provide opportunities for youth to directly experience occupations in high-growth/demand through job shadowing, mentoring, and business/college tours.
- Discuss entrepreneurship opportunities for high-growth industries.
- Share information regarding occupations and industries that are in-demand or high-growth throughout the region using current labor market information via DEED data tools.
- Utilize career exploration activities that allow the youth to do guided exploration for in-demand career clusters.
- Distribute career infographics to youth.
- Demonstrate how to navigate “The Reality Check Tool” to learn about the cost of living and wage rates in the areas where a youth wants to live.
- Tie labor market information with financial literacy activities to demonstrate the need for balancing the cost of education with self-sustainable wages after the completion of training.
- Encourage youth to attend local hiring events provided by CMJTS and partners.
- Set up informational interviews with businesses and/or individuals representing career clusters.

- Assist with career exploration and identification of career pathways such as GetMyFuture, mySkills myFuture, Skills Matcher, occupational profiles, and assessments to gain knowledge on careers.
- Completion of career assessments and career planning, such as MNCareers, Onet, and Caps, Cops, Copes (CCC) to assess youth interests, skills, and values.
- Development of career success skills through guidance on résumés, cover letters, interview preparation, completing job applications, mock interviews, registering for Minnesotaworks.net, first impressions, and appropriate job searching techniques, including social media, references, thank you letters, and mentoring for successful employment.
- Demonstrate the use of LMI tools to help youth make informed decisions about their career of interest (e.g., Careerwise, Occupational Outlook Handbook, DEED data tools, and CareerOneStop).
- Discuss and research with youth current employment openings, local and state wage comparisons, projected growth, current high-wage/high-demand occupations, industry/clusters in demand, employment patterns/trends, and current industry needs and/or vacancies.
- Create career and employment portfolios.
- Help youth identify and access resources needed for self-sufficiency (e.g., driver's license, housing and energy assistance, food assistance).
- Discuss/review skills identification, transferrable and employability skills.
- Provide post-secondary preparation, including researching colleges, completing college applications, FAFSA, and college tours.
- Coordinate opportunities for employer job shadows and business tours.
- Provide opportunities to tour union training centers.
- Utilize Virtual JobShadow lessons and MCIS for career development.

Attention is also given to participants who need additional educational training to be successful in college-ready skills. Employment specialists will refer youth to local ABE partners and collaborate services to enhance the opportunity for the participant to be successful in their chosen career pathway.

Some of our larger-scale career pathways efforts include:

### **Operation Exploration Camps**

Briefly described above, CMJTS will host six "Operation Exploration" camp opportunities for experiential career exploration this next year. Operation Exploration will offer a unique opportunity for eligible youth to learn about exciting, high-demand, well-paying careers in their area through hands-on projects, business presentations/business tours, and classroom instruction. Participants will also receive coaching and guidance toward general career development. This opportunity will truly give eligible youth the ability to "try on" careers while they are making decisions about their future!

During camp, participants have the opportunity to explore an industry sector. These training opportunities will focus on manufacturing, healthcare, trades, information

technology, or other sectors in which labor market indicators show a need for skilled workers. Participants will hear from employers, tour businesses and training programs, develop career success skills, and receive a related industry-recognized credential.

After Operation Exploration, based on individual needs, youth will participate in a work-based learning experience, service-learning project, and/or credentialed training. Expected outcomes will be to provide hands-on learning opportunities that increase career pathway knowledge, establish positive ties between youth and their community, and provide work-based learning and/or training opportunities that lead to industry-recognized credentials and/or high-demand employment.

**Launch Your Future Today (LYFT)** is a rural career and technical education (CTE) pathway initiative to rebuild CTE in West Central Minnesota. The goal of LYFT Pathways is for every secondary student in the region to gain marketable skills through meaningful CTE courses and opportunities, which lead to further education and careers that match our region's labor market needs. Through this initiative, CMJTS staff assist school-identified students with vocational exploration and advise them on the steps required to enter careers of interest. They also help the students build workplace skills and coordinate work-based learning opportunities, internships, job shadowing, informational interviews, etc., to give them first-hand knowledge of local jobs, employers, and industries.

### **Career Pathway Infographics**

As part of the RC3 initiative, career pathway infographics were created and are still being developed to complement *Occupations in Demand* infographics and DEED LMI data tools. The goal is to develop a career pathway based on each career cluster featured on the Minnesota Department of Education's *Career Wheel*. To date, 14 career cluster/pathway infographics have been created and are in use, as well as 10 occupations in-demand infographics. In addition, one direct support professional graphic and five employer videos promoting careers at their business. These infographics/videos are being shared with schools, employers, and jobseekers, including parents. They have proven to be an easy launching point for career exploration and provide a foundation for more in-depth career research. Career pathways in healthcare and manufacturing have been promoted, as these sectors provide a large quantity and wide variety of employment opportunities for workers in Central Minnesota.

### **Tour of Manufacturing**

The Tour of Manufacturing activities in an annual event held in October where local manufacturers opened their doors for tours and provide information on career opportunities within their business. It is encouraged to address and dispel inaccurate perceptions of manufacturing (being dark, dirty, and dangerous) and to shed light and inspiration on innovation, technology, safety, and the myriad of careers within this sector. CMJTS is involved by promoting to our contacts, participating/facilitating daily activities, and helping youth take part in the event.

### **Central Minnesota Manufacturers Association (CMMA)**

CMJTS currently has a business service coordinator who sits on the CMMA board. His connections and/partnerships with manufacturing employers help to enhance career exploration and work-based learning opportunities for youth in the different career pathways of manufacturing. Examples include:

- Creating K12 Navigator <http://www.k12navigator.org>, a free, interactive, and effective tool for teachers, counselors, career development coordinators, career coaches, and parents to connect education and Central Minnesota manufacturers for career exploration. The K12 Navigator aggregates work-based learning resources that you can integrate into classrooms and/or workforce development programs. CMJTS staff utilize this tool with youth and schools to learn about the different manufacturers in their local area and find opportunities that are right for the students and jobseekers we are supporting. Activities may include a classroom speaker, company tour, job shadowing, youth apprenticeship, student mentoring, work-based training, and student technical project support.
- Providing opportunities for virtual tours and support activities for school and student use.
- Developed the CMMA Youth Apprenticeship and K-12 Tools
  - [K-12 Info - Midwest Manufacturers Association](#)
  - [Youth Skills Training/Youth Apprenticeship - Midwest Manufacturers Association](#)

### **Construct Tomorrow**

Hinckley hosts a Construct Tomorrow event each year in which CMJTS partners in the promotion and on-site delivery of Construct Tomorrow. Construct Tomorrow is an interactive career fair that provides hands-on experiences in each of the construction trades so youth can learn more about union apprenticeship opportunities.

### **Direct Care Career Exploration Roadshow**

CMJTS received a disability innovation grant through DHS that will help expand our career pathway efforts. Through this initiative, staff are developing a roadshow that will include presentations and videos of direct care positions, e.g., PCA, CNA, direct support professional, hands-on exploration activities, such as an escape room experience or helping others with life skills (if held remotely, instructions will be provided on how to do the activity at home with items typically found at home), career pathway information, and understanding if “you” are a good fit for that career. Our hopes are this initiative will inspire youth to want to do a work experience in one of those fields in direct care. Youth and jobseekers also have the opportunity to access free training through DirectCourse MN, a curriculum provided through the University of Minnesota of Human Services and DirectCourse staff. This curriculum allows youth access to customize learning modules prior to being in the position based on individual learning needs.

Topics include:

- Community inclusion
- Employment services
- Person-centered planning
- Strategies for job development
- Positive behavior supports
- Working with family and support networks

### **BIG IDEAS Event**

CMJTS will be hosting BIG IDEAS in May 2022, which will provide youth with the opportunity to explore and learn real-world trades through augmented reality welding, virtual reality, industrial painting, auto mechanics, plumbing, and HVAC. It is anticipated that 120 students will take part in this hands-on event to be held in partnership with East Central High School.

### **Youth Career Connections Events**

In partnership with Della Ludwig, Workforce Strategy Consultant with DEED, CMJTS continues to hold youth career connection events. Students participated in career exploration panel discussions with employers and community organizations to highlight different career pathways in the healthcare field, make connections to employers within their communities, and learn more about job shadowing, training opportunities, and options to start their careers locally with entry-level employment. Six healthcare panels were coordinated in January/February in addition to several tours during manufacturing month, as well as high school career fairs.

### **Explore the Trades!**

In partnership with the Minneapolis Electrical JATC, Apprenticeship Minnesota, and CMJTS staff/Youth Committee, continued providing apprenticeship exploration opportunities to youth. Through a new initiative, CMJTS will provide a four-week career exploration curriculum (highlighting the trades) that includes career exploration, assessments, labor market information, resources, and connects individuals to available programming. The Minneapolis Electrical JATC will provide an in-person informational session, tour, and hands-on activities at their training site to help youth learn more about career opportunities in the building and electrical trades. Details about the electrical apprenticeship program will be shared, including wages and benefits of apprentice electricians, the types of on-the-job work experiences, the related training provided during the apprenticeship, and the application process.

### **Career Pathways Training Camps**

CMJTS continues to make an effort to offer meaningful educational opportunities that serve the youth and the community, through career pathways. This past year, in partnership with Mora High School/ALC, Milaca High School, and Pine Technical and Community College (PTCC), CMJTS coordinated funding for students to participate in a



new certified nursing assistant career pathway offered through the high school. These initiatives have opened the door to multiple healthcare fields for youth in our service area.

### **Anoka Ramsey Community College 8<sup>th</sup> Grade Career Day**

This event hosts a wide array of professionals and employers that give presentations about their career fields and career pathways. Employers will share information about their business, the careers within their businesses, career pathway information, training needed, wages, and general information on what employers are looking for in employees. CMJTS is involved by promoting to schools, participating in the daily activities, and helping youth take part in the event.

### **Career Spotlight Events – IT and HealthCare**

Created from Career Solutions Discovery Day format, new this year is Career Spotlight Events. In partnership with Anoka County Job Training Center and Anoka Ramsey Community College, this hands-on event will provide youth the opportunity to explore education and career opportunities in the fields of Information Technology and Healthcare. Youth and their parents will:

- Learn about in-demand information technology (IT) and healthcare jobs and experience firsthand what it's like to work in those careers.
- Hear from employers in the field.
- Learn about college and community resources available to help pay for college.
- Tour campus, classrooms, and labs.

### **Minnesota State Center of Excellence Initiatives-June/July 2022**

In partnership with the Minnesota State Centers of Excellence, Wright Technical Center, and Ridgewater College, CMJTS will provide hands-on career days to help students experience the wide variety of careers available to them in specific industries. The overall goal is to demonstrate how STEM skills can be used in real-world jobs, collaborate with industry and educators to attract and prepare students for success in high-demand careers, and help youth gain access to the latest technologies and work-based learning opportunities. To date, the following Centers of Excellence are scheduled for this summer: *Agriculture, Energy, Advanced Manufacturing, and Transportation.*

### **Trades BOOT Camp**

This camp is a duplicate of ***South Central Workforce Council's Construction Trades Boot Camp and Heather Gleason's*** innovative vision to provide trade opportunities to youth.

CMJTS will host a week-long interactive camp for the Mille Lacs Band Ojibwe Ge-Niigaanizijig youth that will provide hands-on experiences to gain exposure to careers in the construction trades and learn about union apprenticeship training opportunities. Students will engage in hands-on learning activities each day with the featured trade in the following trades carpenters, cement masons, electricians, bricklayers, and operating engineers. The camp will be held at the Chiminsing Community Center in Isle, MN, from 9:00 am–3:00 pm the week of June 13–17, 2022.

Partners to date include the Mille Lacs Band Ojibwe Ge-Niigaanizijig, Minneapolis Building and Construction Trades Council, Local 633 JATC Training Center, Minneapolis Electrical JATC, IBEW Local Union 292, IUOE Local 49, North Central States Regional Council of Carpenters, and Fair Contracting Foundation of Minnesota.

### **Anoka Technical College (ATC) SRUBS CAMP – Summer 2022**

This year, CMJTS staff will assist with the planning and implementation of an annual Scrubs Camp held at Anoka Technical College each summer in partnership with ATC and HealthForce Minnesota. Youth entering grades 9<sup>th</sup>–12<sup>th</sup> grade are given an opportunity to explore careers in the health and medical field over a two-day camp held at the college. Youth are introduced to many areas in the healthcare industry. Youth Program staff recruit youth for this camp and refer current youth on their caseloads that are interested in pursuing this career pathway.

### **Perkins Consortiums**

CMJTS leadership and staff are active members of our local Perkins consortiums. Staff have been involved in the local needs assessment planning for Perkins's implementation. We have also participated in Perkins-supported events and data analysis of in-demand pathways. The Oak Land Consortium engaged an equity consultant this year and CMJTS staff benefited by engaging with Equity Lens Framework's planning and decision-making tools that can be applied to other areas of the Youth Program. Perkins supported work allows us to also focus on larger hands-on events such as IGNITE and Career Spotlight events mentioned above. IGNITE, a regional career exploration event for high school sophomores, modeled after the highly successful BRIDGES and EPIC events in Brainerd and St. Cloud. The hope is to offer again this coming year. The unique format allowed students to participate in hands-on, interactive experiences relating to a wide variety of industries—meant to provide exposure to jobs and careers available with varying stages of educational achievement.

Career clusters represented were:

- Agriculture, Food, & Natural Resources
- Arts, Communications & Information Systems
- Business, Management, & Administration
- Engineering, Manufacturing, & Technology
- Health Science Technology

- Human Services

### **Career Fairs and Hiring Events**

CMJTS staff participates in community events that focus on career pathways that are high-growth and/or in-demand occupations within our local region or those identified as important by our local Workforce Development Board and Youth Committee. These events may include career/college fairs, hiring events, community resource fairs, and library-based programs. Staff partner with area school districts and community partners to ensure that our staff are available at these events to help promote career pathway opportunities, labor market information for current trends, and local employer needs. In addition, CMJTS hosts hiring events several times a month and advertises these events across all our 11 counties.

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 Central Minnesota Jobs and Training Services, Inc. Workforce Development Board and Youth Committee approved a policy for developing ITAs in January 2018, updated version to be approved April 8<sup>th</sup>, 2022. CMJTS does intend to pursue a waiver allowing ITAs to be established for in-school youth (ISYs).

In-School and Out-of-School youth interested in post-secondary training will complete the CopSystem 3C (CCC) assessment to measure their values, interests, and abilities. This will help the youth to pinpoint their career pathway and to ensure they have the necessary skills to complete their training successfully. Together the employment specialist and the youth will explore the local labor market information, including in-demand/high-wage occupations to ensure their career choice will lead to self-sufficiency. If the youth identify an appropriate career pathway and can demonstrate the skills to complete the program, the youth would be eligible to utilize an ITA. Payments would be made directly to the post-secondary institution by a training authorization form. The ITA would cover one school year and would be reviewed on a semester/quarter basis. The ITA would include tuition, books, fees, and supplies. Youth would need to adhere to a GPA of 2.0 or higher to continue to qualify for the ITA. Please see further details of ITA procedure and policy in the attachment.

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.

After the participant has made significant progress toward the achievement of self-sufficiency, as demonstrated by goal completion, credential attainment, employment, etc., discussions occur to prepare the participant for transition into follow-up services. The youth is made aware, both at enrollment and at the time of exit, that the employment specialist will provide these services for at least 12 months after the date of program “exit,” defined as the participant’s last date of non-follow-up service. They are also informed that it will be critically important for them to maintain contact with their employment specialist throughout the duration of the follow-up period so the employment specialist can offer additional assistance if the participant encounters an obstacle to continued success. Contact is made **monthly** to ensure that the employment specialist has the opportunity to provide continued coaching so the participant can maintain self-sufficiency and advance further along a career pathway. Services provided as follow-up services are coded as follow-up in WF1. Funds for supportive services for youth can be provided if it ties to overcoming barriers to successful employment and/or post-secondary education and training.

Currently, CMJTS does not plan to extend follow-up services beyond the statutory requirement of offering follow-up for at least 12 months after exit.

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.

CMJTS has adopted a WIOA Youth Incentive Policy ([Attachment B](#)), which requires that all incentives earned by youth participants be tied to progress made toward goal and action step completion, as outlined in the ISS. Incentives may be distributed in the form of participation stipends, gas cards/vouchers, or store cards/vouchers. It is the responsibility of the employment specialist to determine when an incentive has been earned by the participant.

Incentive requests are submitted to the CMJTS Finance Department where they are coded specifically as incentives. Employment specialists note the issuance of all incentives in case notes. Incentive distribution consistency is monitored via file reviews performed by supervisors. The program manager monitors incentives by reviewing budget reports and by communicating with supervisors and employment specialist staff. The current Incentive Policy was approved by the Central Minnesota Jobs and Training Services, Inc. Workforce Development Board’s Youth Committee in March of 2021.

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)

Providing access to supportive services for eligible youth is an integral part of the removing barriers that hinder their ability to be successful in their work, educational, or career goals. Available supportive services, such as access to transportation resources, assistance with childcare expenses, and housing, enable individuals to participate in activities and maintain successful progress. Support services provided to youth is dependent on their individual need and current circumstances. Often support given is in the form of gas cards, driver's education training, interview clothing, car insurance, and safety equipment for employment and/or work experience placement. Most programs offered by core partners also include provisions for clothing or equipment required for a new job and resources for medical needs, and emergency financial assistance during training and/or job search. Local county resource guides are updated regularly and include resource and referral information for community-based organizations and resources, including:

- County human service departments
- Food shelves
- Energy assistance
- Weatherization/winterization
- Housing
- Head Start
- Counseling and therapy
- Treatment programs
- Health care and health insurance coverage

See [Attachment C](#) for internal support service policy and procedures to ensure proper documentation and steps are being adhered to.

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.

To meet the needs of our youth most effectively, staff frequently braid resources from different funding streams so that it will benefit them in their pathway to success. This also allows for wraparound services and collaboration to meet the current needs of the youth. CMJTS will continue to utilize co-enrollments to braid funds, with Public Assistance, Adult WIOA, Dislocated Worker, Youth At Work, Pre-ETS, and TANF youth programs, as well as other competitive grants and partner programs, to ensure participants are served to the fullest and most appropriate extent. WIOA Youth

participants may also be co-enrolled into the Minnesota Youth Program or other youth-focused and competitively awarded employment and training programs to provide additional opportunities for career development. CMJTS uses an internal universal application to make braiding of resources easier for the customer. All support services are recorded, using the Workforce One data-management system, to ensure that involved staff can view all financial support services received by the participant and avoid duplication. Staff from each involved program will also discuss spending plans, strategies for success, barriers to success, and other relevant participant information, as appropriate.

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**

CMJTS has developed strong community partnerships throughout the 11-county area comprising LWDA 5. Employment specialists have close ties with schools, including Area Learning Centers (ALCs) and charter schools, who assist with the identification of students who are at risk of dropping out, as well as with those who have already officially or unofficially withdrawn from school. Often, employment specialists can help students meet the needs that they are facing without leaving school and make it a priority to encourage and educate the youth on the benefits of remaining in school/earning a high school diploma. Should the youth still decide to disengage with their school, despite encouragement and education from their employment specialist, staff will connect the youth with Adult Basic Education to pursue an Adult Diploma or GED.

CMJTS continuously develops and strengthens its local connections with Adult Basic Education providers. On a regular basis, CMJTS staff are present at the achievement centers to meet with current program participants and for outreach to other eligible youth that could benefit from the services. In addition, CMJTS refers young adults between programs and works closely with these agencies to develop and complete young adults’ career and education plans. Furthermore, youth are eligible to receive various stipends/incentives to encourage them to obtain their GED: hourly stipends for classroom and distance learning work, incentives for ABE Level increases, as well as incentives for successful completion of GED tests. Please note that assistance with GED testing costs is also available to the youth.

The main goal for the above youth will be placement in employment and/or education that leads to self-sufficiency and family-sustaining wages. This will be through increasing basic and work readiness skills, obtaining their high school diploma/GED, and entering training/unsubsidized employment.

***Best practice for above activities: CMJTS staff are present at GED centers and ALCs on a weekly basis for enhanced services and collaboration.***

### **Youth with Language and/or Cultural Barriers to Employment**

Through the initial assessment process, Youth Program employment specialists identify barriers that need to be addressed. Youth with language barriers are referred to ESL training through the local ABE providers to ensure they have the necessary English skills to be successful in their education or career goals. Employment specialists also have the ability to coordinate with in-person interpreters and utilize the Language Line to provide translation services when meeting with the youth. If youth are more comfortable with family, family members are involved with their program services to ensure an atmosphere of trust and to reinforce the youth's support network. Career assessments such as those offered through VirtualJobShadow.com are also utilized due to their availability in different languages (Spanish). CMJTS will continue to work with agencies serving immigrant populations to ensure these populations are aware of our services and identify those youth who would qualify and benefit from them. In addition, CMJTS works with employers and community organizations to tackle issues of disparity in youth employment and to educate on working with youth from diverse populations. This includes setting up quality worksites for job shadows or work-based learning opportunities that fit their individual career interest and cultural beliefs.

CMJTS 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, validating students' cultural identity, educating students about the diversity of the world around them, and promoting equity and mutual respect.

### **Youth in Foster Care and Aging Out of Foster Care**

Youth Program employment specialists coordinate with county social workers, school counselors, and private agencies so that they may refer those youth who are in out-of-home placement situations to services/programming. The employment specialists maintain good communication with these agencies to ensure coordinated services that will best fit the youth's current situation. A support system is vital and of utmost importance with case management.

**Homeless Youth or Runaways**

Many of our youth are often transitioning between being homeless, couch-hopping, and having stable housing. CMJTS' goal is to identify them anywhere along the continuum and develop a relationship that can continue with their employment specialist throughout their transition(s). We also offer a variety of supportive services, if needed to try to prevent homelessness. To ensure availability and assistance to young people who are homeless, employment specialists have established relationships with agencies currently serving these youth. These agencies include, but are not limited to, Open Doors for Youth in Elk River, Lakes and Pines in Mora, Safe Avenues in Litchfield, as well as United Community Action Partnership in various locations (Litchfield, Hutchinson, Willmar, Olivia, etc.). CMJTS staff are present at Open Doors for Youth in Elk River one day per week to provide outreach and wraparound case management services, which has fostered and strengthened a strong partnership. As with youth in foster care and aging out of foster care, a support system is vital for youth experiencing homelessness and is of utmost importance with case management.

**Youth Offenders and At-Risk of Involvement with the Juvenile Justice System**

To serve youth who have had involvement with the legal system, either as juveniles or as young adults, Youth Program employment specialists maintain contact with court services personnel and encourage them to refer youth in need of work-readiness skills improvement as well as career planning and training assistance. CMJTS will continue to foster these court services relationships so these youth can be identified and served. When possible, the employment specialists will pay visits to local jails and detention facilities to provide offending youth with program information and application materials. Employment specialists will also talk with these youth about their goals and provide them with resources for career planning. CMJTS also has a court services employee/probation agent currently that sits on the CMJTS Workforce Development Board's Youth Committee to help advocate and provide further wraparound services.

**Youth with Disabilities**

CMJTS' Youth Program employment specialists maintain close professional ties with Minnesota Vocational Rehabilitation Services counselors, Pre-Employment Transition Services coordinators, as well as with area special education case managers, schoolwork coordinators, and agencies providing services to those youth with physical, developmental, and mental health issues. Through these partnerships, youth can be identified and receive the assistance and support necessary to enter competitive and sustainable employment. The employment specialists attend IEP meetings and consult with Vocational Rehabilitation Services counselors, as well as Pre-Employment Transition Services coordinators, to collaborate and assist the youth with future planning. CMJTS is a Limited Use Vendor through Vocational Rehabilitation Services to provide Pre-ETS services. Youth Program employment specialists provide youth assistance in the following categories (via group or individual sessions):

- Instruction in self-advocacy
- Workplace-readiness training



- Job exploration counseling
- Work-based learning
- Post-secondary education counseling

Although the Disability Employment Initiative (DEI) grant has ended, CMJTS continues to provide strategies developed for youth with disabilities. These services focus on the following key approaches: implementing the Guidepost to Success, incorporating Integrated Resource Teams and Integrated Resource Team meetings, and increasing services to Ticket to Work beneficiaries. In addition, CMJTS recognizes the challenge youth face when understanding their social security disability benefits, therefore, CMJTS has three certified work incentives counselors to assist youth in transition in navigating the impact employment will have on their social security benefits.

### **Teen Parents**

The CMJTS Youth Program accepts referrals from county human services and public health agencies and works closely with area financial workers and Public Assistance employment specialists to provide coordinated services to those young parents who are receiving food, cash, and/or other assistance. Employment specialists also make program information available at local immunization clinics, pregnancy resource centers, and other locations where young parents might be found.

CMJTS also provides services under the TANF Youth Innovation Project (a collaboration between the Minnesota Department of Human Services and the Minnesota Department of Employment and Economic Development (DEED)). The TANF Youth Innovation Project serves young parents up to age 24 who are receiving cash assistance through the Minnesota Family Investment Program (MFIP). It also serves youth (ages 14-18) from families receiving this assistance. This program focuses on career pathways and paid work opportunities as well as short-term training opportunities (e.g., nursing assistant certification training, forklift training) that will lead to self-sufficiency.

### **Youth of Color and Other Under-Served, Under-Represented Youth Populations**

CMJTS will work with local ABE providers and local school districts to encourage participants to apply for services. Stronger partnerships with tribal communities this past year have increased CMJTS' efforts for coordinated services. Listening sessions were held with BIPOC groups and are being continued on a quarterly basis to hear the voice of those individual youth and community servicing agencies on how we can incorporate their needs into our programming, in addition, reduce barriers to participation in career and educational activities. CMJTS will continue to build relationships with community representatives for the new emerging populations to share information about CMJTS' program and services.

Current targeted and ongoing efforts include:

- Meet quarterly with the Mille Lacs Band Ojibwe Ge-Niigaanizijig director and

district case managers to discuss referral and programming options. From these quarterly meetings, CMJTS focused efforts on Operation Exploration and Trades Camp to bring career and technical hands-on opportunities to Indigenous youth in our northern area. The hope is to expand these opportunities to the Lower Sioux communities that are residing in our Willmar area.

- Meet with Jehana Schwandt, director of Diversity, Equity, and Inclusion at Ridgewater college, to discuss referral options, event activities, and program initiatives. Through these meetings, targeted training and education opportunities are in development for Lower Sioux and Somali youth.

With funding provided through DEED, CMJTS administers services under a Youth At Work grant. This grant focuses on youth of color and/or youth who have disabilities. This year, CMJTS will provide six camps across our 11-county regions (Operation Exploration as described in the above sections). Additionally, CMJTS PathFinders (Finding Your Right Path) will provide exposure and career exploration to youth of color in agricultural careers to 12 youth in Kandiyohi and McLeod counties. This will be accomplished through intensive case management, job coaching/work-readiness skills training, hands-on career exploration in the AgCentric Trailer, and paid work experience. This project will also reduce food insecurities in Kandiyohi and McLeod counties.

Furthermore, CMJTS is making progress towards ensuring the materials used for programming is inclusive of all the youth we serve. Some examples include adding the word “Pronouns” to our universal application to support gender inclusiveness, inserting gender identity verbiage into our ISS, and providing materials in alternative languages (Spanish and Somali).

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.

#### **Approach to Assuring Work-Readiness Skill Attainment for Youth Participants**

In keeping with WIOA law, CMJTS will work to ensure all WIOA participants who are in education or training programs that lead to recognized post-secondary credentials or employment in a July 1 to June 30 year will be able to demonstrate improved work readiness via:

- Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level.
- Documented attainment of a secondary school diploma or its recognized equivalent.
- Secondary or post-secondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards.

- 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.
- Successful passage of an exam that is required for an occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks, such as knowledge-based exams.

For MYP work-readiness indicators:

- CMJTS has developed a work-readiness checklist, which is used as a case management tool to help the employment specialists identify gaps in the work-readiness of WIOA Youth participants ([Attachment D](#)). This form emphasizes the identification of the participant's personal skills, social skills, teamwork skills, communication and job search skills, education and career skills, and childcare, transportation, and other support skills. Once the youth participant has demonstrated that they possess a specific work-readiness skill, the employment specialist indicates this on the form. The employment specialist then explains how the participant demonstrated this measure in case notes. When gaps in work readiness are identified, the employment specialist can either provide the services necessary to overcome these barriers to employment or refer the participant to other services and resources to address the identified gap(s), as appropriate.

In addition, CMJTS utilizes a work evaluation and/or timesheets ([Attachment E](#)) as described below for the performance indicator for those youth completing a work experience. The Work-Readiness performance indicator will be tracked using the WF1 data-tracking system.

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

- CMJTS' Youth Program employment specialists understand the importance of evaluating the work skills of youth participating in paid work opportunities (paid work experience/internships, etc.). It is critical that any shortcomings, with regard to work readiness, be identified so the employment specialists can assist youth participants in implementing the changes necessary to be successful in the workplace. Successes and strengths are also identified and built upon. Therefore, the CMJTS Youth Program has developed a work experience evaluation tool used for all work experience placements. CMJTS Youth Program employment specialists ask worksite supervisors to complete the evaluation at least quarterly and generally within a few weeks of both the start and end date of the work opportunity. The evaluation is reviewed by the employment specialist along with the youth participant. Areas of concern are addressed, as are strategies for improvement in these areas. This evaluation process, and its importance, are outlined by the employment specialist as part of the initial work experience orientation, which is attended by both the youth participant and the worksite supervisor. One copy of the work experience evaluation is provided to the

youth participant and the other is kept in the paper file. In addition, all evaluations, and the conversations resulting from them, are documented in case notes using the Workforce One data-management system.

In addition to the work experience evaluation strategy outlined above, worksite supervisors are encouraged to complete a short performance feedback questionnaire that is featured at the bottom of each bi-weekly timesheet. This shorter evaluation allows the worksite supervisor the opportunity to provide more frequent feedback in the areas of attendance, quality of work, personal appearance, relationships with supervisors or co-workers, and mastering new skills. It also gives the worksite supervisor the occasion to highlight successes as well as areas of concern.

To stay competitive with current job openings, CMJTS will implement WEP wage increases this program year, as funds allow. Youth will be given the opportunity to earn a pay increase based on their performance. This aligns with program goals to increase work-readiness skills and mimics typical workplace practices that youth typically would encounter in their first job. Youth are eligible for a pay raise of up to \$0.50 after 50% of the WEP allocate hours are completed and they meet three out of the five performance measure areas successfully.

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.

CMJTS is currently partnering with more than 65 organizations and/or schools throughout its 11-county region to provide career counseling services to youth and their families under OTS services. Schools and/or youth are provided with a list of available opportunities to meet their specific needs. These services may include:

- ***Initiatives are outlined in the career pathways section.***
- Demonstration on the use of LMI tools to help youth make informed decisions about their career of interest (e.g., CAREERwise, Occupational Outlook Handbook, DEED data tools, and CareerOneStop). Information gathered is discussed further regarding current high-wage/high-demand occupations, industry/clusters in demand, employment patterns/trends, and current industry needs and/or vacancies.
- Discuss and research current employment openings, local and state wage comparisons for the career of interest, and projected growth.
- Field trips to local businesses to gain hands-on exposure to occupations.
- Utilizing the CareerOneStop toolkit, including GetMyFuture, mySkills myFuture, Skills Matcher, occupational profiles, and interest assessments to gain knowledge on careers.

- Identification of transferrable and employability skills.
- Complete career assessments, such as MNCareers, Onet, and Caps, Cops, Copes (CCC) to assess youth interests, skills, and values.
- Develop career success skills, such as interview preparation, job search, sending job leads, résumés, cover letters, references, thank you letters, and how to accept an offer of employment.
- Discussions on soft skills, such as following directions, taking initiative, completing tasks effectively, communication skills, being punctual, exhibiting good work ethics and positive behaviors, appropriate dress, and appearance, maintaining good attendance, and goal-setting strategies.
- Provide invites to hiring events.
- Research and explore post-secondary training/program options, including community college, technical training, and apprenticeships.
- Arrange college visits and tours to learn more about post-secondary opportunities in in-demand occupations.
- Assist youth in completing the college applications process, setting up Accuplacer tests, and applying for financial aid.
- Provide resources for study preparation for college entrance exams.
- Help to identify scholarships and other loan opportunities.

CMJTS' goal for its OTS services this year is to continue to support larger scale, hands-on career exploration events for youth, including Construct Tomorrow, SCRUBS camps, EPIC, and IGNITE. These career exploration events provide high school students with hands-on and interactive activities to better understand what it is like to do work associated with their career fields of interest. Furthermore, strengthen opportunities to explore high-opportunity career pathways through entrepreneurship.

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)

Two of CMJTS's best practices, in regard to private sector training, include our Workforce Protégé and OJT programs. These hands-on methods of teaching youth the skills, knowledge, and competencies needed to perform a specific job within a workplace have been essential to our youth programming. Youth have the opportunity to further develop their skills through hands-on learning in an environment where they hope to be employed. As mentioned earlier, the following describes these programs:

**Workforce Protégé**

Workforce Protégé is an internship and mentorship program developed by CMJTS with

the assistance of business leaders. For this enhanced opportunity, the business provides a youth with weekly mentoring, the development of employer-valued skills, in addition to a supervised work opportunity. The Protégé Program focuses on the connection between work and personal success, as well as the importance of forming positive relationships with employers and community leaders. Through this program, youth gain valuable industry knowledge from their business mentor along with hands-on exposure to their career pathway. In addition, businesses show their investment by sharing in the cost of the youth participant's wage.

### **On-the-Job Training (OJT)**

OJTs for youth are similar to those offered by the WIOA Adult and Dislocated Worker programs. When hiring a CMJTS Youth Program participant who is expected to require more intensive training to achieve desired productivity levels, employers receive reimbursement for a portion of the participant's wages for the length of the designated training period. The duration of this training varies but generally lasts three to six months and is based upon the demands of the job and the skills needed to perform at the company/industry standards.

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

### **Pre-Employment Transition Services (Career You)**

In partnership with Vocational Rehabilitation Services (VRS), CMJTS provides Pre-Employment Transition Services to youth with disabilities, ages 14-21, who are potentially eligible for VRS services. Career You provides an opportunity for these youth to explore career and training options, gain work skills, and learn how to be successful after high school, including post-secondary education and/or competitive employment.

Through Career You, youth are provided services, one-on-one or through large group activities, centered on job search/exploration, post-secondary education counseling, work-based learning, budgeting, work-readiness training, self-advocacy instruction, and community learning projects.

*Strategies implemented during the Disability Employment Initiative, including Integrated Resource Teams (IRT); 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.*

CMJTS was grateful to be part of the Disability Employment Initiative. Even though this grant has ended, it remains CMJTS' intent to continue to link youth with disabilities to gainful employment through individualized and comprehensive services. These efforts will continue through the following strategies:

- IRT meetings will continue to be coordinated to provide wraparound services and resources with multiple agencies for youth with disabilities. These approaches have resulted in increased communication and coordination between agencies, particularly with our VRS partners. More importantly, for youth with disabilities.
- Guideposts for Success have shown to be beneficial to our youth participants and will be used as an approach with our Pre-ETS youth or other youth in our programs that may need the extra guidance.
- Collaboration: CMJTS staff continue to strive to build strong relationships with our partners who provide services to youth with disabilities. These collaborations include: attending regular IEP meetings, participating members of our local Community Transition Interagency Committees (CTIC), and consistent and regular meetings with our VRS partners.
- Have partners join the CMJTS Workforce Development Board's Youth Committee to be an advocate and to help focus on services to people with disabilities under the Workforce Innovation and Opportunity Act (WIOA).
- CMJTS is also a Ticket to Work service provider that offers Social Security disability beneficiaries (persons who receive SSI or SSDI) more intensive case management, which may include job coaching, job counseling, training, benefits counseling, and job placement. CMJTS has two staff that completed training to become a work incentive practitioner and are now certified to help youth with disabilities have better wraparound services.

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

CMJTS Youth Program employment specialists have a long history of working closely with schoolwork coordinators, special education case managers, and other school personnel to coordinate after-school work opportunities for qualifying youth. CMJTS will continue offering these opportunities to in-school youth as funds allow, as we believe these after-school jobs provide youth with the opportunity to develop workplace skills and, when coupled with the additional guidance and support of the Youth Program employment specialist, provide them with an increased likelihood of workplace success beyond their high school years.

The employment specialists will facilitate after-school leadership groups, focused on career exploration and service learning. CMJTS provides leadership opportunities to youth through its Leadership Development: Learn, Empower, Achieve, Discover (LEAD) program. Youth gain leadership skills utilizing a developed curriculum, which touches upon the development of group rules/culture, self-awareness, leadership, community service, goal setting, taking initiative, time management, coping skills, conflict resolution, and constructive feedback. During this program, youth also take part in a group-identified, service-learning project to give back within their communities and inspire others.

Youth involved in these groups may earn monetary stipends for their participation. They will also benefit from the career exploration assistance provided by their employment specialist. It is believed that these leadership groups could provide a venue for the incorporation of both financial literacy and entrepreneurship education.

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

In addition to providing employment and training services to youth and adults throughout LWDA 5, via the WIOA Youth, MYP, WIOA Adult, Dislocated Worker, and other programs, CMJTS provides employment services to Minnesota Family Investment Program (MFIP) participants in ten counties (Chisago, Isanti, Kanabec, McLeod, Meeker, Mille Lacs, Pine, Renville, Sherburne, and Wright). CMJTS' Public Assistance employment specialists work closely with human services staff to help MFIP and SNAP customers enter employment and gain economic stability.

CMJTS' Public Assistance (PA) employment specialists also have direct and frequent access to our agency's Youth Program employment specialists. Because of this high degree of access, it is easy for the PA employment specialist to pull the Youth Program employment specialist into client meetings, as appropriate, so their client can learn about additional employment and training opportunities that may be available to them through the Youth Program. When co-enrollments do occur, the Youth Program employment specialists and PA employment specialists work closely with one another to provide a high degree of support and guidance to the participant.

In the LWDA county where CMJTS does not directly provide employment services to MFIP and SNAP participants, CMJTS' Youth Program employment specialists maintain regular contact with the local PA employment services provider. As these providers are also partners of CareerForce, easy access to the CMJTS Youth Program employment specialist is still afforded. The employment specialist is available to meet with PA employment services providers, and their participants, by appointment. The Youth Program employment specialists provide CMJTS' Youth Program information and application materials, which the PA employment services provider can disperse, as appropriate.

Additionally, CMJTS receives funds to administer the **TANF INNOVATION PROJECT grant**. The project goal is to increase employment/training opportunities, career pathways, and self-sufficiency for teen parents ages 16-24 who are receiving cash MFIP benefits and younger youth ages 14-18 who are on the grant in MFIP households.



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:

CMJTS developed and utilizes a form—*WIOA Youth Program Notification of Elements*—that includes a list of the 14 program elements rewritten so it is more easily understood by the youth. The form is presented and explained to participants at the time of enrollment. Participants are asked to sign the form, acknowledging that all 14 of the program elements are available to them. Those elements that are provided are included in the Individualized Service Strategy.

*See attached Excel for information for a-e.*

- a. Who provides the service. If another agency (or agencies) provides these services, describe the scope of service(s) provided and how the WDA ensures participants are receiving appropriate service levels.
- b. If the service is provided by another agency (or agencies), describe how they were selected, what kind of MOU exists between the WDA and the provider.
- c. Summarize whether 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.
- d. Summarize how the required program element is delivered to participants and any “best practices” associated with that element.
- e. The required 14 WIOA Young Adult Program Elements [P.L 113-128, Sec 129(c)(2) and individually defined and discussed in the final rules at 20 CFR 681.460]:
  - i. Program Element 1: Tutoring, study skills training, instruction and dropout prevention services
  - ii. Program Element 2: Alternative secondary school services or dropout recovery services
  - iii. Program Element 3: Paid and unpaid work experience
  - iv. Program Element 4: Occupational skill training
  - v. Program Element 5: Education offered concurrently with workforce preparation and training for a specific occupation
  - vi. Program Element 6: Leadership development opportunities
  - vii. Program Element 7: Supportive services
  - viii. Program Element 8: Adult mentoring
  - ix. Program Element 9: Follow-up services
  - x. Program Element 10: Comprehensive guidance and counseling

- xi. Program Element 11: Financial literacy education
- xii. Program Element 12: Entrepreneurial skills training
- xiii. Program Element 13: Services that provide labor market information
- xiv. Program Element 14: Postsecondary preparation and transition activities

18 e. Elements-definitions below	18a. Who provides the service?	18b. Selection Process	18b. Agreement Type	18c. Workforce Innovation & Opportunity Act (WIOA) Youth	18c. Minnesota Youth Program (MYP)	18c. Youthbuild	18c. Youth at Work- Operation Exploration	18c. Temporary Assistance for Needy Families (TANF) Youth Innovation Project	18c. Pre-Employment Transition Services (Pre-ETS)	18c. Support Service-Pathfinders	18c. Rural Career Counseling Coordinator (RC3)	18d. Best Practices described in Youth Plan
18e. Element 1: Tutoring, study skills training, instruction and dropout prevention services.	Central Minnesota Jobs and Training Services and local partners such as secondary and post-secondary schools, ABE and tutoring agencies	Youth Committee, Workforce Development Board, Partner	Referral Form; Individual Service Strategy	x	x	x	x	x		x	x	Providing weekly workshops at ALCs, Career Pathways (pgs. 30-37), Work-Based Learning (pgs. 25-30), Integrated Resource Teams (pgs. 24-25 and 49)
18e. Element 2: Alternative secondary school services or drop out recovery services.	Central Minnesota Jobs and Training Services and partners such as Alternative Learning Programs and Adult Basic Education	Youth Committee, Workforce Development Board, Partner	Referral Form; Individual Service Strategy	x	x	x	x	x		x	x	Staff on-site at GED/ABE centers weekly, providing GED stipends, Career Pathways (pgs. 30-37), Work-Based Learning (pgs. 25 and 26, 28-30), Integrated Resource Teams (pg. 24-25 and 49)
18e. Element 3: Paid and unpaid work experience.	Central Minnesota Jobs and Training Services, local employers, community agencies, Workforce Development Board, Youth Committee	Youth Committee, Workforce Development Board, Partner	Work Experience Orientation/Agreement form, Individual Service Strategy	x	x	x	x	x	x	x	x	Business Service Team, Career Pathways (pgs. 30-37), Work-Based Learning (pgs. 25-30), Integrated Resource Teams (pgs. 24-25 and 49)

18 e. Elements-definitions below	18a. Who provides the service?	18b. Selection Process	18b. Agreement Type	18c. Workforce Innovation & Opportunity Act (WIOA) Youth	18c. Minnesota Youth Program (MYP)	18c. Youthbuild	18c. Youth at Work- Operation Exploration	18c. Temporary Assistance for Needy Families (TANF) Youth Innovation Project	18c. Pre-Employment Transition Services (Pre-ETS)	18c. Support Service-Pathfinders	18c. Rural Career Counseling Coordinator (RC3)	18d. Best Practices described in Youth Plan
18e. Element 4: Occupational Skills Training.	Central Minnesota Jobs and Training Services, local employers, secondary and post-secondary educational institutions, and customized training providers.	Youth Committee, Workforce Development Board, Partner	MOU; Individual Training Account, Service Provider Agreement; Individual Service Strategy	X	X	X	X	X	X	X	X	Operation Exploration Camps (pg. 31), Pathfinders program (pg. 44), Career Pathways (pgs. 30-37), Work-Based Learning (pgs. 24-25-30), Integrated Resource Teams (pgs. 25 and 49)
18e. Element 5: Education offered concurrently with workforce preparation and training for a specific occupation.	Central Minnesota Jobs and Training Services, local employers, secondary and post-secondary educational institutions.	Youth Committee, Workforce Development Board, Partner	MOU; Individual Service Strategy	X	X	X	X	X	X	X	X	Operation Exploration Camps (pg. 31), Pathfinders program (pg. 44), Career Pathways (pgs. 30-37), Work-Based Learning (pgs. 25-30), Integrated Resource Teams (pgs. 24-25 and 49)
18e. Element 6: Leadership development opportunities.	Central Minnesota Jobs and Training Services, Youth Committee, Workforce Development Board, partner, local employers, community agencies, secondary and post-secondary educational institutions.	Youth Committee, Workforce Development Board, Partner	Individual Service Strategy	X	X	X	X	X	X	X	X	LEAD program, Operation Exploration Camps (pg. 31), Pathfinders program (pg. 44), Career Pathways (pgs. 30-37), Work-Based Learning (pgs. 25-30), Integrated Resource Teams (pgs. 24-25 and 49)

18 e. Elements-definitions below	18a. Who provides the service?	18b. Selection Process	18b. Agreement Type	18c. Workforce Innovation & Opportunity Act (WIOA) Youth	18c. Minnesota Youth Program (MYP)	18c. Youthbuild	18c. Youth at Work- Operation Exploration	18c. Temporary Assistance for Needy Families (TANF) Youth Innovation Project	18c. Pre-Employment Transition Services (Pre-ETS)	18c. Support Service-Pathfinders	18c. Rural Career Counseling Coordinator (RC3)	18d. Best Practices described in Youth Plan
18e. Element 7: Supportive Services.	Central Minnesota Jobs and Training Services	Workforce Development Board, Youth Committee	Individual Service Strategy; Vendor Accounts	X	X	X	X	X	X	X		Career Pathways (pgs. 30-37), Work-Based Learning (pgs. 25-30), Integrated Resource Teams (pgs. 24-25 and 49)
18e. Element 8: Adult Mentoring.	Central Minnesota Jobs and Training Services, Youth Committee, Workforce Development Board, partner, local employers, secondary and post-secondary educational institutions.	Youth Committee, Workforce Development Board, Partner	MOU; Work Experience Orientation/Agreement form; On the Job Training Contract	X	X	X	X	X	X	X	X	Career Pathways (pgs. 30-37), Work-Based Learning (pgs. 25-30), Integrated Resource Teams (pgs. 24-25 and 49)
18e. Element 9: Follow-up Services.	Central Minnesota Jobs and Training Services	Workforce Development Board, Youth Committee	Individual Service Strategy; Vendor Accounts	X		X						Follow-up Services (pg. 38)
18e. Element 10: Comprehensive guidance and counseling.	Central Minnesota Jobs and Training Services, partners, community agencies, and local educational institutions.	Youth Committee, Workforce Development Board, Partner	Individual Service Strategy	X	X	X	X	X	X	X	X	Pre-Employment Transition Services (pg. 42 ), OTS (pgs. 46-47 ), Career Pathways (pgs. 30-37), Work-Based Learning (pgs. 25-30), Integrated Resource Teams (pgs. 24-25 and 49)

18 e. Elements-definitions below	18a. Who provides the service?	18b. Selection Process	18b. Agreement Type	18c. Workforce Innovation & Opportunity Act (WIOA) Youth	18c. Minnesota Youth Program (MYP)	18c. Youthbuild	18c. Youth at Work- Operation Exploration	18c. Temporary Assistance for Needy Families (TANF) Youth Innovation Project	18c. Pre-Employment Transition Services (Pre-ETS)	18c. Support Service-Pathfinders	18c. Rural Career Counseling Coordinator (RC3)	18d. Best Practices described in Youth Plan
18e. Element 11: Financial Literacy Education.	Central Minnesota Jobs and Training Services and local financial institutions	Youth Committee, Workforce Development Board, Partner	Developed Materials, Referral Form	x	x	x	x	x	x	x	x	Pre-Employment Transition Services (pg. 42 ), OTS (pgs. 46-47 ), Career Pathways (pgs. 30-37), Work-Based Learning (pgs. 25-30), Integrated Resource Teams (pgs. 24-25 and 49)
18e. Element 12: Entrepreneurial skills training	Central Minnesota Jobs and Training Services, Small Business Development Center, and secondary-post secondary education	Youth Committee, Workforce Development Board, Collaborator, Partner	Referral Form; Individual Service Strategy	x	x	x	x	x	x	x	x	Pre-Employment Transition Services (pg. 42 ), OTS (pgs. 46-47 ), Career Pathways (pgs. 30-37), Work-Based Learning (pgs. 25-30), Integrated Resource Teams (pgs. 24-25 and 49)

18 e. Elements-definitions below	18a. Who provides the service?	18b. Selection Process	18b. Agreement Type	18c. Workforce Innovation & Opportunity Act (WIOA) Youth	18c. Minnesota Youth Program (MYP)	18c. Youthbuild	18c. Youth at Work- Operation Exploration	18c. Temporary Assistance for Needy Families (TANF) Youth Innovation Project	18c. Pre-Employment Transition Services (Pre-ETS)	18c. Support Service-Pathfinders	18c. Rural Career Counseling Coordinator (RC3)	18d. Best Practices described in Youth Plan
18e. Element 13: Services that provide labor market information (LMI).	Central Minnesota Jobs and Training Services, Minnesota Department of Employment and Economic Development, Workforce Board, and Youth Committee.	Youth Committee, Workforce Development Board, Partner	Individual Service Strategy	X	X	X	X	X	X	X	X	Pre-Employment Transition Services (pg. 42 ), OTS (pgs. 46-47 ), Career Pathways (pgs. 30-37), Work-Based Learning (pgs. 25-30), Integrated Resource Teams (pgs. 24-25 and 49)
18e. Element 14: Postsecondary preparation and transition activities.	Central Minnesota Jobs and Training Services, and local educational institutions.	Youth Committee, Workforce Development Board, Partner	MOU, Individual Service Strategy	X	X	X	X	X	X	X	X	Pre-Employment Transition Services (pg. 42 ), OTS (pgs. 46-47 ), Career Pathways (pgs. 30-37), Work-Based Learning (pgs. 25-30), Integrated Resource Teams (pgs. 24-25 and 49)

**WIOA REQUIRED 14 ELEMENTS DEFINED**

**Element 1:** Tutoring, study skills training, instruction and dropout prevention services. Strategies are intended to lead towards a high school diploma. Secondary school dropout prevention strategies include services and activities that keep a young person in-school and engaged in a formal learning and/or training setting. Strategies include, but are not limited to, work experience, career pathway training, mentoring and IRT meetings. CMJTS staff work with students on providing academic support, helping a youth identify areas of academic concern, assisting with overcoming learning obstacles, and providing tools and resources to develop learning strategies. CMJTS staff assist youth with strategies to stay motivated and engaged in school to prevent dropouts. This includes staff attending IEP, behavior or educational progress, and attendance concern meetings to help youth be successful.

**Element 2:** Alternative secondary school services or dropout recovery services. Dropout recovery services are those that assist youth who have dropped out of school with the goal of helping youth to re-engage and persist in education that leads to the completion of a recognized high school equivalent. CMJTS staff work closely with youth to help them get enrolled back into school and/or ABE. CMJTS offers GED stipends to assist with re-engagement and motivation for completion of their diploma or GED. Staff will also work closely with schools on strategies to overcome learning and academic concerns.

18 e. Elements-definitions below	18a. Who provides the service?	18b. Selection Process	18b. Agreement Type	18c. Workforce Innovation & Opportunity Act (WIOA) Youth	18c. Minnesota Youth Program (MVP)	18c. Youthbuild	18c. Youth at Work- Operation Exploration	18c. Temporary Assistance for Needy Families (TANF) Youth Innovation Project	18c. Pre-Employment Transition Services (Pre-ETS)	18c. Support Service-Pathfinders	18c. Rural Career Counseling Coordinator (RC3)	18d. Best Practices described in Youth Plan
<p><b>Element 3:</b> 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. Labor standards apply in any work experience where an employee/employer relationship, as defined by the Fair Labor Standards Act or applicable State law, exists. CMJTS staff assist youth with work experiences, internships, job shadows, OJTs, Protégés, and connections with pre-apprenticeship opportunities.</p>												
<p><b>Element 4:</b> Occupational Skills Training. An organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels leading to a recognized post-secondary credential(s) which align with in-demand industry sectors or occupations in the local area.</p>												
<p><b>Element 5:</b> Education offered concurrently with workforce preparation and training for a specific occupation. Provide youth with information about education and training requirements for careers in high-growth, in-demand occupations; and offer comprehensive, integrated training, job readiness/placement services, and support services to target populations. CMJTS staff work with youth to identify Work-Readiness Services. For example: computer classes and other short-term courses that do not end in a credential and are not industry-specific but will assist youth with increased skills and employability.</p>												
<p><b>Element 6:</b> Leadership development opportunities. opportunities that encourage responsibility, confidence, employability, self-determination, and other positive social behaviors such as: (a) exposure to post-secondary educational possibilities; (b) community and service learning projects; (c) peer-centered activities, including peer mentoring and tutoring; (d) organizational and team work training, including team leadership training; (e) training in decision-making, including determining priorities and problem solving; (f) citizenship training, including life skills training such as parenting and work behavior training; (g) civic engagement activities which promote the quality of life in a community; and (h) other leadership activities that place youth in a leadership role such as serving on youth leadership committees, e.g., a Standing Youth Committee. CMJTS provides leadership opportunities to youth through its Leadership Development: Learn, Empower, Achieve, Discover (LEAD) program. Youth gain leadership skills utilizing a developed curriculum, which touches upon the development of group rules/culture, self-awareness, leadership, community service, goal-setting, taking initiative, time management, coping skills, conflict resolution, and constructive feedback. During this program, youth also take part in a group-identified, service-learning project to give back within their communities and inspire others. Leadership skills are also developed through work-based learning, career pathways, and training opportunities.</p>												
<p><b>Element 7:</b> Supportive Services. These services include, but are not limited to, the following: (a) linkages to community services; (b) assistance with transportation; (c) assistance with child care and dependent care; (d) assistance with housing; (e) needs-related payments; (f) assistance with educational testing; (g) reasonable accommodations for youth with disabilities; (h) legal aid services; (i) referrals to health care; (j) assistance with uniforms or other appropriate work attire and work-related tools, including such items as eyeglasses and protective eye gear; (k) assistance with books, fees, school supplies, and other necessary items for students enrolled in post-secondary education classes; and (l) payments and fees for employment and training-related applications, tests, and certifications.</p>												
<p><b>Element 8:</b> Adult Mentoring. 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. CMJTS' worksite supervisors become mentors as they coach, teach, and offer feedback on a youth's performance through their work experience, OJT, and/or Work Protégé.</p>												
<p><b>Element 9:</b> Follow-up Services. Follow-up services may include monthly, contact with youth, regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise for the youth participant. Staff provide follow-up services to youth after exit, including, but not limited to, support services, guidance on retaining a job, overcoming barriers that arise, information on labor market, resume, and jobs leads.</p>												
<p><b>Element 10:</b> Comprehensive guidance and counseling. Comprehensive guidance and counseling provides individualized counseling to participants. This includes drug and alcohol abuse counseling, mental health counseling, and referral to partner programs, as appropriate.</p>												
<p><b>Element 11:</b> Financial Literacy Education. Financial literacy services support the ability of participants to make informed financial decisions. CMJTS provides financial literacy support in a variety of options, including:</p> <ul style="list-style-type: none"> <li>•Financial literacy workshops that cover how to create a budget, create savings, reduce your debt, repair your credit, and protect yourself from scams.</li> <li>•Assists youth with opening a banking and/or checking account, interpreting a paycheck, and creating/managing a personal or household budget.</li> <li>•Introduces personal finance options such as the importance of establishing credit, saving for the future, and key points around taking out loans.</li> <li>•Offers resources to curriculum such as FDIC's Money Smart for Young Adults and Minnesota Extension Service's Dollar Works curriculum.</li> <li>•Educates youth on identify theft and ways to protect their personal identity, including social media issues.</li> <li>•Demonstrates how to utilize the CAREERwise Reality Check Tool to help youth make informed decisions about their education or career training pathway.</li> <li>•In addition, staff support activities that address the financial literacy needs of youth with disabilities, including connecting them to benefits planning and work incentives counseling.</li> </ul>												



18 e. Elements-definitions below	18a. Who provides the service?	18b. Selection Process	18b. Agreement Type	18c. Workforce Innovation & Opportunity Act (WIOA) Youth	18c. Minnesota Youth Program (MYP)	18c. Youthbuild	18c. Youth at Work- Operation Exploration	18c. Temporary Assistance for Needy Families (TANF) Youth Innovation Project	18c. Pre-Employment Transition Services (Pre-ETS)	18c. Support Service-Pathfinders	18c. Rural Career Counseling Coordinator (RC3)	18d. Best Practices described in Youth Plan
<p><b>Element 12:</b> Entrepreneurial skills training. Provides the basics of starting and operating a small business. Such training must develop the skills associated with entrepreneurship. Such skills may include, but are not limited to, the ability to:</p> <ul style="list-style-type: none"> <li>• Take initiative;</li> <li>• Creatively seek out and identify business opportunities;</li> <li>• Develop budgets and forecast resource needs;</li> <li>• Understand various options for acquiring capital and the trade-offs associated with each option; and</li> <li>• Communicate effectively and market oneself and one's ideas.</li> </ul>												
<p><b>Element 13:</b> Services that provide labor market information (LMI). Includes services that 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. Examples include activities outlined in the Career Pathways and OTS sections of plan.</p>												
<p><b>Element 14:</b> Post-secondary preparation and transition activities. This program element is activities that help youth prepare for and transition to post-secondary education and training. These services include exploring post-secondary education options, including technical training schools, community colleges, 4-year colleges and universities, and registered apprenticeship. Additional services include, but are not limited to, assisting youth to prepare for SAT/ACT testing, assisting with college admission applications, searching and applying for scholarships and grants, filling out the proper Financial Aid applications and adhering to changing guideline, and connecting youth to post-secondary education programs. OTS services outlined in the plan are also beneficial to post-secondary exploration activities.</p>												

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

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

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

Outcomes				
Improve Transition Outcomes for Ex-Offenders	Improve Transition Outcomes for Youth Aging Out of Foster Care	Improve Transition Outcomes for Youth with Disabilities	Prevent and End Homelessness	Reduce High School Dropout Rates
Strategies				
<p>CMJTS Youth Program employment specialists will collaborate with county court services/probation agents to identify candidates for WIOA and MYP participation and provide them with meaningful training, workforce preparation assistance, and work-based learning opportunities.</p> <p>Wright Choice and Prairie Lakes Youth Programs-Juvenile Detention Center – Partner to provide work-readiness training geared towards the re-entry process into the workforce. Also, to accept referrals of young ex-offenders in need of employment and</p>	<p>CMJTS Youth Program employment specialists will work with other agencies whose primary charge is to serve youth who have a history of out-of-home placement to identify, serve, and support these youth as they transition into the workforce.</p>	<p><b>Pre-ETS Transition Services</b>                      CMJTS is a Limited Use Vendor for Pre-Employment Transition Services with Vocational Rehabilitation Services for youth with disabilities. CMJTS staff provide Pre-ETS services (group or individual settings) including:</p> <ul style="list-style-type: none"> <li>▪ Instruction in self-advocacy</li> <li>▪ Workplace-readiness training</li> <li>▪ Job exploration</li> <li>▪ Work-based learning</li> <li>▪ Post-secondary education</li> </ul> <p>Partners include local school districts, Vocational Rehabilitation Services, Special Education staff, and</p>	<p>CMJTS staff are present at Open Doors for Youth in Elk River, one day per week, to provide outreach and wraparound case management services, which has fostered and strengthened a strong partnership. In addition, CMJTS works closely with A Place for You and Lakes and Pines Community Action Agency.</p> <p>CMJTS will assist participants with trying to find stable housing, work experience opportunities, giving them strategies to manage their personal finances, and providing them with financial literacy instruction and resources, as appropriate. Related</p>	<p>CMJTS Youth Program employment specialists make it a priority to encourage and educate the youth on the benefits of remaining in school/earning a high school diploma. Should the youth still decide to disengage with their school, despite encouragement and education from their employment specialist, staff will connect the youth with Adult Basic Education to pursue an Adult Diploma or GED.</p> <p>CMJTS partners with area Adult Basic Education (ABE) providers to provide financial support for their youth and young adults pursuing a GED or Adult</p>

Outcomes				
Improve Transition Outcomes for Ex-Offenders	Improve Transition Outcomes for Youth Aging Out of Foster Care	Improve Transition Outcomes for Youth with Disabilities	Prevent and End Homelessness	Reduce High School Dropout Rates
Strategies				
training services.		<p>employers.</p> <p>CMJTS seeks additional opportunities to work with the Minnesota Department of Vocational Rehabilitation Services (VRS) to find opportunities for co-enrollment and to serve those young people who are unable to receive services from VRS due to their “wait-list” status.</p> <p>Our co-enrollments and partnerships have increased our opportunities and education for serving youth with disabilities. Working closely with community disability employment services and our on-site partners have brought improved services and a more solidified and organized approach to offering services.</p>	<p>topics will include budgeting, use of credit, identity theft, etc.</p> <p>CMJTS Youth Program employment specialists will educate staff from agencies serving homeless youth and/or working to prevent homelessness (e.g., Catholic Charities Supporting Housing for Youth) to educate them on CMJTS Youth Program offerings and solicit for referrals of youth in need of training and employment assistance.</p>	<p>Diploma and will offer employment and training services to these learners, as appropriate.</p> <p>Incentives are offered to youth who complete seat hours or make progress towards their GED.</p>
<p>Connect youth with justice system involvement (past or present) with resources such as: Minnesota Federal Bonding Program Work Opportunity Tax Credit Discussing conviction record (<a href="https://careerwise.minnstate.edu/">https://careerwise.minnstate.edu/</a>)</p>	<p>CMJTS Youth Program employment specialists will connect with public assistance and other employment-related programs to identify young adults who have exited the foster-care system, or who have members of their household currently receiving</p>	<p>CMJTS Youth Program employment specialists utilize Integrated Resource Teams and deliver a full complement of coordinated services to youth with disabilities. These agencies may include, decided by the youth and their employment specialist:</p>	<p><b>Regional Interagency Team</b> CMJTS will take part in a homeless regional interagency team with Northland Salvation Army that is working on youth homelessness prevention strategies and services.</p>	<p>Work experiences are offered to youth that are making progress towards successfully meeting their educational requirements. Often this is a motivator for youth to continue milestones towards completing their diploma or GED.</p>

Outcomes				
Improve Transition Outcomes for Ex-Offenders	Improve Transition Outcomes for Youth Aging Out of Foster Care	Improve Transition Outcomes for Youth with Disabilities	Prevent and End Homelessness	Reduce High School Dropout Rates
Strategies				
<a href="#">iseek/static/stepahead/worksheets/DiscussingConvictionRecord_p4950.pdf</a>	foster-care services and will provide these youth with information on WIOA Youth and MYP services, as appropriate.	<ul style="list-style-type: none"> <li>▪ Secondary school staff</li> <li>▪ Post-secondary education staff (professors, advisors, Disability Services coordinators)</li> <li>▪ Family members of the youth</li> <li>▪ VRS staff</li> <li>▪ Probation officers</li> <li>▪ Domestic violence victim advocacy staff</li> <li>▪ Mental health professionals</li> <li>▪ Employers/WEP supervisors</li> </ul>		
<p>CMJTS Youth Program employment specialists will connect with public assistance and dislocated worker programs to identify young ex-offenders on their caseloads who would also benefit from WIOA Youth or MYP services.</p> <p>CMJTS Youth Employment specialists will attend training, as budgets allow, so they can be educated on the re-entry process and additional ways to assist offenders who are preparing to re-enter the workforce.</p>	CMJTS Youth Program employment specialist will collaborate with case managers from county social services agencies to provide training and support for their foster care youth who are preparing to enter the workforce.	<p>CMJTS Youth Program employment specialists will attend and contribute to Individualized Education Plan (IEP) meetings at area schools, as appropriate, to assist special education students with their employment goals as they approach graduation. In addition, positive and proactive relationships with Special Education staff will be maintained and fostered—specifically for referrals, service coordination, as well as case management.</p> <p>Partners include special education staff, school district, and parents.</p>	CMJTS Youth Program employment specialists will work with public assistance and other employment-related programs to identify youth and young adults experiencing homelessness and will provide these young people with WIOA and MYP program information. Staff will then co-enroll, as appropriate.	CMJTS Youth Program employment specialists will provide employment and training services to Alternative Learning Center students, who are often at risk of dropping out of the school system.

Outcomes				
Improve Transition Outcomes for Ex-Offenders	Improve Transition Outcomes for Youth Aging Out of Foster Care	Improve Transition Outcomes for Youth with Disabilities	Prevent and End Homelessness	Reduce High School Dropout Rates
Strategies				
CMJTS will accept referrals of young ex-offenders in need of employment and training services from inpatient and outpatient chemical dependency and mental health treatment facilities.	CMJTS Youth Program employment specialists will work with area group homes to provide their youth who are preparing to return to their communities with resources, support, and guidance to assist them with their re-integration.	CMJTS Youth Program employment specialists will participate in Community Transition Interagency Committee (CTIC) activities when possible.  Partners include-special education staff, VRS, and community agencies.	CMJTS Youth Program employment specialist will collaborate with county case managers, local foster care agencies, as well as domestic violence advocacy agencies to provide support for youth currently experiencing and/or at-risk of homelessness.	Work experiences are offered to youth that are making process towards successfully meeting their educational requirements. Often this is a motivator for youth to continue milestones towards completing their diploma or GED.
Continue to research occupations that employ ex-offenders. Become knowledgeable of local businesses that can and will hire ex-offenders.		<b>Benefits Coaching</b> CMJTS has three certified work incentives counselors to assist youth in transition in navigating the impact employment will have on their social security benefits.	CMJTS will promote available services to those experiencing serious financial hardship by providing printed information at local food shelves and emergency assistance providing agencies (e.g., Lakes and Pines CAC, Common Cup, etc.).	CMJTS Youth Program employment specialists will work with public assistance and other employment-related programs to identify youth and young adults who lack a diploma or GED. These youth will be co-enrolled, as appropriate, so diploma or GED services can be better supported.

**WORKFORCE DEVELOPMENT BOARD  
MEETING MINUTES**

March 11, 2022  
via Microsoft Teams

**MEMBERS PRESENT:** Brian O'Donnell (vice chair), Heather Lund (treasurer), Becky Lourey (secretary), Derrick Atkins, Melissa Ball-Warriner, Commissioner Rick Greene, Mark Netzinger, Rob Stark, Lori Thorpe, Bob Voss, Lori Vrolson

**MEMBERS ABSENT:** Craig Johnson, Craig Beaulieu, Bob Dockendorf, Commissioner Mike Warring, Commissioner Lisa Fobbe, Loren Nelson (chair)

**STAFF PRESENT:** Barbara Chaffee, Victoria Hosch, Leslie Wojtowicz, Kristin Yeager, Diana Ristamaki, Dina Wuornos, Bridget Paulson, Rebecca Perrotti, Diane Johnson

**GUESTS PRESENT:** Chris Andresen (Washington, DC, lobbyist), Stacy Morse (Congressman Tom Emmer's Office), Commissioner Steve Gardner (JPB), Della Ludwig (DEED), Joy Beise (DEED VRS)

The meeting was called to order at 10:55 am.

**WELCOME/INTRODUCTIONS**

**APPROVAL OF AGENDA**

Addition to New Business: WDB Member Resignation, WIOA 123(b) Law

Motion: Greene moved to approve the amended agenda. Seconded by: Thorpe. Motion carried.

**CONSENT AGENDA**

Approval of Previous Board and Committee Meeting Minutes  
Approval of Financial Reports  
Approval of State, Federal, and Unrestricted Funding  
CareerForce Partner Manager Reports  
Key Legislative Issues  
Region 3 Leadership & Planning Board (R3LPB)  
CMJTS Grant Updates

Motion: Greene moved to approve the consent agenda. Seconded by: Thorpe. Motion carried.

**WORKFORCE DEVELOPMENT BOARD (WDB) COMMITTEE CHAIR REPORTS**

None

**OLD BUSINESS**

None

**NEW BUSINESS**

***Presentation by Chris Andresen, Washington, DC, Lobbyist: Workforce Development Federal Policy Update***

- Andresen is a federal lobbyist in WA, DC. He works with several lobbyists as partners on workforce development.
- FY2022 WIOA Funding update:
  - Congress has finally approved FY2022 funding levels.
  - Marginal increase for WIOA connected programs (mostly in the 1-3% range year-to-year).
  - Large increase to apprenticeship grants.

- DOL did receive a couple of flexible funding streams related to Wagner Peyser and WIOA pilot/demonstration projects.
- Reviewed table of WIOA funding by program. (See attachment)
- WIOA Reauthorization
  - On the House side, looking at more incremental changes—what works/what didn't.
  - Recent Senate HELP Committee hearing focused on workforce development.
  - Broad goals include increasing authorized fund levels and reducing the administrative burden for operators/practitioners, jobseekers, and businesses.
  - The top priority is to increase authorization funding levels.
    - There will be a focus on wrap-around services on the support services side.
      - IFAs/MOUs: Problems are understood, now looking at solutions. When federal money is involved, there will be some red tape.
      - The goal is to get WIOA reauthorization done this year, however, likely not until next year given scheduling and political challenges.
      - Potentially, will have a divided government.
      - Chaffee: Excited that business is our partner, but there is no funding to back it up.
- Additional Workforce Opportunities:
  - Bipartisan Infrastructure Law contained \$1+ billion in workforce funding.
    - Mostly via grant authority at the Department of Commerce (digital equity grants).
    - Spending cap lifted on highway formula funds distributed to states.
    - Increase partnership with MNDOT.
  - Congress considering competitiveness legislation.
    - Includes potential workforce dollars connected with semiconductor manufacturing and STEM education grants.
  - “Build Back Better.” Still thoughts and ideas of what this will look like for the president.

***2022-2024 Re-Appointment Requests – Loren Nelson***

- WDB: Craig Beaulieu, Becky Lourey, Heather Lund, Mark Netzinger, Robert Voss
- Youth Committee: Amy Lord

Motion: Greene made the motion to approve the CMJTS Workforce Development Board (WDB) and WDB Youth Committee re-appointment requests of the above-listed members for the two-year term of July 1, 2022–June 30, 2024. Seconded by: Atkins. Motion carried.

***WDB Member Resignation – Commissioner Rick Greene***

- Loren Nelson has retired from his business and will be retiring from the WDB at the end of his term on June 30, 2022.

Motion: Lund made the motion to regretfully accept the retirement of Loren Nelson as a member of the Workforce Development Board effective June 30, 2022. Seconded by: Netzinger. Motion carried.

***CMJTS WDB Healthcare Letter of Support to Legislators – Mark Netzinger***

- The healthcare letter of support will be sent to legislators in the Local Workforce Development Area 5 (LWDA 5) next week.
- Chaffee noted there are three bills in the legislature at this time that address this issue.
- Chaffee thanked Lori Vrolson for her work in writing this letter.

Motion: Netzinger made the motion to approve sending the healthcare letter of support to Minnesota's legislators in LWDA 5. Seconded by: Greene. Motion carried.

***MAWB Bill for \$20 Million for Local Workforce Development Boards (LWDB) – Barbara Chaffee***

- State Representative Kresha from Local Area 2 is presenting the bill on behalf of LWDBs to support strategies to alleviate worker shortages.
  - This would be flexible funding for people that don't fit under state or federal guidelines.
  - These funds would be distributed via formula to LWDBs with no time limit for when funds need to be expended.
  - DEED partners are pulling out of our facilities; need funding to hire people to provide support in the Career Labs.
  - CMJTS would get \$1.4 million.

***WDB Officer Nominations – Loren Nelson***

- Submit nominations for each officer position to [vhosch@cmjts.org](mailto:vhosch@cmjts.org) by March 31, 2022.

***WIOA 123(b) Law – Diana Ristamaki***

- Currently, the policy requires WDA providers to either RFP out some of their 14 program elements and/or complete a review to determine whether or not there are an insufficient number of eligible providers for youth under WIOA services within our WDA region. Currently, CMJTS fits under this umbrella due to our rural area.
- CMJTS has historically provided Youth Program services internally.

Motion: Netzinger made the motion for CMJTS to continue to provide Youth Program services internally as in the past. Seconded by: Stark. Motion carried.

**FUTURE MEETING AGENDA ITEMS**

- Equity and New Board Membership
- Contact Barbara Chaffee or Victoria Hosch with agenda items.

**ADJOURNMENT**

Motion: Greene made the motion to adjourn the meeting at 11:55 am. Seconded by: Thorpe. Motion carried.

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WDB Secretary Signature





## Central Minnesota Jobs and Training Services, Inc. “Practice Pays” Stipend Policy

Eligible Programs: MYP, TANF Youth, WIOA, MYP, YAW, and Support Service

### **Purpose of Policy:**

Due to the pandemic and the availability of work experience opportunities, the CMJTS Youth Team has added the opportunity for youth to take part in the “Practice Pays” program. Youth will be able to obtain stipends through work-readiness, leadership/professional skills development, training, GED seat hours, and online learning activities.

Examples topics include:

- Financial literacy
- Career interests, assessments, and pathways
- Job search or career success skills
- Virtual networking, e-mentoring, and the opportunity to earn certificates to add to their portfolio
- Microsoft Office (WORD, PowerPoint, Excel, and Access)

### **Procedure:**

- Must be tied to their ISS and documented.
- The stipend amount is set at \$10.00 an hour of attendance (seat time) or participation in an activity. A maximum of \$500.00 can be earned during the program. Manager approval is needed after that threshold has been reached.
- Online course options need to be pre-approved by the program manager.
- Online classroom attendance is allowable if participation time can be verified, and appropriate documentation is provided.
- The attendance sheet/and or log must be signed or verified by the participant and the instructor/employment specialist before reimbursement can be made and maintained in the participant’s file.
- The employment specialist monitors/tracks hours on log forms.

### **To ensure equity within the program:**

- Employment specialist monitors/tracks hours on log forms.
- On an annual basis, the Youth Team will establish agreed-upon parameters regarding the types of activities that stipends are allowed.
- Payments are traced within WF1 through case notes. Employment specialists are required to enter specific information about the type and amount of stipend and how this relates to goals within the ISS.
- The manager monitors the incentives given via semi-annual file reviews.

### **Process:**

- Employment specialist staff will complete the appropriate paperwork and turn completed forms into the Accounting Department.
- Employment specialist staff will document payment requests into WF1.
- The Accounting Department will process the payment as requested.
- The program manager will monitor via file reviews.
- The program manager will monitor via reviewing quarterly budgets.

## Individual Training Account (ITA) Policy and Procedures

### Purpose of Policy

The goal of an ITA is to give youth individual choice in their education or training plan and provide opportunities that support a career pathway that leads to economic self-sufficiency, a high-demand occupation, or a career with a strong projected outlook.

An Individual Training Account (ITA) is used when the program intends to obligate funds for training-related expenses.

**Requirements for ITA approval:** The decision for providing an ITA must be based upon participants and/or employment specialist (ES) completing all the following **PRIOR** to training funds administered:

- Successful enrollment in post-secondary education and/or training leading to a career in a high-demand/in-demand occupation.
- Receipt of a Financial Aid Award letter for school program year (each year), or Funding Coordination form (ITA) completed by the financial aid office annually and school cost calculator (living costs).
- If Pell or State grants are received, complete the funding formula worksheet with the individual to determine the full cost of participating in training services, e.g., room and board, transportation, etc.
- Confirmation of training vendor is listed on the ETPL (or meets a MOHE exemption), is licensed or registered, and, if using WIOA funds, the training program is WIOA approved.
- Case note entry referencing 1) ES discussed the ETPL (Career and Education Explorer data tool) with the individual and 2) student's selection is "informed consumer choice."
- Training proposal completed with individual and includes comparable training institutions, cost, availability/start date, length of training, and labor market data to support specific training.
- An official math and reading assessment: ES must record the grade level equivalency. If ES does not test at enrollment, enter the following code in WF1: 87 for individuals obviously below 9<sup>th</sup> grade level and 88 for all other individuals that did not test. If the assessment testing is completed AFTER enrollment, be sure to update WF1 math and reading scores.
- An interest assessment (CCC) to appropriately gauge the individual's career path.
- Obtain a signed release between the CMJTS ES, the school attending, and the individual.
- Obtain a fee statement and credits, tuition expenses, and other classroom-related expenses.
- Obtain a semester/quarter grade report to demonstrate current progress of 2.0 GPA or better.

### Process

- ES staff will complete the appropriate paperwork and submit it to the vendor/approved training provider.
- Upon return receipt of the ITA form, a training authorization will be completed with a copy sent to the accounting department.
- The Accounting Department will process payment when the billing statement is received from the vendor/approved training provider.
- Payments are tracked within WF1 through case notes. ESs are required to enter specific information about the type and amount of an ITA and how it relates to goals within the Individual Service Strategy (ISS).
- The program manager will monitor via quarterly budget reviews and semi-annual file reviews.

Approved by the Central Minnesota Jobs and Training Services, Inc. Workforce Development Board and its Youth Committee.

Upon request, this material can be made available in an alternate format.

## WIOA Youth Incentive Policy

The Workforce Innovation and Opportunity Act (WIOA), Section 129(c)(1), states that WIOA Youth funds can be used to provide incentives for recognition and achievement to eligible youth. They are intended to be used to encourage and motivate WIOA youth to reach specific goals and obtain positive outcomes.

### Purpose of Policy

Provide incentives for recognition and achievement to eligible youth.

Each Youth employment specialist has the ability to make the decision about when and if youth participants receive incentives.

### The decision for providing an incentive must be based upon:

- Completion of activities tied to activities and goals within their individual ISS.
- Funds available

### Incentives will be given upon:

- An appropriate hourly dollar amount decided and communicated by the program manager on an annual basis.
- Resources within the community. Typical incentives may include, but are not limited to Walmart gift cards, gas cards, and payments through accounts payable and/or payroll.

### Amounts attached to the activities are as follows:

- **GED students:**  
\$25 – GED
- **High school students:**  
\$25 – Diploma
- **Training**  
\$25 – Certificate for short-term credentials.  
Examples include: NRF, CNA, TMA, OSHA 30, Forklift from college, etc.  
\$25 – AA or BA degree
- **Incentives reflected on ISS:**  
\$10 for completion of activities tied to the ISS.  
Examples include: Résumé, mock interview, information interview, job shadow, budgeting, skills inventory, assessments, attendance at job fair, job interview, self-advocacy
- **Follow-up after exit for reward of performance:**

\$50 – quarterly retention in job or training.

- **MSG documentation:**  
\$20 per program year July 1<sup>st</sup> through June 30<sup>th</sup>

**To ensure equity within the program:**

- On an annual basis, the Youth Team will establish agreed-upon parameters around the types of goals that will be incentivized and the amounts provided for that goal.
- Payments are tracked within WF1 through case notes. Employment specialists are required to enter specific information about the type and amount of incentive and how this incentive relates to goals within the ISS. Proper documentation for payment is obtained.
- The program manager monitors the incentives given via semi-annual file reviews and provides oversight.

**Process:**

- Employment specialist staff will complete appropriate paperwork and turn completed forms into the Accounting Department.
- Employment specialist staff will document payment request into WF1 via case notes.
- Accounting Department will process payment as requested.

## Central Minnesota Jobs and Training Services, Inc. Support & Training Request Information

### General Payment Information

1. All receipts/statements **MUST HAVE** amount, vendor name, number, address, date, and participant's name.
2. Check enrollment dates; we will only pay for services or items that occurred on or after the enrollment date. You may pro-rate services or items that occur before and after enrollment dates.  
 \*\*PA specifically MFIP and DWP programs can pay back to Benefit Start date (meaning, prior to enrollment with employment and training, date they began receiving public assistance through the county).  
 \*\*Support payments for PA programming 200% FPG are allowable for expenses incurred up to six months prior to enrollment for those considered a barrier to keeping or seeking employment  
 \*\*Attach WF1 documentation to verify benefit start date.
3. A complete and detailed justification is required, e.g. type of loan, months paid, pro-rated amount, etc. Details should include what is paid and why this is being paid for.
4. Do **NOT PAY** late fees, finance charges, or core charges.
5. Preferred method of payment is to the vendor directly.
6. Only reimburse the client with **Proof of Payment** (see below) along with the correct documentation:
  1. Cancelled check or bank Statement OR
  2. Vendor statement showing payment OR
  3. Cash payments need an original receipt *\*see #1 above*
  4. To reimburse credit card payments, require credit card statement with card number, name of credit card company, address, and reimbursable item listed in purchases.
7. For payments on current bills with past due charges, we must have charges itemized and a copy of the previous month's itemized bill as well. **Note: PA FPG Client expenditures cancellation notices are acceptable.**
8. Tax charges are reimbursable when customer pays for items out of pocket, this is **NOT** true for charges paid by agency with a Purchase Order.
9. Get appropriate CMJTS staff signatures on all forms (see below).

### PAYMENT TYPES:

1. Books
  - Send Training Authorization to the school
  - If participant has already purchased the books, need receipt and proof of payment
2. Car Insurance
  - Statement with coverage dates, car make & model, amount due
  - We only pay for one vehicle, if there is more than one vehicle on the policy, then the ES needs to verify which vehicle the participant drives

- If making a request for both parents in a two parent household complete a separate request for each individual
- Payment for no more than a 6-month policy period, at one time

### 3. Car Payment

- Current statement that shows monthly payment amount
- Payable from a payment stub is acceptable

### 4. Car Repairs

- When car repair is over \$500, three estimates are required and must be attached to request, prior approval from Supervisor is required
  - i. In the case where a vehicle cannot be driven to 3 locations for estimates, proper justification and prior supervisor approval, may allow for less than three estimates. \*\*attach case note to support service request
- Send Purchase Order with client to any of the stores listed on the vendor list – no taxes paid
- If participant already had work completed we then need receipt and proof of payment – reimbursement of taxes is acceptable

### 5. Childcare

- Daycare reimbursement form filled out by daycare provider
- No PA participant reimbursement or payment for most circumstances

### 6. Clothes/Uniforms

- Send PO with client to vendor
- If client already purchased, you will need the receipt and proof of payment

### 7. Computers & High Technology Tools (e.g. tablet)

- For Adult and DW programs only, prior approval from Supervisor is required
- The following parameters must be met and documented:
  - i. The high technology tool (and/or software) is required. There must be specific and physical evidence (e.g., a letter or syllabus from the course professor) that completing the training requires the use of a particular computer and/or software, for each student taking that training. That evidence must also outline how the student will use the technology (e.g., needing a computer to run a spreadsheet program, or access the internet, or run computer-aided design software, etc.) and what specific capacity the technology must have (e.g., needing that computer to have a certain amount of memory, speed, storage, etc.).
  - ii. The program participant does not otherwise have access to a required high technology tool. The program participant will need to submit in writing that they do not have access, at home or at the school, to a tool capable of meeting the course requirements.
  - iii. The price is reasonable and the employment specialist will need to see evidence of a reasonable market pricing. Evidence could include (but is not limited to): store circulars, web page ads, and school pricing sheets. If the high

technology tool and software estimate for the entire program is \$500 or more, three estimates must be submitted with the request.

8. Driver License, Permit & Tabs

- Statement from DVS

9. Gas, Oil, Mileage

- Send PO with client to vendor
- Each location has pre-paid gas cards to Holiday that are available in \$20 denominations (see gas card instructions)
- Use mileage reimbursement form to reimburse client for miles

10. Homeowners/Renters Insurance

- Statement with coverage dates
- Payment for no more than a 6-month policy period, at one time
- No PA participant reimbursement or payment

11. Interpreter

- Must have statement or invoice

12. Medical Bills/Dental Bills/Eye Care/Mental Health/Cobra

- Itemized bill / statement with monthly amount due
- For enrolled participants only, not dependents
- Bills incurred during time of enrollment, not before eligibility has been established
- No PA participant reimbursement or payment

13. Mortgage Payments

- Need statement that shows monthly payment amount
- We do not pay additional principal
- Public Assistance programs will need prior approval from Supervisor/Manager

14. Phone, Garbage & Utility Bills

- Itemized bill \*\*see number 7 in General Terms
- Public Assistance programs will need prior approval from Supervisor/Manager
- Shut off notices require an itemized bill which led to the notice, we cannot pay from the shut-off notice alone

15. Rent

- Rent form completed by landlord
- W9 form completed by landlord

16. Rent Deposits

- Prior approval from Supervisor/Manager
- Considered case specific; with verification all other resources have been exhausted

17. Reinstatement Fees - \*\*PA programs only

- Statement from DVS
- Verification that steps have been taken to ensure issue has been addressed Court ordered follow through

18. Software (Computers & High Technology Tools)

- Must be required as a part of their training plan; verification is required

19. Test Fee

- Send Training Authorization to the school
- If participant has already paid for the test, need receipt and proof of payment
- Retests may be allowed per program, more than one retest will need prior approval from supervisor

20. Tools

- Printed receipt with itemized list
- Please attach school/employer required tools list

21. Tuition

- Send Training Authorization to the school
- Preference to pay the school directly with a Training Authorization rather than reimbursing the customer
- Adult programs, verify that training provider is licensed/registered on MOHE

22. Volunteer Driver

- Statement or invoice

## MISCELLANEOUS INFORMATION

- Check runs occur every other week
- Cutoff date for check runs are due the Friday after CMJTS payday, at noon
- Make sure all appropriate accounting codes are listed on the request
- Make sure to tell your clients that it can take up to two weeks for a check to be processed.
  - ES can check on whether or not a support service was paid by checking the *Services* tab in *WFI*
- Please be mindful of our processing time and bill due dates, leave enough time for bills to be paid timely
- Please make sure that you are very detailed with your justifications, especially with unusual requests

**Emergency Checks:** foreclosures, repossession, evictions, termination of utilities are considered emergencies. **\*\*Requires Supervisor approval prior.**

If you need an emergency check cut, please contact the accounting department *after* discussing with your supervisor.



## EMPLOYMENT SPECIALIST INFORMATION

- Always refer customer to other community resources prior to authorizing funding, and case note this has occurred.
- ES should not authorize more than three payments for any one service in any given program year in an effort to avoid becoming a “crisis” agency. e.g. rent, mortgage, car payments.
- If unsure whether or not a vendor will accept a purchase order for payment, contact the accounting department or ES call the vendor before issuing PO to customer.

## FORMS

1. Support Service Authorization
  - Request a check be cut to vendor or client
  - Accounting codes listed by signature line
  - Work should be completed, we do not pay off an estimate/quote unless it is auto insurance.
  - Complete the form in entirety, print and place a label in the upper right-hand corner of form. Make one copy and scan original form to [ap@cmjts.org](mailto:ap@cmjts.org) and place the copy in the client file.
2. Purchase Order
  - Request for services to be completed
  - Complete the form in entirety, print and place a label in the upper right-hand corner of form. Make one copy and scan original form to [ap@cmjts.org](mailto:ap@cmjts.org). Place the copy in the client file and give original form to client for vendor processing.
3. Rent Request Form
  - Completed by landlord, along with SS# or FED ID#
  - W9 (only need to be provided to accounting once)
  - Attach forms to support service/training request
4. Child Care Reimbursement Form
  - Completed by provider, along with SS# or FED ID#
  - Attach form to support service/training request
5. Mileage Reimbursement Form
  - Completed by client, along with odometer readings
  - Attach form to support service/training request
6. Training Authorization/Amendment
  - Must be completed and sent to the school
  - Be sure to include semester/quarter for payment
  - Training Program must be written out –  
**NO ABBREVIATIONS**
  - Accounting codes listed
  - Use this form if want to increase the amount of a Training Authorization
  - Complete the form in entirety, print and place a label in the upper right-hand corner of form. Make one copy and scan original form to [ap@cmjts.org](mailto:ap@cmjts.org). Place the copy in the client file and give original form to client for vendor processing.
7. Gas/ Walmart Card Form

- Fill out gas/ Walmart card form and have participant sign
- Attach label and make two copies, email one copy to Accounting
- Bring one copy to the Fund Custodian when retrieving cards
- Place other copy in participant file
- Complete justification for request

### Signature Guidelines:

#### **SUPPORT**

- ES Only \$0.00 to \$499.99
- ES and Manager \$500.00 to \$1,999.00
- All of above & Finance Director \$2,000 and Up
- All of above & CEO \$5,000 and Up

#### **TRAINING**

- ES Only \$0.00 to \$249.99
- ES and Manager \$250.00 to \$3,499.00
- All of above & Finance Director \$3,500 and Up
- All of above & CEO \$5,000 and Up

### Allowable expenses by program:

	<b>PA Allowed</b>	<b>Adult Allowed</b>	<b>Youth Allowed</b>
Books	Yes	Yes	Yes
Car Insurance	Yes	Yes, NOT SNAP	Yes
Car payment	No	Yes, NOT SNAP	Yes
Car repairs	Yes	Yes, NOT SNAP	Yes
Childcare	No	Yes	Yes
Clothes/uniform	Yes	Yes	Yes
Computers	Yes	Yes, NOT SNAP	Yes
Drivers license permit & tabs	Yes	Yes	Yes
Drivers license reinstatement fee	Yes	No	No
Gas, oil, mileage	Yes	Yes	Yes
Homeowners/Renters Insurance	No	Yes	No
Interpreter	Yes	Yes	Yes
Medical bills/ cobra/dental/eye care/mental health <i>*for customer only, not dependents</i>	No	Yes	Yes
Mortgage payments	Yes – Supervisor approval needed	Yes	Yes – Supervisor approval needed

Rent	Yes – Supervisor approval needed	Yes	Yes
Rent Deposits	Yes – Supervisor approval needed	Yes – Supervisor approval needed	Yes – Supervisor approval needed
Phone, garbage & utility bills	Yes – Phone needs Supervisor approval	Yes	Yes
Software	Yes	Yes, NOT SNAP	Yes
Test fee	Yes	Yes	Yes
Stand-alone property taxes <i>property or income</i>	No	No	No
Tools	Yes	Yes	Yes
Tuition	Yes	Yes	Yes
Volunteer driver	Yes	Yes	Yes

## Work-Readiness Checklist

Note: This is a tool that should be kept in the file of each CMJTS youth participant and should be reviewed by the employment specialist regularly and throughout the duration of a participant's enrollment.

Please print neatly with ink.

### PARTICIPANT INFORMATION

Last Name	First Name
-----------	------------

### SOFT SKILLS

Date Noted	Verified	Discussion/Education on Soft Skills in the Workplace
	<input type="checkbox"/>	Dependability, reliability, punctuality
	<input type="checkbox"/>	Conflict resolution/problem solving
	<input type="checkbox"/>	Importance of following rules
	<input type="checkbox"/>	Positive attitude
	<input type="checkbox"/>	Flexibility and adaptability
	<input type="checkbox"/>	Coping strategies for workplace stress
	<input type="checkbox"/>	Good personal hygiene
	<input type="checkbox"/>	Honesty and integrity
	<input type="checkbox"/>	Acceptance of feedback
	<input type="checkbox"/>	Respect and tolerance of diversity (regardless of race, religion, disability, orientation, or any other protected characteristic)
	<input type="checkbox"/>	Teamwork
	<input type="checkbox"/>	Communication skills
	<input type="checkbox"/>	Self-advocacy
	<input type="checkbox"/>	Willingness to learn
	<input type="checkbox"/>	Initiative

### JOB SEARCH SKILLS

Date Noted	Verified	
	<input type="checkbox"/>	Registered on <a href="http://www.minnesotaworks.net">www.minnesotaworks.net</a>
	<input type="checkbox"/>	Attended a work-readiness workshop or job fair
	<input type="checkbox"/>	Practice job application completed
	<input type="checkbox"/>	Résumé completed
	<input type="checkbox"/>	Has three professional references
	<input type="checkbox"/>	Job interview education/mock interview
	<input type="checkbox"/>	Has appropriate clothing for job interview
	<input type="checkbox"/>	Has appropriate clothing and tools for work

**CAREER SUCCESS SKILLS**

Date Noted	Verified	
	<input type="checkbox"/>	High school diploma or GED
	<input type="checkbox"/>	Has identified a career pathway or occupational cluster
	<input type="checkbox"/>	Informational interview/job shadow completed, or career videos watched
	<input type="checkbox"/>	Demonstrates basic computer knowledge
	<input type="checkbox"/>	Completed career assessment
	<input type="checkbox"/>	Explored labor market information
	<input type="checkbox"/>	Has completed training beyond high school or GED and/or received a credential

**LIFE SKILLS**

Date Noted	Verified	
	<input type="checkbox"/>	Financial literacy information and education (budget created, bank account opened, ability to write out a check/balance checkbook, understands wage information, paystubs, and/or waiver laws)
	<input type="checkbox"/>	Childcare plan/back-up plan in place (if applicable)
	<input type="checkbox"/>	Has reliable transportation and back-up plan
	<input type="checkbox"/>	Is able to identify support(s) and can articulate a strategy for coping with those who are not supportive
	<input type="checkbox"/>	Demonstrates a time management/organization strategy (e.g.: planner, calendar in phone/computer)
	<input type="checkbox"/>	Has stable housing

Upon request, this material can be made available in an alternate format.

## Work Experience Evaluation

<b>Participant Name</b>		Worksite	
Supervisor		Alternate Supervisor	
<b>Employment Specialist Name</b>			Start Date (mm/dd/yy)

<b>EVALUATION OF PARTICIPANT</b> 1 Performance Improvement Plan Needed 2 Needs Improvement 3 Proficient 4 Exemplary		First Evaluation		Second Evaluation	
		Supervisor/ Alt. Sup.	Participant	Supervisor/ Alt. Sup.	Participant
<b>Attendance</b>	Has good attendance, notifies supervisor in advance about any absence.				
<b>Punctuality</b>	Arrives on time and takes and returns from breaks on time. Calls supervisor prior to being late.				
<b>Appearance</b>	Is dressed and groomed appropriately for work, practices appropriate personal hygiene.				
<b>Taking Initiative</b>	Stays on task until completed, keeps busy without supervision, solves problems independently, asks questions for direction regarding tasks.				
<b>Quality of Work</b>	Gives best effort, evaluates own work, improves work from feedback received. Completes expected work in a timely manner.				
<b>Communication Skills</b>	Speaks clearly and communicates effectively—verbally and non-verbally. Listens attentively and uses appropriate language for work environment.				
<b>Response to Supervision</b>	Accepts direction and constructive criticism with a positive attitude and uses information to improve.				
<b>Teamwork</b>	Relates positively with co-workers, works productively with individuals and teams, respects diversity.				
<b>Problem Solving/ Critical Thinking</b>	Uses sound reasoning. Uses knowledge and information from job to solve workplace problems.				
<b>Mentoring</b>	Interacts with supervisor/other adults at worksite to increase their own knowledge and seek guidance in the worksite and in life situations.				
<b>Timesheet Accountability</b>	Fills out timesheets accurately and timely, obtains supervisors signature on timesheets, and submits timesheets to employment specialist by timesheet due dates.				

First Evaluation					
<b>Total Score:</b>		<b>Participant Signature</b>		Date (mm/dd/yy)	
<b>Supervisor/Alternate Supervisor Signature</b>					Date (mm/dd/yy)
<b>Employment Specialist Signature</b>					Date (mm/dd/yy)
Second Evaluation					
<b>Total Score:</b>		<b>Participant Signature</b>		Date (mm/dd/yy)	
<b>Supervisor/Alternate Supervisor Signature</b>					Date (mm/dd/yy)
<b>Employment Specialist Signature</b>					Date (mm/dd/yy)

## Youth Work Experience Evaluation Grading Scale

Attendance			
<b>1. Performance Improvement Plan Needed</b>	<b>2. Needs Development</b>	<b>3. Proficient</b>	<b>4. Exemplary</b>
Excessive absences consistently impact work performance. Additional training is needed.	Below 90% attendance, but participant seeks out opportunities to make up missed work.	Maintains 90% attendance and notifies supervisor ahead of time prior to absence.	100% attendance or missed once with valid reason that did occur in first two weeks.
Punctually			
<b>1. Performance Improvement Plan Needed</b>	<b>2. Needs Development</b>	<b>3. Proficient</b>	<b>4. Exemplary</b>
Excessive lateness consistently impacts work performance. Additional training is needed.	Inconsistent in arriving to work, returning from breaks on time, and calling supervisor prior to lateness.	Arrives to work and returns from breaks on time with rare exception. If late, calls supervisor ahead of time.	Perfect or near perfect in arriving for work and returning from breaks on time. Model for other workers.
Workplace Appearance			
<b>1. Performance Improvement Plan Needed</b>	<b>2. Needs Development</b>	<b>3. Proficient</b>	<b>4. Exemplary</b>
Has not yet demonstrated appropriate appearance and/or personal hygiene for position or duties.	Inconsistent with appropriate appearance and/or personal hygiene for workplace.	Dresses appropriately and practices hygiene for position and duties with rare occasion.	Consistent in professional appearance and hygiene and serves as a role model for other workers.
Taking Initiative			
<b>1. Performance Improvement Plan Needed</b>	<b>2. Needs Development</b>	<b>3. Proficient</b>	<b>4. Exemplary</b>
Reluctant to begin tasks without significant staff intervention. Needs frequent reminders. Additional training is needed.	Inconsistently begins or remains on task. Needs occasional prompting. Often satisfied with bare minimum performance.	Begins or remains on task until completed with rare exception. Works independently. Initiates interaction for next task.	Consistently begins/remains on task after completion, Initiates interaction for next task. Works independently, leads others.
Quality of Work			
<b>1. Performance Improvement Plan Needed</b>	<b>2. Needs Development</b>	<b>3. Proficient</b>	<b>4. Exemplary</b>
Has not yet given best effort. Rarely evaluates work and utilizes feedback. Completes work inconsistently. Additional training needed.	Uneven work quality. Sometimes evaluates own work and utilizes feedback. But inconsistent in meeting quality standards.	Quality of work meets expectations. Evaluates own work and utilizes employer feedback to improve performance.	Quality of work often exceeds expectations. Consistently gives best effort. Evaluates own work and utilizes employer feedback.
Communication Skills			
<b>1. Performance Improvement Plan Needed</b>	<b>2. Needs Development</b>	<b>3. Proficient</b>	<b>4. Exemplary</b>
Seldom speaks clearly or listens attentively. Repeatedly uses inappropriate language for the workplace. Additional training needed.	Inconsistent in communication appropriate for work. Inconsistent in effort to speak clearly or listen attentively.	Demonstrates positive oral and nonverbal communication with rare exception. Listens attentively and uses language appropriate for workplace.	Consistently demonstrates positive oral and nonverbal communication. Speaks clearly and attentively. Can present to a group if needed.
Response to Supervision			
<b>1. Performance Improvement Plan Needed</b>	<b>2. Needs Development</b>	<b>3. Proficient</b>	<b>4. Exemplary</b>
Reluctant to accept feedback and constructive criticism from supervisor. Responds with poor verbal or nonverbal communication. Additional training needed.	Inconsistent in accepting direction, feedback, and constructive criticism from supervisor. Shows potential for improvement.	Accepts direction and constructive criticism with positive attitude with rare exception. Uses feedback to improve work performance.	Consistently accepts direction and constructive criticism with positive attitude. Uses feedback to improve work performance and provides new and useful ideas to employer.
Teamwork			
<b>1. Performance Improvement Plan Needed</b>	<b>2. Needs Development</b>	<b>3. Proficient</b>	<b>4. Exemplary</b>
Has not yet demonstrated appropriate group behaviors. Improvement needed in treating others with respect. Rarely contributes to group efforts. Additional training needed.	Inconsistent in promoting positive group behaviors amongst co-workers and in contributing to group efforts. Shows potential for improvement.	Works well with co-workers, is respectful, and contributes to group efforts with rare exception. Respects diversity within the workplace.	Consistently facilitates positive group dynamics. Demonstrates leadership that plays a significant role in success of group efforts. Promotes larger group unity.
Problem-Solving/Critical Thinking			
<b>1. Performance Improvement Plan Needed</b>	<b>2. Needs Development</b>	<b>3. Proficient</b>	<b>4. Exemplary</b>
Makes little or no effort to use knowledge learned from the job to solve workplace problems.	Inconsistent in using sound reasoning to solve work problems. Shows potential for improvement.	Uses sound reason and job knowledge to solve workplace problems. Shows initiative in improving skills.	Consistently applies sound reasoning to solve work problems. Identifies potential problems before they can occur.
Timesheet Accountability			
<b>1. Performance Improvement Plan Needed</b>	<b>2. Needs Development</b>	<b>3. Proficient</b>	<b>4. Exemplary</b>
Does not document hours after each shift. Does not submit timesheets to supervisor for signature. Does not submit timesheets to employment specialist when due.	Rarely or is inconsistent with documenting hours after each shift. Rarely or is inconsistent with submitting timesheets to supervisor for signature. Rarely or is inconsistent with submitting timesheets to employment specialist when due.	Generally, is consistent with documenting hours after each shift. Generally, is consistent with submitting timesheets to supervisor for signature. Generally, is consistent with submitting timesheets to employment specialist when due.	Is always consistent with documenting hours after each shift. Is always consistent with submitting timesheets to supervisor for signature. Is always consistent with submitting timesheets to employment specialist when due.

# Employment Specialist Work Experience Evaluation

<b>Total score of each evaluation:</b> Possible total score of 44 for each evaluation.	1.
	2.
	3.
	4.
	5.
	6.
	7.
	8.
<b>Average score of all evaluations:</b> Total score of all evaluations added then divided by number of evaluations.	

What areas did the WEP participant exceed expectations and how did they accomplish that?
1.
2.
3.

What are the areas for improvement and what steps will the WEP participant take to improve?
1.
2.
3.

What does the WEP participant enjoy most and least about the job?
<b>Most:</b>
<b>Least:</b>

Upon request, this can be made available in an alternate format.



**From:** [Tracy, Kay \(DEED\)](#)  
**To:** [Ristamaki, Diana](#)  
**Cc:** [Barbara Chaffee](#); [Olson, John R \(DEED\)](#); [Douma, Lynn \(DEED\)](#); [Eisenstadt, Larry \(DEED\)](#); [Schmid, Cory \(DEED\)](#)  
**Subject:** Approved 6/16/22: CMJTS PY22 WIOA Youth Budget/Waiver to Carry Over Limit/PY21  
**Date:** Thursday, June 16, 2022 9:30:56 AM  
**Attachments:** [Attachment 2-PY 22 WIOA Youth Budget - 75 pct OSY.docx](#)  
[image001.png](#)  
[image002.png](#)  
[image003.png](#)  
[image004.png](#)  
[image005.png](#)

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Hi Diana:

The attached PY22 WIOA Youth Budget for CMJTS was approved on 6/16/22. We are also approving the waiver request to permit CMJTS to carry over PY21 WIOA Youth funds in excess of the 20% limit required by federal law.

Next steps?

DOL National Office will release the Notice of Availability (NOA) of PY22 WIOA Youth funds to the states soon. Pending receipt of the NOA, Youth Team will issue the PY22 WIOA Youth funds to the WDA under the Master Agreement.

CMJTS is encouraged to submit Attachment 3/PY22 and PY23 **LOCAL** Performance Goals to [Kay.Tracy@state.mn.us](mailto:Kay.Tracy@state.mn.us) and [John.R.Olson@state.mn.us](mailto:John.R.Olson@state.mn.us). Minnesota negotiated STATE-level PY22/PY23 WIOA Youth Performance Goals on June 6, 2022. See message to WDAs on 6/10.

Thank you again for your cooperation and for the excellent work on the Local Youth Plan. If you have questions, please do not hesitate to follow up with [Kay.Tracy@state.mn.us](mailto:Kay.Tracy@state.mn.us) or [John.R.Olson@state.mn.us](mailto:John.R.Olson@state.mn.us).

Kay

**Kay Tracy | Director**

*Department of Employment and Economic Development*  
1st National Bank Building, 332 Minnesota Street, Suite E200 St. Paul MN 55101  
Direct: (651) 259-7555  
<http://mn.gov/deed/youth>

Follow DEED on  

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**From:** Diana Ristamaki <[dristamaki@cmjts.org](mailto:dristamaki@cmjts.org)>  
**Sent:** Wednesday, June 15, 2022 10:57 AM  
**To:** Tracy, Kay (DEED) <[kay.tracy@state.mn.us](mailto:kay.tracy@state.mn.us)>; Olson, John R (DEED) <[john.r.olson@state.mn.us](mailto:john.r.olson@state.mn.us)>  
**Cc:** Barbara Chaffee <[bchaffee@cmjts.org](mailto:bchaffee@cmjts.org)>  
**Subject:** CMJTS WIOA budget

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Hello Kay and John,

Please see CMJTS WIOA 22 budget.

I would also like to request a waiver for the 80% carryover for PY21.

Respectfully, CMJTS is:

- Requesting for a waiver to the 20% limit on carryover funds for the CMJTS PY2! WIOA youth grant;
- Justification:
  - Spending patterns slowed due to the Covid-19 emergency.
  - Enrollments have been slowed due to families needing to focus on pandemic related concerns.
  - Work experience sites stopped for several months due to COVID-slowed WEP funds down.

Please let me know if you need further justification or if I missed something for the request. THANK YOU!!

Best regards,



**Diana Ristamaki** | Program Manager

*Pronouns: she/her/hers* [Why Pronouns Matter](#)

Central Minnesota Jobs & Training Services, Inc.

406 East 7<sup>th</sup> Street

P.O. Box 720 | Monticello, MN 55362

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