

**Program Year 2014  
Local Youth Planning Update  
WIA Youth Formula Funds**

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

| <b>APPLICANT AGENCY - Use the legal name and full address of the fiscal agency with whom the grant will be executed.</b>                  | <b>Contact Name and Address</b>   |
|---|---|
| <p><b>City of Duluth<br/>Workforce Development Division<br/>402 W. 1st Street<br/>Duluth, MN 55802</b></p>                                | <p><b>Don Hoag, Manager<br/>402 W 1st Street<br/>Duluth, MN 55802</b></p>             |
| <p>Director Name: Don Hoag<br/><br/>Telephone Number: (218) 730-5241<br/><br/>FAX: (218) 730-5952<br/><br/>E-Mail: dhoag@duluthmn.gov</p> | <p>Contact Name: (same)<br/><br/>Telephone Number:<br/><br/>FAX:<br/><br/>E-Mail:</p> |

MN Tax ID #: 000-8021696 Federal Employer ID #: 41-6005105

DUNS Number: 077627883

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

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

Title: Manager, Workforce Development

Date: 04/10/2014



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

|   |              |
|---|--------------|
| <b>Signed PSP Form (REQUIRED)</b>   | <u>  X  </u> |
| <b>Form 1:</b> Signed Cover Page  | <u>  X  </u> |
| <b>Form 2:</b> Completed PY 2014 Budget For Regular WIA Youth                             | <u>  X  </u> |
| <b>Form 3:</b> Completed WIA Youth Performance Measures Chart                             | <u>  X  </u> |
| <b>Form 4:</b> Completed WIA Common Youth Performance Measures Chart                      | <u>  X  </u> |
| List of Youth Council Members   | <u>  X  </u> |
| List of All CURRENT Youth Service Providers   | <u>  X  </u> |
| Current Youth Council Mission Statement and Work Plan                                     | <u>  X  </u> |
| Current Request For Proposal (RFP) Used to Select Youth Service Providers (if applicable) | <u>  X  </u> |
| Best Practices for Serving the Neediest Youth   | <u>  X  </u> |
| Completed Narrative Checklist   | <u>  X  </u> |

**Form 2 – PY 2014 Budget Information Summary: WIA Youth Formula Grant**  
**(See page 4 for definitions of cost categories)**

|                               |   |
|-------------------------------|---|
| WSA/Contact:                  | WSA 4 City of Duluth/Don Hoag   |
| E-Mail Address/Phone Number:  | <a href="mailto:dhoag@duluthmn.gov">dhoag@duluthmn.gov</a> (218) 730-5241 |
| Date Submitted (or Modified): | 04/10/14  |
| Grant Number:                 |   |

| Cost Category                                  | Carryover From PY13<br>(Cannot Exceed 20% of PY13 Amt.) | New Funds Under WIA | Total Funds Available | Estimated Cumulative Quarterly Expenditures |                   |                     |                   |
|--|---|---------------------|-----------------------|---|-------------------|---------------------|-------------------|
|  |   |                     |                       | 4/1/14 to 6/30/14                           | 7/1/14 to 9/30/14 | 10/1/14 to 12/31/14 | 1/1/15 to 3/31/15 |
| <b>Administration</b><br>(Cannot Exceed 10%)   | 0   | 30,252              | 30,252                | 7,563                                       | 15,126            | 22,689              | 30,252            |
| <b>WIA Youth Program Financial Information</b> |   |                     |                       |   |                   |                     |                   |
| In-School Youth Wages/Fringe Benefits          | 0   | 32,000              | 32,000                | 8,000                                       | 16,000            | 24,000              | 32,000            |
| Out-of-School Youth Wages/Fringe Benefits      | 0   | 32,000              | 32,000                | 8,000                                       | 16,000            | 24,000              | 32,000            |
| In-School Youth Direct Services                | 0   | 86,160              | 86,160                | 21,540                                      | 43,080            | 64,620              | 86,160            |
| Out-of-School Youth Direct Services            | 0   | 86,160              | 86,160                | 21,540                                      | 43,080            | 64,620              | 86,160            |
| In-School Youth Support Services               | 0   | 9,000               | 9,000                 | 2,250                                       | 4,500             | 6,750               | 9,000             |
| Out-of-School Youth Support Services           | 0   | 9,000               | 9,000                 | 2,250                                       | 4,500             | 6,750               | 9,000             |
| In-School Youth Other Services                 | 0   | 8,977               | 8,977                 | 2,244                                       | 4,488             | 6,732               | 8,977             |
| Out-of-School Youth Other Services             | 0   | 8,976               | 8,976                 | 2,244                                       | 4,488             | 6,732               | 8,976             |
| <b>TOTAL:</b>                                  | 0   | 302,525             | 302,525               | 75,631                                      | 151,262           | 226,893             | 302,525           |

|  |    |
|--|----|
| <b>Pct. Of Funds Expended on Out of School Youth</b><br><b>(Minimum 30%; Higher Levels Recommended):</b> | 50 |
|--|----|

| Estimated Number of WIA Youth Served |                 |                 |                     |                   |
|--------------------------------------|-----------------|-----------------|---------------------|-------------------|
| WIA Younger Youth                    | WIA Older Youth | In-School Youth | Out-of-School Youth | Total Est. Served |
| 62                                   | 44              | 53              | 53                  | 106               |

## Definitions of Cost Categories for WIA

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

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

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

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

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

**FORM 3: WIA Youth Legacy Performance Measures**

|                               |   |
|-------------------------------|---|
| WSA/Contact:                  | WSA 4 City of Duluth/Don Hoag   |
| E-Mail Address/Phone Number:  | <a href="mailto:dhoag@duluthmn.gov">dhoag@duluthmn.gov</a> (218) 730-5241 |
| Date Submitted (or Modified): | 04/10/14 (Modified 7/10/14)   |

| Younger Youth Performance Measures  | Local Level of Performance |                  |                  |                  |                   |                   |
|-------------------------------------|----------------------------|------------------|------------------|------------------|-------------------|-------------------|
|                                     | PY 2009 (ACTUAL)           | PY 2010 (ACTUAL) | PY 2011 (ACTUAL) | PY 2012 (ACTUAL) | PY 2013 (PLANNED) | PY 2014 (PLANNED) |
| Younger Youth Skill Attainment Rate | 87.4                       | 83.1             | 82.1             | 90.4             | 94                | 94                |
| Younger Youth Diploma Rate          | 85.7                       | 90.3             | 86.2             | 84.6             | 88                | 88                |
| Younger Youth Retention Rate        | 76.5                       | 57.1             | 79.4             | 74.2             | 82                | 84                |

| Older Youth Performance Measures    | Local Level of Performance |                  |                  |                  |                   |                   |
|-------------------------------------|----------------------------|------------------|------------------|------------------|-------------------|-------------------|
|                                     | PY 2009 (ACTUAL)           | PY 2010 (ACTUAL) | PY 2011 (ACTUAL) | PY 2012 (ACTUAL) | PY 2013 (PLANNED) | PY 2014 (PLANNED) |
| Older Youth Placement Rate          | 100                        | 80               | 69.2             | 77.8             | 75                | 78                |
| Older Youth Retention Rate          | 62.5                       | 85.7             | 85.2             | 90.9             | 87                | 88                |
| Older Youth Six-Month Wage Gain     | 1345.9                     | 65576            | 4506.90          | 9711             | 4800              | 5500              |
| Older Youth Credential/Diploma Rate | 100                        | 55               | 55.6             | 45.5             | 58                | 58                |

**Note:** WSAs will have the option to revise planned performance levels for PY 2014 when DOL negotiates Minnesota's statewide performance goals for PY 2014.

| Performance Measures                | State Level of Performance |                  |                      |                   |
|-------------------------------------|----------------------------|------------------|----------------------|-------------------|
|                                     | PY 2012 (PLAN)             | PY 2012 (ACTUAL) | PY 2012 Pct. Of Plan | PY 2013 (PLANNED) |
| Younger Youth Skill Attainment Rate | 92%                        | 93.7%            | 101.8%               | 94%               |
| Younger Youth Diploma Rate          | 85%                        | 85.9%            | 101.1%               | 88%               |
| Younger Youth Retention Rate        | 78%                        | 84.0%            | 107.7%               | 82%               |
| Older Youth Placement Rate          | 71%                        | 81.8%            | 115.2%               | 75%               |
| Older Youth Retention Rate          | 85%                        | 92.1%            | 108.4%               | 87%               |
| Older Youth Six-Month Wage Gain     | \$4,200                    | \$6,560          | 156.2%               | \$4,800           |
| Older Youth Credential/Diploma Rate | 58%                        | 60.2%            | 103.8%               | 58%               |

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

|                               |   |
|-------------------------------|---|
| WSA/Contact:                  | WSA 4 City of Duluth/Don Hoag   |
| E-Mail Address/Phone Number:  | <a href="mailto:dhoag@duluthmn.gov">dhoag@duluthmn.gov</a> (218) 730-5241 |
| Date Submitted (or Modified): | 04/10/14  |
| Grant Number:                 |   |

| <b>OMB Youth Common Measure</b>      | <b>PY 2011 (ACTUAL)</b> | <b>PY 2012 (ACTUAL)</b> | <b>PY 2013 (PLANNED)</b> | <b>PY 2014 (PLANNED)</b> |
|--------------------------------------|-------------------------|-------------------------|--------------------------|--------------------------|
| Placement in Employment or Education | 73.3                    | 76.6                    | 59.9                     | 60.2                     |
| Degree or Certificate Attainment     | 79.2                    | 66.7                    | 59.7                     | 59.7                     |
| Literacy/Numeracy Gains              | 8.3                     | 25                      | 40.7                     | 40.4                     |

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

| <b>Common Youth Measure</b> | <b>RESULTS</b> | <b>TARGETS</b> |                |                |
|-----------------------------|----------------|----------------|----------------|----------------|
|                             | <b>PY 2011</b> | <b>PY 2012</b> | <b>PY 2013</b> | <b>PY 2014</b> |
| Placement                   | 59.3%          | 59.7%          | 59.9%          | 60.2%          |
| Attainment                  | 57.3%          | 59.6%          | 59.7%          | 59.7%          |
| Literacy                    | 47.1%          | 40.8%          | 40.7%          | 40.4%          |

**\*NOTE:** Form 4 is a planning document meant to be used by WSAs/LWIBs for OMB's Common Youth Measures. In PY 2014, Minnesota is a "legacy measure state" for purposes of incentives, sanctions, and eligibility for receiving National Incentive Funds. Per DOL/ETA policy, Minnesota is required to report WSA-level and state-level Common Youth Measure outcomes to DOL.

## Youth Council and Service Provider Information

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

| YOUTH COUNCIL MEMBER NAME  | ORGANIZATION/REPRESENTING<br>(examples: business, education, community-based organizations, youth, parent, etc.)   | Full<br>LWIB<br>Member?                                       |
|--|--|---|
| <b>Chair:</b> Kim Hall<br><b>Phone Number:</b> (218) 788-6486<br><b>E-Mail:</b> <a href="mailto:kim.hall@ascenaretail.com">kim.hall@ascenaretail.com</a>   | Parent/Business sector   | Yes   |
| <p>Andy Larson<br/>218-302-8426<br/><a href="mailto:Andy.larson@state.mn.us">Andy.larson@state.mn.us</a></p> <p>Carol Schultz<br/>218-529-6338<br/><a href="mailto:cschultz@duluthhousing.com">cschultz@duluthhousing.com</a></p> <p>Paul Brandstaetter<br/>218-879-4700<br/><a href="mailto:pbrand@q.com">pbrand@q.com</a></p> <p>Jessica Schiff<br/>Woodland Hills<br/>218-723-3522<br/><a href="mailto:jschiff@woodlandhills.org">jschiff@woodlandhills.org</a></p> <p>Jennifer Ryan<br/>Vice President, National Bank of Commerce<br/><a href="mailto:jryan@nboc.com">jryan@nboc.com</a></p> <p>Susan Gibson<br/>LHB, Corporation<br/><a href="mailto:susan.gibson@lhbcorp.com">susan.gibson@lhbcorp.com</a></p> <p>Barry Skye<br/>American Indian Community Housing Org.<br/><a href="mailto:Skye.contracting@gmail.com">Skye.contracting@gmail.com</a></p> | <p>Vocational Rehabilitation Services</p> <p>Housing &amp; Redevelopment Authority</p> <p>Retired High School Principal</p> <p>Juvenile Justice System</p> <p>LWIB Member/Business</p> <p>LWIB Member/Business</p> <p>Community Based Organization</p> | <p></p> <p></p> <p></p> <p></p> <p>Yes</p> <p>Yes</p> <p></p> |

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

| Youth Service Provider/Contact  | WIA   |           |            |           |            |       |     |                |       |     |
|---|---|-----------|------------|-----------|------------|-------|-----|----------------|-------|-----|
| Duluth Workforce Development, including<br>YES (Youth Employment Services) Duluth<br>Don, Hoag, Manager<br>402 W 1st Street<br>Duluth, MN 55802<br>Phone: (218)730-5241<br><a href="mailto:dhoag@duluthmn.gov">dhoag@duluthmn.gov</a> | <table border="0"> <tr> <td></td> <td style="text-align: right;"><b>Yes</b></td> <td style="text-align: right;"><b>No</b></td> </tr> <tr> <td>In-School?</td> <td style="text-align: center;">[ X ]</td> <td style="text-align: center;">[ ]</td> </tr> <tr> <td>Out-of-School?</td> <td style="text-align: center;">[ X ]</td> <td style="text-align: center;">[ ]</td> </tr> </table> |           | <b>Yes</b> | <b>No</b> | In-School? | [ X ] | [ ] | Out-of-School? | [ X ] | [ ] |
|   | <b>Yes</b>  | <b>No</b> |            |           |            |       |     |                |       |     |
| In-School?  | [ X ]   | [ ]       |            |           |            |       |     |                |       |     |
| Out-of-School?  | [ X ]   | [ ]       |            |           |            |       |     |                |       |     |
| Val Bolen<br>Temporary Private Tutor for YES Duluth<br>402 W. 1st   | <table border="0"> <tr> <td></td> <td style="text-align: right;"><b>Yes</b></td> <td style="text-align: right;"><b>No</b></td> </tr> <tr> <td>In-School?</td> <td style="text-align: center;">[ X ]</td> <td style="text-align: center;">[ ]</td> </tr> <tr> <td>Out-of-School?</td> <td style="text-align: center;">[ X ]</td> <td style="text-align: center;">[ ]</td> </tr> </table> |           | <b>Yes</b> | <b>No</b> | In-School? | [ X ] | [ ] | Out-of-School? | [ X ] | [ ] |
|   | <b>Yes</b>  | <b>No</b> |            |           |            |       |     |                |       |     |
| In-School?  | [ X ]   | [ ]       |            |           |            |       |     |                |       |     |
| Out-of-School?  | [ X ]   | [ ]       |            |           |            |       |     |                |       |     |

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

See attached at end of document.

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

During late summer/fall of 2013, YES Duluth worked with the City of Duluth Human Resources Department to identify the most appropriate way to issue an RFP to select a subcontractor to provide testing and individual tutoring/instructional services. In light of legal issues surrounding independent contractors, it was decided that the individual would be a long term temporary employee of the City, working 13 or less hours per week. The Human Resources department advertised the position, accepted and screened application, and set up interviews. As a result of the interviews, Val Bolen (a licensed teacher with the Duluth School District's Area Learning Center) was selected from the group of 3 finalists as the successful applicant.

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

As noted above, YES! Duluth intends to continue operating under the youth procurement waiver as long as allowed.

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

Younger, in-school youth are recruited through the area high schools, youth organizations, and vocational rehabilitation councilors. All the elements of WIA are available to this population but most are interested in summer work experience. Part of our summer work experience is the Safety Training Curriculum recommended by the State. Students are informed about MinnesotaWorks.net and ISEEK at their orientation. Labor market information is also made available to students through the state's website, periodicals and the youth job counselors. Worksites are selected based on student's interests and availability, and also are designed around any summer schooling in which the student is enrolled.

Students are also required to complete program applications and provide copies of all necessary documentation for employers so they are ready to apply for unsubsidized jobs as they become available. Staff is available to assist when needed.

Most students interview with the worksite supervisor as a job interview. Students are evaluated on their work performance by supervisors during their work experience to identify strengths and areas that need improvement.

More employers are requiring direct deposit, so we recommend students open an account and learn about payroll and banking. For many students, this is their first paycheck and they learn how to fill out a timesheet, what payroll deductions are and paying taxes.

In the fall, students usually return to school and receive a monthly newsletter with employment and life skills information.

During the 2014-2015 school year, the YES! Duluth program will be collaborating again with the Duluth Chamber of Commerce and Duluth area schools to develop a local “CEOS in the classroom” program. The program brings CEOs, business owners, and corporate executives into all the 8<sup>th</sup> grade classrooms in the Duluth area. It is designed to help students begin thinking about the world of work and how the decisions they make now affect their work-life later. The current (2013-2014) school year represented our third year on this project, and we expanded it from 2 to 5 schools, and a total of 20 classrooms.

The program is business driven and emphasizes the value of education and how it relates to the world of work, how global competition affects us locally, and the importance of learning soft skills. It delivers a real work look at a household budget and financially, what it takes to live on your own. This interactive program provides an opportunity for employers and students to learn more about each other in order to nurture a healthy workforce environment.

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

All the elements of WIA are available to this population but most are interested in GED training, work experience, occupational training and job placement. These elements are introduced during their orientations, assessment and the development of their Individual Service Strategy (ISS). These youth tend to be active year round.

If GED training is the identified starting point, this service can be provided by the Area Learning Center (ALC). A close link has always existed with them to communicate about our student’s attendance and progress. YES Duluth has also added a part-time teacher to our staff who will work with any youth. The teacher helps with tutoring which will focus on GED requirements or college class preparation.

Students are informed about MinnesotaWorks.net and ISEEK at their orientation. Labor market information is also made available to students through the state’s website, periodicals and the youth job counselors. Worksites are selected based on student’s interests, abilities and availability.

Students are also required to complete program applications and provide copies of all necessary documentation for employers so they are ready to apply for unsubsidized jobs as they become available. Staff is available to assist when needed.

Most students interview with the worksite supervisor as a job interview. Students are evaluated on their work performance by supervisors during their work experience to identify strengths and

areas that need improvement.

More employers are requiring direct deposit, so we recommend students open an account and learn about payroll and banking. For many students, this is their first paycheck and they learn how to fill out a timesheet, what payroll deductions are and paying taxes.

Occupational training is approved and funded based on the ISS, labor market information, and funding available.

Out of school youth also have the monthly newsletter mailed to them which serves the purposes of delivering valuable information to participants, and keeping our youth addresses current.

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

Workforce Development monitors its own services by a review of programs and activities, the impacts on clients, and financial tracking. Our only subcontractor is Val Bolen, who is also housed at the Workforce Center. As a result, we are able to directly monitor her performance on her portion of the service delivery system (assessment and individual tutoring/instruction).

## Youth Program Service Delivery Design

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

- Outreach and recruitment of participants:

- In-School Youth

School teachers, including special education teachers, work experience coordinators, school counselors, and foster parents regularly refer to our program. Referrals are gained also from Rehabilitation Services, area Boys and Girls Clubs, and the YWCA Young Mothers program. Staff also meet with county foster care social workers and attend Transitional Youth Information Fairs sponsored by the school district to obtain referrals and remind them of our services.

- Out-of-School Youth

Referrals come from various youth organizations including Lifehouse Youth Center, Valley Youth Center, YWCA Young Mothers Program. Out of school youth also come from Rehabilitation Services, foster parents, and MFIP job counselors. Staff meets with county foster care social workers to remind them about our services. We also encourage current participants to help us recruit and many do encourage family and friends to contact our office.

- Eligibility determination:

[ x] No change from PY 2013

- Assessment strategies:

The TABE assessment is used to determine reading and math grade levels. GED pre-testing can be done by our staff or by ALC. Interviewing applicants and sometimes a parent is used to assess work and education history, interests, personal goals and motivation, disabilities, family situation, and current knowledge of job search techniques. If they are uncertain about their interests and have limited knowledge of work, they are shown how to use ISEEK.org to explore careers and take interest and abilities assessments. If needed, paper versions of the CAPS, COPS, COPES are administered to assist in the assessment process.

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

After youth are assessed, a plan is developed with them to outline their goals and steps for them to accomplish in the program. These steps may include items such attending ALC for GED training, diploma completion, or basic skills help, remaining in high school to achieve their diploma, completing a training program such as Certified Nursing Assistant or other college program, completing a work experience, completing a resume, registering on Minnesotaworks.net, and exploring colleges. For those youth who have an IEP, a copy is attained to gain more information about the student's strengths and limitations to help determine realistic goals.

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

Staff interviews participants to discover information about their interests and abilities, why they have the interests they do, and if they have taken any career interest inventories. Participants are shown how to use the website [www.ISEEK.org](http://www.ISEEK.org) where they can find out information about careers, take an interest and abilities assessment to find out what careers match, and find out what industries are growing in Minnesota. Nursing is an industry important to the local economy and YES! Duluth has used WIA funding to help many individuals pursuing that career path. The cost of the Certified Nursing Assistant training has been covered by WIA funding for many of our participants. For some individuals, that training is their final educational goal while others want to continue on to further their training in the medical field. If the federal financial aid and the state Pell Grant does not cover all costs for those individuals continuing on, WIA funding can usually be used to help cover some of those training costs. Some individuals only need some support services to help cover transportation or uniform costs. Truck driver training is another example of a program that has been funded by WIA funds for appropriate participants interested in that field. We are also in discussions with local employers to develop Career Pathways to enhance attainment of entry level employment with potential for advancement in other career areas that are in demand in Duluth, including residential care facilities and aircraft manufacturing.

- Follow-up services:

[ x] No change from PY 2013



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

- out-of-school youth (including high school dropouts)

Out of school youth who have dropped out of school work with our on-site teacher for GED and basic skills tutoring or are referred to ALC for GED training and testing or high school diploma completion. YES! Duluth also maintains a regular relationship with the school district's Drop-Out Recovery Program. Once referred, YES! Duluth staff keeps in contact with ALC to monitor attendance and progress. To increase motivation, YES! Duluth offers an incentive policy with gives the students rewards for completing GED testing with good scores and for completing the GED or diploma. The cost of the GED is also covered by YES! Duluth. In addition to financial support, YES staff provides a lot of encouragement, support, and help with problem solving with issues that occur that hinder their motivation to attend school. After GED or diploma completion, it is then determined what the next step is for the youth, such as completing a work experience or post-secondary training. When possible, youth are placed in a work experience with an employer that has the potential of hiring that youth when the work experience funding ends. Youth are also helped with resume writing and interviewing skills, shown how to use ISEEK.org and Minnesotaworks.net, and informed about the resources and classes available in the Workforce Center's resource room.

- youth with language or cultural barriers

[ x] No change from PY 2013

- youth offenders, or children of incarcerated parents

[ x ] No change from PY 2013

- youth with disabilities

We work in collaboration with ISD 709 teachers who work with special-need students in the district's Transitions 12 and Bridge programs, to provide specially designed work experiences. We have a strong relationship with the local office of Vocational Rehabilitation and their Transitions counselor sits on our Youth Council.

- Homeless youth or runaways. Also describe WSA/youth service provider linkages with area homeless youth service providers.

YES! Duluth has a long history of partnering with LifeHouse, the primary homeless youth service provider in Duluth. We were instrumental in establishing the SOS(School Outside of a School) program. Although YES! Duluth no longer shares in that grant, we do cross-refer youth with LifeHouse for this and other services. We

also attend the CHUM Homeless Project Connect resource fair for at risk and homeless individuals to obtain referrals and provide information regarding our program and services.

- youth in foster care (and aging out of foster care)

[ x] No change from PY 2013

- migrant/seasonal farmworker youth

[ x ] No change from PY 2013

- Native American youth

Our youth staff have contact with staff from the Center for American Indian Resources and AICHO (American Indian Community Housing Organization) and Gimaajii, who refer Native American youth to our program. We have also added a worker from the AICHO/Gimaajii staff to our Youth Council.

- teen parents

We receive referrals from St. Louis County, MFIP job counselors from various agencies as well as the LifeHouse Teen Parent Center, school counselors, and community youth organizations. We are co-located with MFIP counselors at the workforce center which makes referrals and plan coordination easier.

- Attach or describe any new best practices to support employment and training services for the neediest youth and/or address Minnesota's "Achievement Gap."

Like other parts of the state, there is an achievement gap in the Duluth area. YES! Duluth is aware of the gap and we offer the following as our initial means of contributing to a solution for our community.

- 1. Collaborative relations with local agencies serving the neediest youth:** YES! Duluth has a strong history of collaboration with social workers, probation officers, and youth-serving agencies throughout the city. Collaboration includes referring youth to YES! Duluth programs, coordinating youth services, and providing quality work experience site. Several youth agencies are represented on the Youth Council.

- 2. MFIP Employment Services:** Duluth Workforce Development is an MFIP Employment Services Provider under contract with St. Louis County. We offer a full array of services and regularly coordinate with our other programs including Youth programs. During 2013 and 2014 we have utilized a portion of our MFIP funding to create supported employment assignments for MFIP eligible youth, and we have operated TANF Summer Youth programs in the past.

- 3. Individualized Work Experience Sites:** YES! Duluth has continued to develop and maintain high quality, individualized work experience sites based on the individuals

interests and skills. Site this year included opportunities in a grocery store, retail sales, food preparation, urban farming, and childcare. This year we created a work experience site at a local hairdresser for an individual who had finished her cosmetology certificate. At the end of the work experience, she was hired on with the employer full-time. Youth also assisted in the clean-up in the aftermath of the flood this past summer.

- 4. CEOs in the Classroom:** YES! Duluth began providing the “CEOs in the Classroom” to local eighth graders during the 2011-2012 school year. The presentations are collaboration with the Duluth Area Chamber of Commerce, the Duluth area schools that teach 8<sup>th</sup> graders, and our office. Staff coordinates and facilitates the CEO’s presentations in the schools with the CEOs and the teachers. The presentation was developed by business owners, managers and CEO’s together with eighth grade teachers. Being business driven, the program emphasizes the value of education and how it relates to the world of work, how global competition affects us locally, and the importance of learning soft skills. It delivers a real world look at a household budget and, financially, what it takes to live on your own. This interactive program provides an opportunity for employers and students to learn more about each other in order to nurture a healthy workforce environment. It should also be noted that this project has increased the contacts between YES! Duluth and businesses and the Chamber of Commerce.
- 5. Competitive Summer Youth Grant:** YES Duluth is the recipient of a Competitive Summer Youth Grant, which is specifically targeted at serving young people of color. We believe that any success we are able to demonstrate with the grant will directly contribute to reducing the achievement gap in our community.

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

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

Vocational Rehabilitation Services and Services for the Blind staff are familiar with the YES! Duluth and we collaborate on many individual cases. Our job counselors refer to other partner services within the WorkForce Center when appropriate. A Vocational Services counselor currently sits on our Youth Council and keeps staff informed of what is occurring in his department. All WorkForce Center staff are familiar with the services offered by each partner due to ongoing Resource Room trainings and being co-located at the WorkForce Center.

YES! Duluth staff have worked closely with the ISD 709's Adult Learning Center (ALC) for many years, assisting eligible students to complete their GED or High School diploma. ALC staff refer candidates to our program and are regularly consulted on student progress and participation. The Drop-Out Recovery specialist with the school district is consulted regularly and refers candidates to the YES! Duluth program. YES! Duluth staff also work in collaboration with ISD 709 teachers who work with special-need students through the district's Transitions 12 and Bridge programs, working in collaboration with them to provide specially designed work experiences.

YES! Duluth works closely with a number of local social service agencies as already noted. These agencies include; LifeHouse, Lutheran Social Services, YWCA, Northwood Children Home, Woodland Hills, Valley Youth Center, Neighborhood Youth Services, the local Boys and Girls club, and the Human Development Center. We also work with the local foster care agencies as well as a number of foster parents, the St. Louis County Social Service Department.. Often, these agencies provide referrals, enhancement of services, as well being sites for work experiences and placements. Currently, a staff member from LifeHouse is on our Youth Council as well as, up until recently, a staff member of Junior Achievement.

Over the past several years, YES! Duluth staff have developed relationships numerous local public and private employers to provide meaningful work experiences to our participants in many areas of job categories.

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

The most recent LWIB plan acknowledges key industries and also strategic activities designed to promote workforce and economic development in Duluth. Youth program activities play a prominent role in the LWIB's plan, including examples such as CEOs in the Classroom. We also utilize labor market information (more on this elsewhere) to the extent possible in our work sites and also in career exploration. An excellent example of this is our Competitive Summer Youth Grant which includes actual worksite tours at employment sites which represent key industries as defined by the LWIB in its most recent plan. The first round of tours, just completed, included visits to a health care employment setting and an advance manufacturing plant, both on the "key industries" list. We also hosted Lake Superior College at a presentation to participants.

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

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

The Labor Market Analyst in Duluth does periodic LMI training for job counselors at the Workforce Center in Duluth, including Youth staff. We use this information routinely in our individual career counseling with program participants. With Youth participants, it is not uncommon to find their career plans un- or under-developed. We can assist with Career Exploration (including visits to employers which include representatives of “Key Industries” as defined by our LWIB and noted above). However, youth participants are frequently interested in other kinds of work assignments which appeal to them based on their interests as they exist at a particular point in time (for example, some participants are interested in working at agencies which serve other youth). We accommodate personal interests to the extent possible and acknowledge that while not all work assignments are in high-growth, high-demand occupations, “everyone has to start somewhere.” We utilize individual counseling, career exploration and tours, and tools such as CEOs in the Classroom to promote awareness and consideration of high-growth, high-demand occupations.

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

YES! Duluth continues to provide youth with a large array of work experience opportunities. We work with the youth on finding a work experience that fits them. In some cases we work with the parents to get an idea of youths capabilities. We identify skills they may have learned to home or other previous work. Experiential learning is also offered at YES! Duluth. If the youth ends up not enjoying the work experience that is set up for him/her we may decide to put them at a completely different site. First we sit down with them and go over what they learned from the first worksite and what they didn’t like. After we have identified the experiential learning aspect of the worksite, we will move them forward to the new worksite. Health Care and manufacturing continue to be our two highest priority occupations. In order to provide the number of work experiences, many employment settings were utilized, not just those in high-demand occupations.

- Youth safety training information and/or curriculum.

[x ] No change from PY 2013

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

Before a work site can be used, YES! Duluth staff conduct an orientation, generally on the worksite. A visual inspection of the worksite is also generally conducted. Issues discussed during the orientation include; health and safety, child labor laws, worksite supervisor responsibilities, worksite injuries and workman's compensation, and payroll policies. A worksite training agreement is discussed, signed and copied for the worksite that provides a framework for the relationship between the employer, the participant and the YES! Duluth program. These worksite agreements are periodically updated. Age appropriate assignments are discussed, and the worksite supervisors are reminded that many of the participants are fairly young, and that this may be their first experience in the workplace. All of the supervisors are instructed to consider the participants to be "trainees" and not temporary employees.

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

Private sector employers provided several work experiences for our 2013 program. Many of the sites were specifically chosen and tailored for the individual youth working there. Some examples include; a bagger at the Super One Kenwood, a number of cashier/stockers at 4<sup>th</sup> Street Market, a hairdresser at Cost Cutters, and two mail processors at Twin Ports Mailing. A number of these private work experience sites have led to permanent positions. We have continued to market our program through private sector representatives on the Workforce Council, the Chamber of Commerce, and the Youth Council. We are also in the processes of setting up work experiences in the Duluth hotel industry. The hotel industry would have a wide variety of different work experiences for youth, including serving, cooking, housekeeping, front desk, and maintenance.

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

Last year we had a group of students attend 2 days of financial literacy facilitated by representatives at a local bank. The first day of training was held at the bank, and the second day was held at our workforce center. Topics included how to set up savings and checking accounts, how to manage credit cards wisely, and how to plan and budget for the future. We will continue to utilize the expertise of these representatives.

Youth who need financial literacy training can also be referred to Community Action which has various financial classes and programs available, including Common Cents, a class which covers items such as budgeting, understanding credit cards, and getting out of debt. Community Action also offers a home and a car buying program.

Youth are informed about the various classes held at the Workforce Center, which include a class on starting your own business.

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

We receive mailings from several unions in the region regarding apprenticeships, and this information is shared with all job counselors. Information on local apprenticeship opportunities is also available in the resource room at the Workforce Center. We have had occasions where apprenticeships have been offered as a result of work experiences. We always encourage on the job training whether part of a formal apprenticeship program or not.

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

Policy attached at end of document. This policy was approved by the Duluth Workforce Council on May 21, 2012.

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

No change from PY 2013

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

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

No change from PY 2013

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

- Who will be an appropriate candidate for an ITA?
- Who will be required to sign off on an ITA?
- What will be the pay mechanism (e.g. vouchers, electronic fund transfer, consumer “smart cards,” or other methods)?
- What processes or procedures will be used to track ITA payments?
- Will the ITA be for a specific amount or time period?
- Will the ITA include anything other than tuition, books, fees and supplies (such as supportive services)?

**16. With respect to WIA Youth Literacy/Numeracy Common Measures reporting requirements described in Chapter 25 of the WIA Youth Administrative Manual, please describe the National Reporting System (NRS) approved assessment tools**

**used by the WSA for all out-of-school youth (including youth enrolled in post-secondary education). Include strategies for improving the Literacy/Numeracy outcomes for youth in PY 2014.**

All out of school youth are given the TABE reading and math assessment and then given the same assessment within a year if needed to document increase in basic skills. Our teacher will work with the youth that need to improve on their reading and math. Once the youth have reached a goal on improving their skills they will retake the TABE for outcome purposes.

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

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

During the work experience orientation with the youth, staff explains expected worker traits and behavior, which is also outlined in the handbook each youth receives. It is also explained to the youth that their supervisor will be completing an evaluation which will be kept in their file, and they can use us as a reference when applying for jobs. Both youth and supervisors are encouraged to let us know of any issues that come up on the worksite that we might be able to help with in terms of problem solving or guidance.

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

All supervisors go through a work experience orientation and the necessity for the evaluation is explained. At the close of the youth worker’s work experience time, an evaluation is either mailed, faxed, or dropped off at the worksite. Some completed evaluations are picked up by staff when timesheets are picked up, and others are faxed or mailed back.

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

The State’s work evaluation form is used. Completed evaluations are kept in the participants files.

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

Youth in our program earn various types of credentials and certificates including GED or high school diploma, Certified Nursing Assistant, Truck Driving, Career Safe’s OSHA certificate for workplace safety, Medical Assistant, Licensed Practical Nurse, Auto Mechanic, and Welding.

**19. Describe any help provided to employers/businesses to navigate, find and connect to existing opportunities. Is there an “internship toolkit for employers?”**

YES Duluth does not have an internship toolkit for employers at the present time. We do have a number of resources we use when we contact a potential employer, but the idea to consolidate into a “toolkit” is a good one which we will pursue. As noted above, we have a large number of worksites we have used over the years, and we make individual contact with new employers to introduce our programs personally.