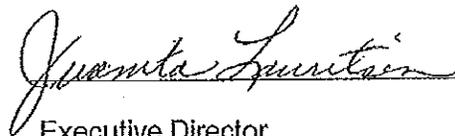


2016 PRE-EMPLOYMENT TRANSITION SERVICES (PETS) PILOT PROJECT
Cover Sheet/Signature Page

APPLICANT AGENCY - Use the legal name and full address of the fiscal agency with whom the grant will be executed.	Contact Name and Address
Southwest Minnesota Private Industry Council, Inc. Lyon County Government Center 607 W. Main Street Marshall MN 56258 Telephone Number: 507-537-6987	Eriann Faris Southwest Minnesota Private Industry Council, Inc. Lyon County Government Center 607 W. Main Street Marshall MN 56258
Director Name: Juanita Lauritsen Telephone Number: 507-537-6987 FAX: 507-537-6997 E-Mail: jlauritsen@swmnpic.org	Contact Name: Eriann Faris Telephone Number: 507-537-6236 FAX: 507-537-6362 E-Mail: efaris@swmnpic.org

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

WSA Director
Signature:



Title:

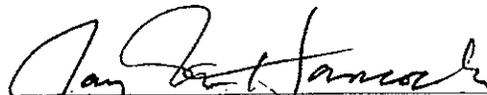
Executive Director

Date:

February 2, 2016

I have reviewed this proposal and support the applicant agency receiving funding for the activities described within.

Local VRS Signature:



Title:

Regional Director - VRS Southern MN

Date:

2-2-16

2016 PRE-EMPLOYMENT TRANSITION SERVICES (PETS) PILOT PROJECT WORK PLAN

1. Describe the work experience services that will be provided to youth through this pilot project.

Local VRS staff, in coordination with the SW MN PIC Youth Coordinator(s), will incorporate pre-employment transition services, which may include: job exploration counseling; work experiences in an integrated environment in the community (including internships in public and private sector); and workplace readiness training for each participant.

Many youth need to develop career success skills before they are ready to succeed in unsubsidized employment. Often, they also lack the experience necessary to secure desirable jobs. SW MN PIC youth staff will address these barriers in collaboration with the participants' VRS counselors by continuing to provide experiential and work-based learning opportunities for appropriate youth via paid internships/work experience opportunities. These opportunities will provide the participants the opportunity to gain the skills and experience necessary to transition to success in the workplace, as well as create employer and community connections.

SW MN PIC Youth services provide youth with *work-based learning* opportunities through placement in entry level paid work experiences that provide them with an opportunity to learn basic skills and competencies for success in employment.

Work based learning:

- o Provides an opportunity for youth to learn about and meet employer expectations while gaining transferable skills.
- o Allows youth to "try out" different jobs to help determine what they like and dislike.
- o Develops work-readiness skills to prepare an individual for a future career.
- o Provides youth with exposure to work/careers that will improve their employment prospects.

A variety of *work experience* opportunities are available to SW MN PIC youth program participants. Youth who excel in an entry level work experience, such as working in a childcare setting or on a parks and recreation clean-up crew, are provided with opportunities to participate in a work experience placement with increased responsibility. The goal is to place the youth with an employer who may be able to hire the youth after the work experience is complete.

SW MN PIC youth staff are proactively working to increase the number of work experience opportunities in the private sector, including industries identified as high demand, high growth. According to DEEDs Occupations In Demand (OID) Tool, Manufacturing, Healthcare, Retail, Transportation, Construction, and Mechanical industries are just a few of the industries listed as "well above average" demand and

growth in southwest Minnesota. In order to provide a variety of work experiences to meet the needs of the youth, a broad range of employment settings are utilized, not just high-demand occupations.

SW MN PIC has a strong network of established businesses and organizations willing to host paid youth interns/work experience participants. Orientation sessions are conducted with the worksite supervisor and youth worker. The orientation outlines the responsibilities and expectations of the youth intern, the worksite supervisor, and the employment specialist. Other items addressed include workplace safety, child labor restrictions (as appropriate), the Minnesota Right to Know Act, injury reporting, state and federal employment rules, confidentiality, and equal opportunity employment. A worksite evaluation measuring performance in the workplace is required to assess work readiness for the work readiness indicator. The most effective method of assessing work readiness is to require the worksite supervisor to observe and evaluate workplace performance. The worksite supervisor who regularly observes performance at the worksite is in the best position to assess the quality of a young person's work performance. The process used to track work readiness is to have the worksite supervisor evaluate/rate the youth on the key categories of:

- Attendance/Punctuality (Dependability)
- Positive Attitude/Behaviors
- Interpersonal Skills (Communication, Relations)
- Decision Making/Stability
- Communication Skills – Written & Verbal
- Appearance

The rating system is a component of students' timecards and is evaluated bi-weekly. The student's direct supervisors complete the evaluation using a likert scale of one through four, with one signifying 'unacceptable' to four identifying 'exceeding requirements'. The evaluation is included on the time card to promote a conversation between the supervisor and youth regarding positive progress and needed improvements. Short-term goals for skills improvement are set and monitored by the employment specialist when workplace deficiencies or areas for improvement are identified. The employment specialist regularly visits the worksite to observe the participant, discuss progress and areas for skills enhancement, and provide encouragement and support. The employment specialists work with the worksite supervisors to address any issues that are identified.

The local VRS counselor (with a release of information signed by participant and if applicable parent/guardian) will provide youth staff with any assessment and detailed information regarding barriers that may directly impact the work experience placement. The SW MN PIC Youth Coordinator will then meet with the eligible youth in identifying areas of interest, barriers, and abilities. If needed, the eligible youth will take a formal career assessment, such as the WOWI, or ISEEK, to define interest and aptitude areas that would best focus direction for work experience placement.

2. Describe the types of jobs that youth will be placed in during this project.

Job opportunities for youth may include, but are not limited to the following:

- Entry Level Shelf Stocking
- Housekeeping
- Grocery Bagger
- Dietary Aide
- Food Prep
- Dishwasher
- Host/Hostess
- Janitorial, Grounds, Maintenance
- Shop Mechanic Assistant (cleaning, rotate/change times, oil changes)
- Child Care Worker
- Clerical/Customer Service

3. Describe how youth-specific barriers will be addressed. Describe co-enrollment strategies.

Utilizing the current SW MN PIC work experience structure, youth are matched with an employer based on their career interest area whenever possible. Youth have a one-on-one relationship with their worksite supervisor, allowing opportunities for the supervisor to provide mentoring and oversight. The majority of the worksites have fewer than 10 employees on site, and many are family owned and operated. This close connection naturally develops in to a mentoring relationship. To foster this bond, SW MN PIC staff work closely with the employer to provide resources on mentoring tips, practices, and activities.

It is anticipated that the **PETS Pilot Project** participants may be co-enrolled in WIOA Youth and/or MYP to leverage additional resources and maximize value to the individual as appropriate. In addition, these participants' may also benefit from Youth Intervention Funding and Youth Competitive Funding. These resources will be used to maximize/leverage resources which will address both education and work experience – thereby providing expanded opportunities for the participants to be successful as they advance through their career pathways.

4. Describe your plans to introduce career pathways and prepare youth served through this project for post-secondary education and high-growth, in-demand occupations in the region.

SW MN PIC Youth and Young Adult Programs focus on finding successful employment for youth, which will allow them to develop skills necessary to live a productive life and be self-sufficient. Industrial Maintenance and Universal Healthcare Worker jobs in Southwest MN are on the rise. One of the strategies that staff has is to identify and create a higher skilled workforce in traditionally low-wage and underserved communities amongst our older out of school population.

The delivery method of the career pathway (less rigid than traditional educational setting; incorporates integrated instruction and additional support) has led to high completion rates of individuals enrolled in the training sessions. One of the significant challenges faced by manufacturing and healthcare industries is recruitment and retention of entry-level employees, and the need for programs that grow the region's low-wage, low-skilled population to meet the demands for a more skilled and educated workforce.

A necessary initial step is to create opportunities that might not otherwise be affordable or accessible to some of the region's residents. A benefit to older out of school youth is accessible training that will allow youth to become more employable. In advance of specific skills training, youth may participate in the Bridge program, which provides the preparatory skills training needed to enter the integrated training. The skills offered in the bridge portion include, but are not limited to: basic employment skills; job search skills; and an introduction to either healthcare or the manufacturing sector. The Integrated program incorporates college credited training, either in the healthcare industry (Universal Healthcare Worker) or manufacturing industry (Industrial Maintenance).

The SW MN PIC Young Adult Career Pathways Program was selected for funding by the MN Department of Employment and Economic Development. The \$150,000, 2-year grant offers comprehensive training to eligible participants who traditionally face barriers to successful employment. The fundamental career and technical skills training concentrates on high demand/high pay industry in southwest Minnesota. According to DEEDs Occupations In Demand (OID) Tool, Manufacturing, Healthcare, Retail, Transportation, Construction, and Mechanical industries are just a few of the those industries listed as "well above average" demand and growth in southwest Minnesota. The expressed need throughout each industry is the increasing demand for skills with the ability to advance along the employer or industry career pathway for rewarding successful career opportunities throughout the region

To assure increased participant completion and skills mastery, career pathway training, work experience, and support services will be provided through the project partnership. Additional instruction will enhance participants' Basic English and Math comprehension, computer/technology literacy, work readiness, soft skills, and employability skills. The intended outcome of the project is higher skill attainment and successful completion of industry recognized credentials, college credits, job placement, job retention, enrollment in higher education career pathway/degree programs, enhanced awareness of resources and opportunities for career advancement. All of the information is packaged into a portfolio for the participants' future access and reference.

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

5. Describe anticipated outcomes.

WSA 6 Youth Services focus on Work Readiness Skill attainment as a core performance measure that is tracked on an on-going basis for youth participating in the work experience component. The process used to track work readiness is to have the worksite supervisor evaluate/rate the youth on the following key categories of:

- Attendance/Punctuality (Dependability)
- Positive Attitude/Behaviors
- Interpersonal Skills (Communication, Relations)
- Decision Making/Stability
- Communication Skills – Written & Verbal
- Appearance

The rating system is located on the students' timecards and is evaluated bi-weekly. The supervisors' complete the evaluation using a likert scale of 1-4; 1 being "unacceptable" and 4 being "exceeds requirements". Youth program staff review the results and follow-up with the youth worker and supervisor to discuss the positive reports and outline a plan of action for any of the areas needing improvement.

**2016 PRE-EMPLOYMENT TRANSITION SERVICES (PETS) PILOT
PROJECT BUDGET**

BUDGET PERIOD: 4/1/2016 TO 12/31/2016

Agency	Contact Person Phone/ E-mail
SW MN Private Industry Council Pamela Russell, Fiscal Manager	Lyon County Government Center 607 West Main Street Marshall, MN 56258 507-537-6987 507-537-6997 prussell@swmnpic.org

SUMMARY

Category	Cost Per	Number of Students Served or Staff Hours	Total Maximum Cost
881 - Youth Wages and Fringe Benefits (Amount per student work experience)	\$2701/ student	12 students	\$32,412.00
859 - Staff Service-Related (Amount per hour)	\$35/staff hour	240 staff hours	\$8,400.00
891 - Support Services to Youth (Amount per student)	\$85/ student	6 students	\$510.00
Total Maximum Cost			\$41,322.00

BUDGET DETAIL (detail how above costs were determined)

<p>881 - Youth Wages and Fringe Benefits:</p> <p>Each student would be allowed 240 hours/work experience. 1440 hours @ \$10.98 (current minimum wage rate and fringe) x 12 students. 1440 hours @ \$11.53 (new rate including fringe) x 12 students.</p> <p>Total Youth Wages and Fringe Benefits = \$32,412</p>
<p>859 - Staff Service-Related:</p> <p>Worksite development- 5 hrs./student x 12 students = 60 hours @ \$35/hour= \$2,100 Case Management/Worksite Monitoring- 15 hrs./student x 12 students = 180 hrs x \$35/hour = \$6,300</p> <p>Total Staff Service Related- 240 hrs x \$35/hour = \$8,400</p>
<p>891 - Support Services to Youth:</p> <p>\$85/student x 6 students = \$510 (i.e. - work related - uniforms, transportation, and/or tools)</p>

CATEGORY DEFINITIONS

Youth Wages and Fringe Benefits – Wages and benefits paid directly to youth participants while engaged in program activities.

Staff Service-Related – Staff costs associated with providing service to youth, **EXCLUDING** costs of youth participant wages and fringe benefits and support services.

Support Services to Youth – Items that are necessary for a youth to participate in the project, such as transportation, clothing, tools, etc. These expenses may be paid directly to the youth or to a third-party vendor. Intensive supports such as job coaching are not to be included under this project.

Roles and Responsibilities

VRS

- After review of youth's individual needs, local VRS counselor refers appropriate eligible youth to WSA youth staff for PETS service;
- Local VRS counselor and WSA youth staff jointly review individual PETS service plans;
- Local VRS counselor arranges for individualized intensive services based on each youth's needs as appropriate;
- Local VRS local counselor maintains communication with WSA youth staff on individual youth;
- Local VRS local counselor enters appropriate individual data into Workforce One;
- Local VRS local counselor reviews and approves WSA PETS service invoices for per individual youth served;
- VRS files required reports with appropriate federal agencies

WSA

- WSA youth staff receives referrals from VRS;
- WSA youth staff provide appropriate PETS services based on individual needs and review with VRS local counselor;
- WSA youth staff develops appropriate work experience worksites for referred youth;
- WSA youth staff places and monitors youth in worksites;
- WSA youth staff maintains communication with VRS local counselor on individual youth;
- WSA sends invoices to local VRS counselor for payment;
- WSA maintains appropriate data as determined by VRS