

Unified Local Youth Plan  
PY 2026 WIOA Youth Formula Funds  
SFY 2027 Minnesota Youth Program (MYP)

Due Friday, April 17, 2026

**PY 2026 WIOA Youth Formula Funds  
SFY 2027 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>
Ramsey County Workforce Solutions	
<b>Director Name:</b> Catrice O'Neal <b>Telephone Number:</b> 651-707-2172 <b>Fax:</b> 651-266-9891 <b>E-Mail:</b> <a href="mailto:Catrice.ONeal@co.ramsey.mn.us">Catrice.ONeal@co.ramsey.mn.us</a>	<b>Contact Name:</b> Bradley Mahr <b>Telephone Number:</b> 651-266-3452 <b>Fax:</b> 651-266-9891 <b>E-Mail:</b> <a href="mailto:Bradley.Mahr@co.ramsey.mn.us">Bradley.Mahr@co.ramsey.mn.us</a>

**Basic Organization Information**

<b>Federal Employer ID Number:</b>	<b>Minnesota Tax Identification Number:</b>
41-6005878	8027726
<b>Unique Entity ID (UEI) Number:</b>	<b>SWIFT Vendor ID Number (if known):</b>
S5C3Q2AJXM83	0000196508 001

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>	Director
<b>Date:</b>	4/6/2026

## Checklist of Items to be Included With Your Unified Local Youth Plan Submitted to DEED:

**NOTE:** Budget forms included in this document are samples only, to demonstrate the format of the WIOA Youth and Minnesota Youth Program budgets. After the unified plan is approved by DEED and final allocations have been released by DOL, a WIOA Youth budget form and instructions will be sent to you to complete and return so your PY26 WIOA Youth Formula Grant funding can be released as quickly as possible. Since SFY27 MYP allocations are final, we encourage you to submit the SFY27 MYP budget with the Unified Local Youth Plan in April or shortly thereafter to ensure that MYP contracts are in place when the new fiscal year begins July 1, 2026. The budget forms are Excel documents that are attached separately from this planning document.

Signed Cover Page:

PY26-27 WIOA Youth Performance (submitted after local goals negotiated):

Current Youth Committee Mission Statement and Workplan (if applicable):

List of Youth Committee Members (if applicable):

List of Youth Service Providers For PY26 (WIOA) and SFY27 (MYP):

Copy of the Most Recent Request For Proposal (RFP) Used to Select Service Providers and/or Services **OR** a Copy of LWDB Minutes Affirming LWDA Staff are the Sole Providers of WIOA Youth Services for the WDA:

Copy of Current ITA Policy for Youth, Plus Related Forms:

Copy of Current Local Youth Incentive Policy:

Copy of Current Local Supportive Services Policy for Youth Participants:

Copy of Current Local Stipend Policy:

Completed "WIOA Youth Program Elements" Chart:

Completed "Shared Vision for Youth" Chart:

Completed Narrative:

(If applicable) Attachment 1H Workplan: Youth Program Service Delivery Design Addendum to Enhance Services to In-School Youth (ISY) Who Are Homeless or in Foster Care

\_\_\_\_\_

N/A

X

X

X

X

\_\_\_\_\_

X

X

X

X

X

X

X

X

\_\_\_\_\_

## PY24 and PY25 WIOA Youth Approved/Negotiated Levels of Performance - MN

(as of 7/24/2024)

State	Program Year 2024 (7/1/24 - 6/30/25)					Program Year 2025 (7/1/25 - 6/30/26)				
	Q2 EET	Q4 EET	Yth Cred	Median Earnings	MSG	Q2 EET	Q4 EET	Yth Cred	Median Earnings	MSG
	<b>74.5%</b>	<b>74.9%</b>	<b>62.0%</b>	<b>\$ 5,400</b>	<b>53.0%</b>	<b>74.5%</b>	<b>74.9%</b>	<b>62.0%</b>	<b>\$ 5,400</b>	<b>53.0%</b>
WDA 1	74.5%	74.9%	62.0%	\$ 5,200	53.0%	74.5%	74.9%	62.0%	\$ 5,200	53.0%
WDA 2	74.5%	74.9%	62.0%	\$ 5,800	55.0%	76.0%	76.0%	63.0%	\$ 5,900	60.0%
WDA 3	74.5%	74.9%	62.0%	\$ 4,500	53.0%	74.5%	74.9%	62.0%	\$ 5,000	53.0%
WDA 4	74.5%	74.9%	60.0%	\$ 5,400	53.0%	74.9%	74.9%	62.0%	\$ 5,400	53.0%
WDA 5	74.5%	74.9%	62.0%	\$ 5,400	53.0%	74.5%	74.9%	62.0%	\$ 5,400	53.0%
WDA 6	74.5%	74.9%	62.0%	\$ 5,400	53.0%	74.5%	74.9%	62.0%	\$ 5,400	53.0%
WDA 7	74.5%	74.9%	62.0%	\$ 5,400	53.0%	74.5%	74.9%	62.0%	\$ 5,400	53.0%
WDA 8	75.0%	75.0%	62.0%	\$ 4,500	53.0%	75.0%	75.0%	62.0%	\$ 4,500	53.0%
WDA 9	74.5%	74.9%	62.0%	\$ 5,400	53.0%	74.5%	74.9%	62.0%	\$ 5,400	53.0%
WDA 10	74.5%	74.9%	62.0%	\$ 6,272	53.0%	74.5%	74.9%	62.0%	\$ 6,272	53.0%
WDA 12	74.5%	74.9%	62.0%	\$ 5,400	53.0%	74.5%	74.9%	62.0%	\$ 5,400	53.0%
WDA 14	74.5%	74.9%	62.0%	\$ 5,400	53.0%	74.5%	74.9%	62.0%	\$ 5,400	53.0%
WDA 15	72.0%	72.0%	62.0%	\$ 6,000	53.0%	72.0%	72.0%	62.0%	\$ 6,000	53.0%
WDA 16	74.5%	74.9%	62.0%	\$ 5,400	53.0%	74.5%	74.9%	62.0%	\$ 5,400	53.0%
WDA 17	76.0%	75.0%	62.0%	\$ 5,400	53.0%	76.0%	75.0%	62.0%	\$ 5,400	53.0%
WDA 18	74.5%	74.9%	62.0%	\$ 5,000	53.0%	74.5%	74.9%	62.0%	\$ 5,000	53.0%

denotes WDA-negotiated level of performance which is different from state-negotiated level

## PY 2026-2027 WIOA Youth Performance

(Definitions of Each Measure are on the Following Page)

WDA/Contact:	Bradley Mahr
E-Mail Address/Phone Number:	Bradley.Mahr@co.ramsey.mn.us
Date Submitted (or Modified):	

WIOA Youth Performance Measure	PY 2026 (STATE PLANNED)	PY 2027 (STATE PLANNED)	PY 2026 (WDA PLANNED)	PY 2027 (WDA PLANNED)
Employment/Training 2nd Quarter After Exit:	TBD	TBD		
Employment/Training 4th Quarter After Exit:	TBD	TBD		
Credential Attainment:	TBD	TBD		
Median Earnings:	TBD	TBD		
Measurable Skills Gain:	TBD	TBD		

Youth team will negotiate WDA-level performance goals AFTER DEED negotiates state-level performance goals with DOL in May/June 2026. No action is needed by WDAs on this form until after performance goals are negotiated.

## WIOA Youth Performance Definitions

**Employment/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/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.

## DO NOT COMPLETE THIS BUDGET – SAMPLE FORM ONLY

Attachment 2 - 75% OSY Version							
PY 2026 Budget Information Summary: WIOA Youth Formula Grant Program							
(See attachment for definitions of cost categories)							
WDA Number and Contact:							
E-Mail Address/Phone No:							
Date Submitted (or Modified):							
Cost Category	Carryover From PY25 <i>(Cannot exceed 20% of PY 25 amount without waiver)</i>	New WIOA Funds	Total Funds Available	Estimated Expenditures 4/1/26 to 9/30/26	Estimated Expenditures 4/1/26 to 3/31/27	Estimated Expenditures 4/1/26 to 9/30/27	Estimated Expenditures 4/1/26 to 3/31/28
833 Administration <i>(Cannot Exceed 10%)</i>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
841 In-School Youth (ISY) Work Experience Wages/Fringe	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
825 Out-of-School Youth (OSY) Work Experience Wages/Fringe	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
872 ISY Work Experience Staff/Support Services Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
855 OSY Work Experience Staff/Support Services Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
874 ISY Direct Services (Non-Work Exp.)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
877 OSY Direct Services (Non-Work Exp.)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
848 ISY Support Services (Non-Work Exp. or Training)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
862 OSY Support Services (Non-Work Exp. or Training)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
860 ISY Other Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
878 OSY Other Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
837 ISY Training and Training-Related Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
838 OSY Training and Training-Related Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total:</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
Planned Percentage of NEW WIOA Funds Expended on Out-of-School Youth (Must be at least 75 percent):							<b>#DIV/0!</b>
Planned Percentage of NEW WIOA Funds Expended on Work Experience (Must be at least 20 percent):							<b>#DIV/0!</b>
Planned Percentage of NEW WIOA Funds Expended on Administration (Cannot Exceed 10 percent of total):							<b>#DIV/0!</b>
Estimated number of youth served with PY26 WIOA funds:							<b>0</b>

**DO NOT COMPLETE THIS BUDGET – SAMPLE FORM ONLY**

Attachment 2						
SFY 2027 Budget Information Summary: Minnesota Youth Program						
(See attachment for definitions of cost categories)						
WDA/Provider Name and Contact:						
E-Mail Address/Phone No:						
Date Submitted (or Modified):						
<b>Cost Category</b>	<b>Total Funds Available</b>	<b>Estimated Expenses 7/1/26 to 9/30/26</b>	<b>Estimated Expenses 7/1/26 to 12/31/26</b>	<b>Estimated Expenses 7/1/26 to 3/31/27</b>	<b>Estimated Expenses 7/1/26 to 6/30/27</b>	<b>Estimated Expenses 7/1/26 to 9/30/27</b>
833 Administration ( <i>Cannot Exceed 10%</i> )	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
881 Youth Participant Wages and Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
885 Direct Services to Youth	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
863 Outreach to Schools (Direct Services; cannot exceed 20%)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
828 Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total:</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
Estimated number of MYP Youth Served:						<b>0</b>
Outreach to Schools (OTS) Youth and Families Served (Note that OTS is an optional activity):						<b>0</b>
Estimated Total Number of MYP + OTS Youth and Families Served:						<b>0</b>
Estimated Cost Per MYP Participant:						<b>#DIV/0!</b>
Estimated Cost Per OTS Participant/Family:						<b>#DIV/0!</b>
Percentage Budgeted for Administration (cannot exceed 10%):						<b>#DIV/0!</b>
Percentage Budgeted for Outreach to Schools (cannot exceed 20%):						<b>#DIV/0!</b>
If your area is budgeting funds for 860 - Outreach to Schools, please provide a few sentences summarizing planned activities:						

## Youth Committee Information For PY 2026/SFY 2027

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

**Youth Committee Mission:** Supporting and building a foundation for all youth to thrive as healthy productive members of our community.

**Youth Committee Work Plan:** This document is located in Attachment 2.

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> <i>Aalayha Traub</i> <b>Phone Number:</b> (763) 525-3020 <b>E-Mail:</b> <a href="mailto:atraub@KnutsonConstruction.com">atraub@KnutsonConstruction.com</a>	Business	Yes
<b>Member Name:</b> <i>Tom Aasheim</i> <b>Phone Number:</b> (651) 230-5742 <b>E-Mail:</b> <a href="mailto:taasheim@ftium.edu">taasheim@ftium.edu</a>	Education	Yes
<b>Member Name:</b> <i>Tami Cybulski</i> <b>Phone Number:</b> (651) 265-6107 <b>E-Mail:</b> <a href="mailto:tami.cybulski@blazecu.com">tami.cybulski@blazecu.com</a>	Business	Yes
<b>Member Name:</b> <i>Breanna Galuska</i> <b>Phone Number:</b> (651) 744-6061 <b>E-Mail:</b> <a href="mailto:Breanna.galuska@spps.org">Breanna.galuska@spps.org</a>	Education	No
<b>Member Name:</b> <i>Jennifer Germain</i> <b>Phone Number:</b> (651) 539-36161 <b>E-Mail:</b> <a href="mailto:jennifer.germain@state.mn.us">jennifer.germain@state.mn.us</a>	One-Stop Operator	Yes
<b>Member Name:</b> <i>Camila Mercado Michelli</i> <b>Phone Number:</b> (612) 399-6140 <b>E-Mail:</b> <a href="mailto:camila.mercado.michelli@bluecrossmnfoundation.org">camila.mercado.michelli@bluecrossmnfoundation.org</a>	Community-based organization	No
<b>Member Name:</b> <i>Abdi Mohamed</i> <b>Phone Number:</b> (612) 636-1031 <b>E-Mail:</b> <a href="mailto:abdi.mohamed@itmetrohub.com">abdi.mohamed@itmetrohub.com</a>	Business	No
<b>Member Name:</b> <i>Virginia Nayman-Tonn</i> <b>Phone Number:</b> (651) 444-1820 <b>E-Mail:</b> <a href="mailto:nayman-tonn.virginia@jobcorps.org">nayman-tonn.virginia@jobcorps.org</a>	Education	No
<b>Member Name:</b> <i>Sheri Riemers</i> <b>Phone Number:</b> (651) 227-4184 ex 14 <b>E-Mail:</b> <a href="mailto:sheri.riemers@adycenter.org">sheri.riemers@adycenter.org</a>	Community-based organization	Yes
<b>Member Name:</b> <i>Jenni Severson</i> <b>Phone Number:</b> (651) 604-2704 <b>E-Mail:</b> <a href="mailto:jenni.severson@apigroupinc.us">jenni.severson@apigroupinc.us</a>	Business	Yes
<b>Member Name:</b> <i>Nardos Tesfalidet</i> <b>Phone Number:</b> (651) 266-6547 <b>E-Mail:</b> <a href="mailto:nardos.tesfalidet@ci.stpaul.mn.us">nardos.tesfalidet@ci.stpaul.mn.us</a>	Government	No

## **Youth Service Provider Information For PY 2026/SFY 2027**

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> Change Inc.</p> <p><b>Address:</b> 281 East Robie St <b>City, State, ZIP</b> Saint Paul, MN 55107</p> <p><b>Contact Person:</b> Regina Edmisten</p> <p><b>Contact Person Phone:</b> (651) 231-1898</p> <p><b>Contact Person E-Mail:</b> <a href="mailto:redmisten@thechangeinc.org">redmisten@thechangeinc.org</a></p> <p><b>Service Provider Website:</b> <a href="https://www.thechangeinc.org/gap-school.html">https://www.thechangeinc.org/gap-school.html</a></p>	<table border="1" data-bbox="813 331 1045 541"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td><b>ISY:</b></td> <td></td> <td>X</td> </tr> <tr> <td><b>OSY:</b></td> <td>X</td> <td></td> </tr> </tbody> </table>		Yes	No	<b>ISY:</b>		X	<b>OSY:</b>	X		<table border="1" data-bbox="1078 331 1498 680"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td><b>Summer ONLY:</b></td> <td></td> <td>X</td> </tr> <tr> <td><b>Year-Round (incl. summer):</b></td> <td></td> <td>X</td> </tr> <tr> <td><b>Outreach to Schools:</b></td> <td></td> <td>X</td> </tr> </tbody> </table>		Yes	No	<b>Summer ONLY:</b>		X	<b>Year-Round (incl. summer):</b>		X	<b>Outreach to Schools:</b>		X
	Yes	No																					
<b>ISY:</b>		X																					
<b>OSY:</b>	X																						
	Yes	No																					
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<b>Year-Round (incl. summer):</b>		X																					
<b>Outreach to Schools:</b>		X																					
<p><b>Name of Service Provider:</b> Face to Face</p> <p><b>Address:</b> 1165 Arcade St <b>City, State, ZIP</b> Saint Paul, MN 55106</p> <p><b>Contact Person:</b> Stephanie Reinitz</p> <p><b>Contact Person Phone:</b> (651) 772-5596</p> <p><b>Contact Person E-Mail:</b> <a href="mailto:reinitzs@face2face.org">reinitzs@face2face.org</a></p> <p><b>Service Provider Website:</b> <a href="https://face2face.org/">https://face2face.org/</a></p>	<table border="1" data-bbox="813 882 1045 1092"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td><b>ISY:</b></td> <td>X</td> <td></td> </tr> <tr> <td><b>OSY:</b></td> <td>X</td> <td></td> </tr> </tbody> </table>		Yes	No	<b>ISY:</b>	X		<b>OSY:</b>	X		<table border="1" data-bbox="1078 882 1498 1230"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td><b>Summer ONLY:</b></td> <td></td> <td>X</td> </tr> <tr> <td><b>Year-Round (incl. summer):</b></td> <td></td> <td>X</td> </tr> <tr> <td><b>Outreach to Schools:</b></td> <td></td> <td>X</td> </tr> </tbody> </table>		Yes	No	<b>Summer ONLY:</b>		X	<b>Year-Round (incl. summer):</b>		X	<b>Outreach to Schools:</b>		X
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<p><b>Name of Service Provider:</b> Goodwill Easter Seals</p> <p><b>Address:</b> 553 Fairview Ave N <b>City, State, ZIP</b> Saint Paul, MN 55104</p> <p><b>Contact Person:</b> Kristen Hoyles</p> <p><b>Contact Person Phone:</b> (612) 424-1050</p> <p><b>Contact Person E-Mail:</b> <a href="mailto:krhoyles@gesmn.org">krhoyles@gesmn.org</a></p> <p><b>Service Provider Website:</b> <a href="https://www.goodwilleasterseals.org/">https://www.goodwilleasterseals.org/</a></p>	<table border="1" data-bbox="813 1432 1045 1642"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td><b>ISY:</b></td> <td>X</td> <td></td> </tr> <tr> <td><b>OSY:</b></td> <td>X</td> <td></td> </tr> </tbody> </table>		Yes	No	<b>ISY:</b>	X		<b>OSY:</b>	X		<table border="1" data-bbox="1078 1432 1498 1780"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td><b>Summer ONLY:</b></td> <td></td> <td>X</td> </tr> <tr> <td><b>Year-Round (incl. summer):</b></td> <td></td> <td>X</td> </tr> <tr> <td><b>Outreach to Schools:</b></td> <td></td> <td>X</td> </tr> </tbody> </table>		Yes	No	<b>Summer ONLY:</b>		X	<b>Year-Round (incl. summer):</b>		X	<b>Outreach to Schools:</b>		X
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<p><b>Name of Service Provider:</b> <i>Hired</i></p> <p><b>Address:</b> 800 Minnehaha Ave E Suite 200 <b>City, State, ZIP</b> Saint Paul, MN 55106</p> <p><b>Contact Person:</b> <i>Rachel Grosskurth</i></p> <p><b>Contact Person Phone:</b> (612) 708-3717</p> <p><b>Contact Person E-Mail:</b> <a href="mailto:Rachel.Grosskurth@HIRED.org">Rachel.Grosskurth@HIRED.org</a></p> <p><b>Service Provider Website:</b> <a href="http://www.hired.org">www.hired.org</a></p>	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td><b>ISY:</b></td> <td>X</td> <td></td> </tr> <tr> <td><b>OSY:</b></td> <td>X</td> <td></td> </tr> </tbody> </table>		Yes	No	<b>ISY:</b>	X		<b>OSY:</b>	X		<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td><b>Summer ONLY:</b></td> <td></td> <td>X</td> </tr> <tr> <td><b>Year-Round (incl. summer):</b></td> <td>X</td> <td></td> </tr> <tr> <td><b>Outreach to Schools:</b></td> <td></td> <td>X</td> </tr> </tbody> </table>		Yes	No	<b>Summer ONLY:</b>		X	<b>Year-Round (incl. summer):</b>	X		<b>Outreach to Schools:</b>		X
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<p><b>Name of Service Provider:</b> <i>Hmong American Partnership</i></p> <p><b>Address:</b> 394 University Ave <b>City, State, ZIP</b> Saint Paul, MN 55013</p> <p><b>Contact Person:</b> <i>Foua Vang</i></p> <p><b>Contact Person Phone:</b> (651) 760-6994</p> <p><b>Contact Person E-Mail:</b> <a href="mailto:fouav@hmong.org">fouav@hmong.org</a></p> <p><b>Service Provider Website:</b> <a href="https://hmong.org/">https://hmong.org/</a></p>	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td><b>ISY:</b></td> <td></td> <td>X</td> </tr> <tr> <td><b>OSY:</b></td> <td></td> <td>X</td> </tr> </tbody> </table>		Yes	No	<b>ISY:</b>		X	<b>OSY:</b>		X	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td><b>Summer ONLY:</b></td> <td></td> <td>X</td> </tr> <tr> <td><b>Year-Round (incl. summer):</b></td> <td>X</td> <td></td> </tr> <tr> <td><b>Outreach to Schools:</b></td> <td></td> <td>X</td> </tr> </tbody> </table>		Yes	No	<b>Summer ONLY:</b>		X	<b>Year-Round (incl. summer):</b>	X		<b>Outreach to Schools:</b>		X
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<p><b>Name of Service Provider:</b> <i>Tree Trust</i></p> <p><b>Address:</b> 1419 Energy Park Dr <b>City, State, ZIP</b> Saint Paul, Mn 55108</p> <p><b>Contact Person:</b> <i>Tanika Reese</i></p> <p><b>Contact Person Phone:</b> (612) 875-2439</p> <p><b>Contact Person E-Mail:</b> <a href="mailto:Tanika.Reese@treetrust.org">Tanika.Reese@treetrust.org</a></p> <p><b>Service Provider Website:</b> <a href="https://treetrust.org/">https://treetrust.org/</a></p>	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td><b>ISY:</b></td> <td></td> <td>X</td> </tr> <tr> <td><b>OSY:</b></td> <td></td> <td>X</td> </tr> </tbody> </table>		Yes	No	<b>ISY:</b>		X	<b>OSY:</b>		X	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td><b>Summer ONLY:</b></td> <td></td> <td>X</td> </tr> <tr> <td><b>Year-Round (incl. summer):</b></td> <td>X</td> <td></td> </tr> <tr> <td><b>Outreach to Schools:</b></td> <td></td> <td>X</td> </tr> </tbody> </table>		Yes	No	<b>Summer ONLY:</b>		X	<b>Year-Round (incl. summer):</b>	X		<b>Outreach to Schools:</b>		X
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<p><b>Name of Service Provider:</b>  <i>Urban Boat Builders</i></p> <p><b>Address:</b>                  2288 University Ave W</p> <p><b>City, State, ZIP</b>                  Saint Paul, MN 55114</p> <p><b>Contact Person:</b>                  Marc Hosmer</p> <p><b>Contact Person Phone:</b>                  (651) 644-9225</p> <p><b>Contact Person E-Mail:</b>  <a href="mailto:Marc@urbanboatbuilders.org">Marc@urbanboatbuilders.org</a></p> <p><b>Service Provider Website:</b>  <a href="https://www.urbanboatbuilders.org/">https://www.urbanboatbuilders.org/</a></p>	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td><b>ISY:</b></td> <td></td> <td>X</td> </tr> <tr> <td><b>OSY:</b></td> <td></td> <td>X</td> </tr> </tbody> </table>		Yes	No	<b>ISY:</b>		X	<b>OSY:</b>		X	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td><b>Summer ONLY:</b></td> <td></td> <td>X</td> </tr> <tr> <td><b>Year-Round (incl. summer):</b></td> <td>X</td> <td></td> </tr> <tr> <td><b>Outreach to Schools:</b></td> <td></td> <td>X</td> </tr> </tbody> </table>		Yes	No	<b>Summer ONLY:</b>		X	<b>Year-Round (incl. summer):</b>	X		<b>Outreach to Schools:</b>		X
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## Attachment 1

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

**IMPORTANT NOTE: The narrative section covers PY 2026 WIOA Young Adult and SFY 2027 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.**
2. Describe outreach and recruitment of:
  - Out-of-School Youth (“OSY”)
  - In-School Youth (“ISY”)

Ramsey County Workforce Solutions (WFS) employs a collaborative, equity-centered, and multifaceted approach to outreach and recruitment for both Out-of-School Youth (OSY) and In-School Youth (ISY), leveraging a network of contracted service providers, public systems, and community-based partners. Each vendor funded through WIOA Young Adult (WIOA), Minnesota Youth Program (MYP), and other aligned funding streams utilizes recruitment strategies tailored to their target populations, service models, and cultural communities.

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

OSY outreach prioritizes community-based engagement strategies designed to reach youth who are disconnected from traditional education or workforce systems. Providers conduct outreach through partnerships with housing and homelessness response systems, juvenile justice and corrections partners, behavioral and mental health providers, community and faith-based organizations, and workforce and reentry programs. Recruitment methods include peer referrals, word-of-mouth engagement, digital outreach, and participation in community events.

Providers such as [Change Inc.](#) and [Hired](#) rely heavily on trusted community relationships and incentive-based engagement strategies. [Face to Face](#) integrates employment and education outreach into its [Safe Zone](#) intake process to ensure youth experiencing housing instability or other barriers are informed of workforce opportunities early and through low-barrier entry points.

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

ISY outreach focuses on partnerships with schools, school districts, and youth-serving systems

to engage students early in career exploration and work-based learning opportunities. Recruitment occurs through collaboration with educators, work-based learning coordinators, counselors, and school support staff, including partnerships with Saint Paul Public Schools and other local education partners. Providers such as [Goodwill Easter Seals Minnesota](#) and [Tree Trust](#) recruit ISY through classroom presentations, career events, school referrals, and targeted engagement of priority populations, including youth with disabilities.

### **Systemwide Outreach and Coordination**

To strengthen consistency and visibility across the youth workforce system, WFS maintains a centralized [Youth Employment Services webpage](#) that provides current information on programs and referral pathways. WFS also receives direct referrals from non-contracted partners participating in the [Ramsey County Youth Works!](#) network and [CareerForce](#). Monthly [Youth Works! systems-orientation sessions](#) support shared understanding among practitioners and help ensure WIOA and MYP-funded services are integrated within the broader youth-serving landscape.

WFS continues to promote the youth [career exploration and readiness website](#) launched in 2024 in partnership with [Roadtrip Nation](#) and [Youth Lens 360](#). This platform provides career exploration tools, youth-friendly content, and connections to county, city, and community-based programs, supporting earlier engagement for ISY and clearer transitions for OSY by helping young people understand career pathways, required credentials, and available supports.

### **Continuous Improvement and Accessibility**

Outreach effectiveness is monitored through referral sources, participation trends, and enrollment outcomes, allowing WFS and its providers to adjust strategies over time. Across all recruitment efforts, WFS and its partners prioritize accessibility, cultural responsiveness, and flexibility, recognizing that youth may enter the workforce system through multiple touchpoints. Recruitment strategies are designed to reduce barriers, meet youth where they are, and support timely connections to education, training, and employment opportunities aligned with local labor market needs.

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).

### **Eligibility Determination and Enrollment Process**

WFS ensures eligibility determination for WIOA Youth participants is conducted in a consistent,

compliant, and youth-centered manner while minimizing barriers to enrollment. Eligibility determination is carried out by contracted service providers in alignment with Minnesota WIOA Youth Administrative Policy, Chapter 2, with oversight, monitoring, and technical assistance provided by WFS staff.

The eligibility determination and enrollment process generally includes the following steps:

### **1. Initial Contact**

Youth are connected to a WIOA-funded provider through outreach or referrals from WFS staff, schools, community partners, or other youth-serving systems. During intake, providers collect basic participant information, including age, school status, and presenting needs.

### **2. Case Assignment**

Participants are assigned to a youth case manager who serves as the primary point of contact throughout eligibility determination and service delivery.

### **3. Eligibility Assessment**

Case managers support participants in completing the application and gathering required documentation to verify eligibility criteria, including age, school status, income eligibility (when applicable), and qualifying barriers to employment. Allowable documentation methods, including self-attestation when appropriate, are used to reduce delays and support timely access to services.

### **4. Pre-Enrollment Requirements**

Participants are supported in providing required documentation, including proof of identity, Social Security number verification, residency or connection to Ramsey County, and Selective Service registration when applicable. Providers assist youth in obtaining missing documentation and may use alternative documentation methods consistent with policy.

### **5. Enrollment**

Once eligibility is confirmed, the participant is enrolled in the Workforce One (WF1) system and service planning begins.

This structured yet flexible process promotes compliance while recognizing that youth—particularly OSY—may face documentation barriers, housing instability, or system involvement. Providers integrate eligibility determination into broader intake processes and provide documentation assistance to ensure equitable access. Eligibility determination timelines are designed to be responsive and efficient while maintaining documentation integrity.

Through ongoing monitoring, training, and collaboration with providers, WFS ensures eligibility determination processes remain accurate, consistent, and accessible.

### **Strategy for Use of the 5% Window**

WFS allows for strategic use of the WIOA Youth “5% window” to serve a limited number of income-ineligible ISY and OSY participants who meet priority categories outlined in WIOA Section 129(c). This flexibility ensures youth with significant barriers are not excluded solely due to income thresholds.

When use of the 5% window is proposed:

1. Provider staff notify their assigned WFS planner prior to enrollment.
2. The planner reviews enrollment data to confirm the WDA and provider remain within the allowable limit.
3. Upon approval, the provider documents the enrollment in WF1, including case notes identifying the qualifying category.

Use of the 5% window is monitored throughout the program year to ensure compliance, transparency, and equitable application across providers.

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.

The [Workforce Innovation Board of Ramsey County Youth Committee](#) defines “an individual who requires additional assistance to complete an education program or to secure and hold employment,” beyond standard WIOA eligibility barriers, as a youth experiencing one or more of the following conditions:

- Incarcerated parent
- Risk of gang involvement
- Chemical or substance abuse challenges
- Experience of domestic violence
- Chronic health conditions

Determinations are made by vendor staff in consultation with their assigned WFS planner following intake and preliminary assessment activities. Decisions are informed by documented barriers, assessment results, and case review processes to ensure consistent and objective application. The planner provides a final recommendation to the vendor supervisor after reviewing the participant’s educational and employment history, support needs, and available service options.

This process ensures determinations are evidence-based, consistently applied, and responsive to individual circumstances.

5. Per WIOA Law, Section 3(5) and WIOA Final Rules at 20 CFR 681.290, the U.S. Department of Labor defines an individual as “basic skills deficient” if he or she—

- a. has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or
- b. is unable to compute or solve problems, or read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society.

All Minnesota WDAs are required to include the definition of “basic skills deficient” in their local youth plans. Please provide any additional local policy that defines “basic skills deficient” differently from existing federal policy, or indicate if your local policy will mirror existing federal policy as shown above.

Ramsey County (WDA 15) defines “basic skills deficient” as the status of an individual who either cannot read, write, speak, compute, or solve problems at or above an eighth-grade level, or is otherwise unable to perform these tasks at a level necessary to function on the job, in the individual's family, or in society.

Ramsey County does not apply a local definition that differs from federal policy. Assessment practices incorporate appropriate accommodations and culturally responsive approaches for multilingual learners and youth with disabilities to ensure equitable evaluation of skills and support needs.

6. 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.

WFS utilizes a comprehensive, objective, and youth-centered assessment process to identify appropriate services and potential career pathways for both ISY and OSY. The assessment process is designed to evaluate participants’ strengths, interests, academic readiness, employment experience, and support needs while centering participant voice and informed choice.

The objective assessment directly informs the Individual Service Strategy (ISS), ensuring alignment between participant goals, regional labor market demand, and WIOA Youth Program elements.

## **Assessment Process Overview**

### **1. Initial Engagement and Intake**

Upon enrollment, participants meet with a youth case manager or employment counselor to complete a structured intake. This process gathers information related to:

- Educational history and school status
- Employment experience and career interests
- Basic needs (housing, transportation, childcare, food access)
- Social, emotional, and environmental factors impacting participation

Providers use motivational interviewing and trauma-informed practices to ensure culturally responsive engagement, particularly for OSY participants who may have experienced system involvement or housing instability.

## **2. Standardized and Structured Assessment Tools**

WFS providers use a combination of standardized assessments and structured tools across ISY and OSY populations to ensure consistency and objectivity.

### **Career Exploration and Interest Assessment**

- [CareerOneStop Interest Profiler](#)
- [My Next Move](#) (O\*NET-based career exploration tool)
- [RIASEC](#)-based interest inventories
- Vendor-specific structured interest surveys

### **Academic and Skills Assessment**

- TABE (Test of Adult Basic Education), when appropriate
- CASAS (for English language proficiency assessment)
- SelectABLE (strengths-based aptitude assessment)
- Structured work-readiness or employability skills assessments

### **Barrier and Support Needs Assessment**

- Basic needs and stability assessments
- Employability and soft skills evaluations
- Documentation of required accommodations

Assessment tools are selected based on participant age, school status, language proficiency, disability status, and service model, ensuring accessibility and appropriateness.

## **3. Ongoing and Dynamic Evaluation**

Objective assessment is not a one-time event. Case managers revisit assessment results through regular check-ins, milestone tracking, and service plan reviews. Career goals, training pathways, and support services are adjusted as participants progress, refine interests, or encounter new barriers.

## **4. Alignment with Career Pathways**

Assessment results guide referrals to:

- Work-based learning opportunities
- Postsecondary education or credential programs
- Occupational skills training aligned with in-demand industries
- Supportive services necessary for completion

Career pathway planning emphasizes stackable credentials, advancement potential, and

alignment with regional labor market demand.

Through consistent assessment tools, structured documentation, and ongoing monitoring, WFS ensures services are individualized, evidence-informed, and responsive to the needs of both ISY and OSY participants.

7. 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.

WFS and its contracted youth service providers implement a collaborative, youth-centered process to develop and maintain an Individual Service Strategy (ISS) for every WIOA Youth participant. The ISS serves as a structured yet flexible roadmap that integrates assessment results, participant-defined goals, and coordinated services to support education, employment, and long-term career pathway progression.

The ISS process is informed by WIOA Section 129, [WorkforceGPS](#) guidance, and best practices in trauma-informed and strengths-based youth development.

## **ISS Development Process**

### **1. Assessment-Informed Planning**

Following completion of the objective assessment, the case manager and participant jointly review assessment findings to identify:

- Career interests and pathway options
- Educational and credential needs
- Employment readiness goals
- Documented barriers to participation

Assessment data provides the evidentiary foundation for service selection and goal development.

### **2. Participant-Led Goal Setting**

Participants actively co-develop their ISS using S.M.A.R.T. goal principles. Goals typically address:

- Secondary diploma or equivalency attainment (for OSY)
- Postsecondary enrollment or credential completion
- Work experience participation
- Employment placement and retention
- Leadership and skill development

Goals are aligned, as appropriate, with the [14 WIOA Youth Program Elements](#) to ensure comprehensive service access.

### 3. Service Strategy and Coordination

The ISS outlines action steps, timelines, responsible parties, and supportive services required for success. Case managers coordinate across education providers, training institutions, employers, and community organizations to ensure continuity and reduce duplication of services.

### 4. Ongoing Monitoring and Updates

The ISS is reviewed regularly through participant meetings and formally updated at least quarterly, or sooner if circumstances change. Adjustments reflect progress made, new barriers identified, or refined career interests. This dynamic approach ensures responsiveness and accountability.

#### Use of Individualized Education Plans (IEPs)

When a participant has an existing Individualized Education Plan (IEP), WFS providers incorporate relevant goals, accommodations, and transition planning elements into the ISS. Coordination may include:

- Collaboration with school staff and special education professionals
- Alignment of transition goals with career pathway planning
- Incorporation of documented accommodations into work experiences or training

This integration supports smoother transitions from secondary education to postsecondary education, training, or employment.

#### Wraparound Support Services

Wraparound supports are embedded within ISS implementation to reduce barriers that could impede participation or completion. Supports may include:

- Transportation assistance
- Housing referrals or stabilization support
- Food access and emergency financial assistance
- Mental health or wellness referrals
- Tutoring and academic support
- Childcare referrals
- Legal or culturally specific community services

Supportive services are provided in a timely, flexible manner and documented within the ISS to ensure coordination and compliance.

#### Incorporation of Guideposts for Success

Many WFS-funded youth programs incorporate the [Guideposts for Success](#) framework as a guiding structure for holistic youth development. The framework informs service delivery across five domains:

1. School-based preparation

2. Career preparation and work-based learning
3. Youth development and leadership
4. Family engagement (when appropriate)
5. Connecting activities

Guideposts are introduced during early ISS development and reinforced during work experience placements, credential attainment milestones, and transition planning. This framework supports long-term engagement, self-advocacy, and sustainable employment outcomes.

This integrated ISS process ensures that services remain coordinated, individualized, and aligned with both participant goals and workforce system performance expectations.

8. Describe your strategy for providing integrated experiential learning, work-based learning, and work experience for participants.

WFS implements an integrated “learn and earn” strategy that embeds experiential learning, paid work experience, and occupational skill development throughout youth programming. Work-based learning is designed to build foundational employability skills, support occupational exploration, and connect participants to high-quality career pathways aligned with regional labor market demand.

Work experiences are structured, supervised, and directly connected to participants’ ISS.

## **Key Components of the Strategy**

### **1. Paid Work Experience as a Core Engagement Tool**

Paid work experience is prioritized for both In-School Youth (ISY) and Out-of-School Youth (OSY). Opportunities include:

- Summer and year-round internships
- Transitional jobs
- On-the-job training (OJT)
- Sector-based cohort training with embedded work experience

Each participant completes a Work Experience Learning Plan outlining skill goals, learning objectives, and supervision expectations. Plans are reviewed collaboratively by the participant, case manager, and employer to ensure alignment with career interests and measurable skill development.

### **2. Integrated Work Readiness and Occupational Skills**

Work readiness instruction is intentionally integrated with hands-on experience and may include:

- Professional communication and workplace expectations
- Financial literacy
- Resume and interview preparation
- Career navigation and advancement planning

Occupational skills training is delivered in partnership with postsecondary institutions, labor organizations, and community-based providers in high-demand sectors such as healthcare, construction and skilled trades, information technology, manufacturing, and green careers.

### **3. Project-Based and Experiential Learning**

Programs incorporate hands-on, project-based learning that mirrors real workplace environments. Examples include:

- Construction and environmental improvement projects
- IT support and digital skills applications
- Media and communications internships
- Community-based leadership projects

Structured reflection, supervisor evaluations, and case manager check-ins reinforce skill acquisition and professional growth.

### **4. Career Pathway Alignment**

Work-based learning experiences are intentionally sequenced to support career pathway progression. Participants may move from career exploration to occupational skills training, to paid work experience, and ultimately to unsubsidized employment. Experiences are aligned with stackable credentials and advancement opportunities.

Career exposure activities—such as job shadowing, employer panels, site visits, and mentorship—supplement paid work experiences and expand participant awareness of long-term career options.

### **5. Employer and Industry Engagement**

WFS partners with employers committed to youth-friendly worksites that provide structured supervision and meaningful skill development. Employers support programming by:

- Hosting paid internships and work experiences
- Participating in career fairs, panels, and mock interviews
- Collaborating on curriculum and skill validation

Initiatives such as [Right Track](#) and other sector partnerships expand access to employer-paid experiences across Ramsey County.

### **Supportive Infrastructure and Quality Assurance**

Participants receive wraparound supports—including transportation assistance, work clothing, tools, and coaching—to promote retention and success. Case managers maintain regular contact with worksites to monitor progress, address challenges, and ensure quality learning experiences.

Through this coordinated approach, experiential learning and work-based learning function as integrated components of a broader career development strategy that supports skill attainment, income generation, credential completion, and long-term economic mobility.

9. 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.

WFS introduces Career Pathways through a structured, data-informed approach that combines early exposure, individualized planning, real-time labor market intelligence, and employer engagement. Career pathway education begins early in participation and is reinforced throughout service delivery to support informed decision-making and sustained progress.

## **Career Pathway Strategy**

### **1. Data-Informed Pathway Framework**

Career pathways are grounded in regional labor market analysis, including findings from the [Youth Employment Report](#) and [Promising Career Pathways Report](#) developed in partnership with [Real Time Talent](#).

These analyses identify high-growth, in-demand industries with wage progression and accessible entry points for young adults, including:

- Healthcare and human services
- Construction and skilled trades
- Information technology and digital careers
- Manufacturing
- Clean energy and emerging climate-related occupations

Pathways are presented as flexible and stackable, allowing participants to enter at various points and advance over time.

### **2. Early Career Exploration and Exposure**

Participants engage in structured exploration activities that connect interests and strengths to labor market opportunities. Strategies include:

- RIASEC-based interest inventories and pathway mapping exercises
- Employer site visits and training provider tours
- Job shadowing, industry panels, and guest speakers
- Exposure to non-traditional and emerging occupations

These activities broaden awareness and support informed pathway selection.

### **3. Centralized and Youth-Friendly Resources**

WFS leverages its youth career exploration and readiness website developed in partnership with Roadtrip Nation and Youth Lens 360. The platform translates complex labor market data

into accessible content and provides information on training programs, credentials, and youth employment resources.

#### **4. Pathway-Aligned Training and Credentials**

Service providers offer no-cost training opportunities that lead to industry-recognized credentials aligned with employer demand. Examples include Certified Nursing Assistant (CNA), OSHA certifications, MC3 (Multi-Craft Core Curriculum), and other sector-based credentials.

Hands-on labs, simulation tools, and short-term exposure experiences help participants assess fit before committing to longer-term training.

#### **5. Employer Engagement and Career Navigation**

Employers support pathway education by participating in hiring events, industry panels, and curriculum consultation. Case managers and job developers guide participants in understanding:

- Entry-level “origin” occupations
- Advancement or “gateway” occupations
- Required credentials and wage expectations
- Transferable skills across industries

#### **Provision of Current Labor Market Information**

##### **1. Real-Time Labor Market Tools**

WFS and partners utilize labor market intelligence tools, including Real Time Talent analysis, state workforce data, and industry reports, to monitor:

- Job demand trends
- Wage progression
- Required credentials and technical skills

This information is shared regularly with providers and incorporated into career coaching and program design.

##### **2. Youth-Centered Translation of Data**

Labor market information is delivered through workshops, one-on-one coaching, visual pathway maps, and online tools. Staff emphasize career mobility, skill transferability, and long-term earning potential rather than focusing solely on immediate job placement.

##### **3. Continuous Alignment and Feedback**

Career pathway priorities are reviewed through ongoing employer engagement, Youth Works! system coordination, and Youth Committee discussions. This continuous feedback loop ensures alignment with regional workforce needs and participant interests.

Through this integrated strategy, WFS ensures young adults receive timely, accessible labor market information and meaningful exposure to career pathways that connect short-term opportunities to long-term economic mobility.

#### **10. Describe the strategies used to provide financial literacy training to youth participants.**

WFS and its contracted youth service providers integrate financial literacy training as a core component of youth development, recognizing financial capability as essential to short-term stability and long-term economic mobility. Financial literacy is embedded throughout programming rather than delivered as a stand-alone activity and is provided in developmentally appropriate, trauma-informed, and culturally responsive ways that reflect participants' lived experiences.

### **Core Strategies**

#### **1. Integration with Work Readiness and Employment**

Financial literacy is incorporated into work readiness instruction and aligned with paid work experiences, internships, and cohort-based training. Topics commonly include:

- Understanding paychecks, taxes, and direct deposit
- Budgeting based on earned income or stipends
- Banking fundamentals and account management
- Credit awareness and responsible borrowing
- Financial goal-setting tied to education and employment milestones

Instruction is often timed to coincide with participants' first paychecks or employment transitions to reinforce practical application.

#### **2. Experiential and Applied Learning**

Providers emphasize real-world application to ensure financial concepts are immediately relevant. Strategies include:

- Budget simulations based on actual wages or stipends
- Planning for short-term expenses and long-term savings goals
- Discussions on balancing work, school, and household financial responsibilities

This applied approach strengthens financial decision-making skills and supports youth managing independent or family financial obligations.

#### **3. Individualized Financial Coaching**

Financial literacy is reinforced through individualized coaching and incorporated into each participant's Individual Service Strategy (ISS). Case managers provide ongoing guidance related to budgeting, banking, and financial goal progress, particularly when participants begin employment, increase earnings, or encounter financial barriers affecting program participation.

#### **4. Evidence-Informed Instruction and Staff Training**

Providers utilize established curricula and evidence-informed frameworks to ensure consistent and effective delivery of financial education. Staff training supports accurate, youth-centered instruction and promotes alignment with best practices in financial wellness education.

### **5. Partnerships and Resource Access**

Community partnerships expand access to financial education and youth-friendly banking resources. Providers collaborate with financial institutions, such as [Sunrise Banks](#), and community-based organizations to connect participants with financial workshops, account access, and ongoing support.

### **6. Equity-Centered and Trauma-Informed Delivery**

Financial literacy instruction recognizes that many participants have experienced financial instability or limited access to traditional financial systems. Providers emphasize confidence-building, practical skill development, and supportive learning environments that normalize questions and reduce stigma.

### **7. Continuous Improvement and Outcome Monitoring**

WFS monitors financial literacy delivery through program oversight, participant feedback, and provider collaboration. Ongoing system improvement efforts focus on:

- Strengthening consistency of financial literacy content across providers
- Enhancing connections between financial education, work experience, and career planning
- Identifying effective practices and sharing strategies across the youth workforce system

Through this integrated approach, financial literacy training supports both immediate financial stability and long-term career and economic outcomes.

11. 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. Indicate if your WDA will be using Minnesota's waiver to allow use of ITAs for In-School Youth, ages 16-21.

WFS provides policy guidance to all Youth vendors regarding use of ITAs and other training supports. This policy is located in Attachment 5. Vendors may have their own procedures for how the policy is to be implemented. But there are no present plans from our vendors to use ITAs. WFS/WDA 15 does not plan to use Minnesota's waiver to allow use of ITAs for ISY, ages 16-21.

12. 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.

WFS and its contracted youth service providers implement comprehensive follow-up strategies to support sustained employment, education, and career advancement for young adults after

program exit. Follow-up services meet WIOA statutory requirements and are designed to remain accessible, youth-centered, and responsive to participants' evolving needs.

## **Key Components of Follow-Up Services**

### **1. Pre-Exit Planning and Communication**

Prior to exit, participants are informed of their eligibility to receive at least 12 months of follow-up services and are oriented to available supports and contact methods. Providers document preferred communication channels and establish expectations for ongoing engagement.

### **2. Structured and Flexible Ongoing Contact**

Providers maintain regular contact after exit, with frequency adjusted based on participant needs and stability. Follow-up activities include:

- Verification of employment or education status
- Collection of documentation for performance reporting
- Identification and resolution of emerging barriers
- Support for job retention or educational persistence

Contact methods may include phone, text, email, or digital platforms, allowing flexible and youth-responsive engagement.

### **3. Continued Supportive Services**

Follow-up services may include limited supportive services and career assistance to promote retention and advancement, such as:

- Job coaching and career advancement guidance
- Resume development and interview preparation
- Referrals to training or credential opportunities
- Transportation assistance or community resource referrals

Services focus on preventing job loss, supporting education completion, and promoting long-term stability.

### **4. Alumni Engagement and Ongoing Connection**

Many providers maintain informal alumni engagement strategies, including invitations to hiring events, workshops, and program activities. These efforts reinforce long-term relationships and encourage participants to seek assistance when new needs arise.

### **5. Accessibility and Youth-Centered Approach**

Follow-up services are delivered in a supportive, non-punitive manner that emphasizes trust, responsiveness, and continued partnership. Participants are encouraged to re-engage if circumstances change, including job loss, schedule changes, or evolving career interests.

## **Policy on Follow-Up Beyond the 12-Month Requirement**

WFS requires providers to deliver follow-up services for at least 12 months after exit, consistent with federal and state policy. While formal follow-up is not required beyond this period, several provider practices support continued engagement:

- Open-door policies allowing former participants to access referrals or coaching
- Informal alumni connections and community-based relationships
- Opportunities for re-enrollment when eligibility criteria are met

WFS supports consistent implementation of follow-up requirements through provider monitoring, technical assistance, and performance review processes. Follow-up activities and outcomes are documented in the case management system and reviewed to assess retention, advancement, and program effectiveness.

13. Describe the Youth Incentive Policy and attach a copy of the most recent version approved by your LWIB/Youth Committee. Refer to 2 CFR 200.438 and [Chapter 18](#) “WIOA Youth Cost Matrix” for additional background.

WFS provides policy guidance to all youth service providers regarding the use of participant incentives, ensuring compliance with federal cost principles under 2 CFR 200.438 and Minnesota Department of Employment and Economic Development (DEED) guidance, including Chapter 18 of the WIOA Youth Cost Matrix. The Workforce Innovation Board Youth Committee approves the Youth Incentive Policy, and all providers must administer incentives in accordance with its requirements. (See Attachment 6 for the full policy.)

### **Purpose and Policy Framework**

Youth incentives are used to encourage participation, recognize achievement, and support progress toward education, training, and employment goals. Incentives must:

- Be tied to documented program milestones or outcomes (e.g., completion of work experience, credential attainment, or employment placement);
- Be reasonable, necessary, and allowable program costs;
- Not be wages or supportive services;
- Be clearly documented and consistently applied across participants; and
- Support participant engagement without creating undue influence or coercion.

WFS establishes allowable incentive categories, documentation standards, and monitoring expectations. Providers may develop internal procedures for implementation, provided they align with WFS policy and federal guidance.

### **Provider Implementation Examples**

- **Hmong American Partnership (HAP)**
  - Youth internship completion incentives of up to \$50 in gift cards.
  - Training program incentives of up to \$150 for program completion, credential attainment, or employment placement.
- Other providers similarly use incentives to reinforce participation milestones such as attendance, credential completion, and employment outcomes.

## Oversight and Monitoring

WFS monitors incentive use through program and fiscal oversight, including review of documentation, expenditure tracking, and compliance monitoring. This ensures incentives are administered equitably, consistently, and in alignment with program performance goals

14. Discuss your policy and practices relating to providing supportive services to participants. (Attach a copy of your WDA's Supportive Service Policy for Youth)

WFS and its contracted youth service providers use supportive services as a critical strategy for removing barriers to participation, persistence, and success in education, training, and employment. Supportive services are individualized, goal-oriented, and aligned with each participant's ISS, ensuring services directly support progress toward career and educational outcomes.

## WFS Policy on Supportive Services

WFS maintains a countywide Supportive Services Policy for Youth, included as Attachment 7, which provides guidance on allowable services, documentation requirements, spending limits, and alignment with WIOA Youth regulations. All youth service providers are required to implement this policy consistently while retaining flexibility to respond to individual participant needs and circumstances.

Supportive services are intended to:

- Enable participation in program activities;
- Promote retention in employment, education, or training;
- Address barriers that could prevent successful completion or advancement.

## Supportive Service Practices Across Partner Organizations

### 1. Needs Assessment and Individualized Support

- Supportive service needs are identified during intake and reassessed throughout participation using structured conversations, needs assessments, and ongoing case management.
- Services must be connected to documented ISS goals and reviewed regularly to ensure continued relevance.
- Providers emphasize youth choice and transparency, helping participants understand available supports and expectations.

### 2. Types of Support Provided

Across providers, supportive services commonly include:

- **Transportation assistance:** Bus cards, gas cards, ride coordination, and support for accessing driver's licensing resources.
- **Technology access:** Laptops, tablets, hotspots, and digital literacy support to enable participation in virtual and hybrid programming.

- **Work-related supports:** Work clothing, tools, safety gear, and fees required for employment or training.
- **Basic needs assistance:** Grocery cards, emergency financial assistance, and referrals for housing or food support.
- **Health and wellness referrals:** Mental health support, counseling, and connections to community-based services.

In recent years, WFS has also expanded access to system-level resources, such as the Driver's License Academy and Job Ready Supports, which complement provider-level supportive services and address common barriers identified across programs.

### 3. Transportation and Access Solutions

- Transportation remains one of the most frequently identified barriers for youth participants.
- Providers employ a mix of direct support, coordinated rides, and referrals to ensure participants can reliably access worksites, classrooms, and training locations.
- These supports are particularly critical for work-based learning, construction and trades programming, and participants living farther from employment centers.

### 4. Documentation and Accountability

- All supportive services are documented in Workforce One (WF1), including:
  - Type and amount of service;
  - Connection to ISS goals;
  - Funding source and justification.
- Providers maintain separate tracking by funding stream (e.g., ISY and OSY) to ensure fiscal accountability and compliance with WIOA requirements.
- WFS reviews supportive service usage through monitoring, fiscal oversight, and regular technical assistance.

### 5. Ongoing Communication and Flexibility

- Providers maintain open communication with participants about evolving needs, including during follow-up after exit.
- Youth are encouraged to request support proactively, and case managers work collaboratively to reassess needs as circumstances change.

### Commitment to Participant Success

Supportive services are foundational to WFS's youth service delivery model. By combining clear policy guidance with individualized, youth-centered practices, WFS and its partners ensure that supportive services are equitable, responsive, and directly tied to successful education, employment, and career advancement outcomes.

#### 15. Describe the strategies used to address transportation barriers for youth participants.

WFS and its youth service providers recognize transportation as one of the most significant and persistent barriers to youth participation in education, training, and employment. Transportation strategies are intentionally integrated into program design, supportive services,

and case management to ensure youth can reliably access services, worksites, and career pathway opportunities.

### **System-Level Transportation Strategies**

WFS addresses transportation barriers through a combination of direct assistance, system-level investments, and coordinated planning:

#### **Transportation as a Core Supportive Service**

Transportation needs are assessed during intake and revisited throughout participation as part of each youth's ISS. Supports are provided when transportation is necessary for participation in program activities, including work experience, training, education, and supportive services. Transportation assistance is tailored to individual circumstances and adjusted as youth transition between activities or employment.

#### **Driver's License Access and Long-Term Mobility**

WFS recognizes that access to a driver's license can significantly expand employment options and improve long-term economic stability, particularly for youth in suburban or transit-limited areas. When available, youth are supported in accessing driver's license preparation resources, studying for exams, and planning for licensure as a long-term mobility goal. Providers also assist youth in navigating public transportation systems and mapping commutes to increase independence and reliability.

#### **Alignment with Work-Based Learning and Career Pathways**

Transportation planning is intentionally aligned with work experience and career pathway placement decisions. Case managers and job developers work with youth to identify employment and training opportunities that are accessible given current transportation options, while simultaneously planning for expanded mobility over time as wages, schedules, or credentials change.

### **Provider-Level Practices**

Youth service providers employ flexible, participant-centered strategies to address transportation barriers, including:

#### **Direct Transportation Assistance**

Providers offer bus passes, transit cards, gas cards, and limited ride-share support (e.g., Uber or Lyft) to help youth attend work, school, interviews, and required appointments. Youth may choose between transit-based or vehicle-based supports depending on their circumstances and comfort level.

#### **Safety- and Comfort-Informed Transportation Planning**

Providers recognize that not all youth feel safe or comfortable using public transportation. In these cases, staff may:

- Meet youth in community locations near their homes;
- Provide transportation to offices, libraries, or other neutral meeting spaces;
- Offer rides to worksites or key appointments when appropriate.

This approach prioritizes participant safety while maintaining consistent engagement.

### **Coordinated and Group-Based Transportation Solutions**

For programs involving group worksites or limited transit access, providers coordinate transportation solutions such as shared rides, designated pick-up and drop-off locations, or staff-facilitated transportation. For example, Tree Trust uses crew-based transportation models in which staff transport youth to and from worksites, ensuring safe and reliable access to employment.

### **Ongoing Problem-Solving and Transition Planning**

Transportation needs are discussed regularly during case management meetings, allowing staff to respond to changes such as:

- New work schedules or locations;
- Relocation or housing instability;
- Transit disruptions or seasonal barriers.

As youth begin earning wages, providers support budgeting and planning for ongoing transportation costs, reinforcing long-term self-sufficiency.

### **Equity and Access Considerations**

WFS and its partners prioritize equitable access by:

- Accounting for disparities in transit availability across urban and suburban areas of the county;
- Supporting youth with disabilities, justice-system involvement, or housing instability who may face compounded transportation challenges;
- Ensuring transportation assistance does not become a barrier to enrollment or continued participation.

Transportation strategies are implemented in a trauma-informed manner that recognizes the intersection of mobility, safety, and economic stability.

### **Monitoring and Continuous Improvement**

Transportation supports are documented in WF1 and reviewed through program monitoring, fiscal oversight, and technical assistance. WFS uses this information, along with vendor feedback and participant experience, to identify common transportation challenges and inform future system-level investments, partnerships, and program design adjustments.

16. If applicable, describe how stipends will be used for participants and attach a copy of your WDA's Stipend Policy.

WFS and its youth service providers use stipends strategically to reduce financial barriers and support youth participation in program activities that are not otherwise compensated through wages. Stipends are one component of WFS's broader Learn and Earn approach and are used to promote access, equity, and sustained engagement in education, training, and career exploration activities.

## WFS Policy on Stipends

WFS provides clear guidance on the appropriate use of stipends for youth participants, as outlined in the WDA's Youth Stipend Policy (Attachment 8). Stipends are intended to:

- Support participation in structured program activities;
- Offset costs associated with engagement (e.g., time, transportation, missed income opportunities);
- Complement, but not replace, paid work experience or employment wages.

Vendors are responsible for implementing stipend practices consistent with WFS policy, maintaining appropriate documentation, and ensuring stipends are tied to allowable WIOA Youth activities.

## Stipend Use Across Partner Organizations

Youth service providers use stipends in a variety of ways, depending on program design and participant needs:

1. **Encouraging Engagement in Skill-Building Activities**
  - *Face to Face*: Provides stipends for participation in work readiness classes, career navigation sessions, and structured one-on-one activities. Stipends are issued based on attendance and engagement, supporting consistency and follow-through.
2. **Supplementing Career Pathway Participation**
  - *Change Inc.*: Uses stipends to support youth participating in additional training, workshops, or learning experiences that extend beyond core program services and support progression along a career pathway.
3. **Supporting Hands-On Learning and Pre-Employment Activities**
  - *Hired (in partnership with [Minnesota Training Partnership](#))*: Provides stipends during structured training and skill-development activities that prepare youth for entry into paid employment or apprenticeships.
4. **Promoting Equity and Access**
  - Stipends help ensure participation is feasible for youth who are financially supporting themselves or their families, balancing school, caregiving responsibilities, or facing other economic constraints.

## Oversight and Accountability

All stipend payments are:

- Clearly connected to documented program activities;
- Tracked in WF1 with appropriate case notes;
- Reviewed through fiscal monitoring and program oversight to ensure compliance with WFS policy and WIOA requirements.

## Commitment to Youth Success

The use of stipends reflects WFS's commitment to equitable program access and youth-centered service delivery. By reducing financial barriers to participation, stipends enable youth

to engage fully in career exploration, skill development, and pathway advancement while maintaining stability during their transition to education and employment.

17. 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.

WFS facilitates co-enrollment strategically to expand participant access to services, maximize outcomes, and ensure efficient use of public resources. Co-enrollment decisions are guided by participant needs, allowable funding uses, and clear service alignment rather than routine practice.

### **WFS Approach to Co-Enrollment**

#### **Intentional and Case-by-Case Use**

Co-enrollment is permitted but used selectively. Providers must demonstrate that:

- Each funding source supports distinct and allowable services;
- Services are not duplicative;
- Co-enrollment directly supports goals outlined in the Individual Service Strategy (ISS).

WFS planners review co-enrollment decisions through program oversight and monitoring processes.

#### **Braided and Blended Funding**

WFS and its partners regularly braid funding streams to enhance service delivery while maintaining separate accounting and documentation. Blended funding is used only when program requirements align.

#### **Key Funding Sources Supporting Youth Services**

- WIOA Youth Formula Grant funds
- Minnesota Youth Program (MYP) funds
- American Rescue Plan Act (ARPA) funds
- DEED Direct Appropriations
- YouthBuild funding through multiple sources, including the U.S. Department of Labor, DEED, and AmeriCorps
- LEAP funding through the Minnesota Department of Labor and Industry and Ramsey County
- Youthprise Opportunity Reboot
- Philanthropic contributions and earned revenue

These resources support work-based learning, pathway training, supportive services, and extended program participation.

#### **Provider Co-Enrollment Practices**

- **Change Inc.** uses multiple funding streams to provide integrated education, training, and supportive services aligned with program components.
- **Goodwill Easter Seals Minnesota** primarily braids WIOA funds with YouthBuild programming to support credential attainment and career pathway continuity.
- **Hired** utilizes co-enrollment to extend training and support services when participant needs exceed the scope of a single funding source.

### Oversight and Accountability

All co-enrollments and braided funding arrangements are:

- Documented in Workforce One (WF1);
- Reviewed through fiscal and program monitoring;
- Evaluated to ensure compliance with federal, state, and local policy.

Through intentional co-enrollment and coordinated funding strategies, WFS expands access to comprehensive services while maintaining fiscal integrity and supporting positive education and employment outcomes.

18. Describe local partnerships to serve “opportunity youth” who have significant barriers to employment and/or youth who are under-served and under-represented in the workforce, including:

- Dropouts and potential dropouts
- Youth with language and/or cultural barriers to employment
- Youth in foster care and aging out of foster care
- Homeless youth or runaways
- Youth offenders and at-risk of involvement with the juvenile justice system
- Youth with disabilities
- Teen parents
- Youth of color and other under-served, under-represented youth populations

WFS collaborates with a broad network of county departments, community-based organizations, school systems, and culturally specific providers to serve opportunity youth with significant barriers to employment. These partnerships are intentionally designed to reduce systemic inequities, improve access to services, and support youth who are under-served and under-represented in the workforce.

#### 1. Dropouts and Potential Dropouts

WFS partners with alternative education programs, Adult Basic Education (ABE) providers, and school districts—including [Saint Paul Public Schools](#), [Harmony Learning Center](#), and charter schools—to re-engage youth who have disconnected from traditional education pathways. Vendors maintain relationships with school counselors, social workers, and attendance staff to identify youth at risk of dropping out and connect them to employment, training, and re-engagement options that align with their goals.

#### 2. Youth with Language and/or Cultural Barriers to Employment

Consistent with Ramsey County's racial equity framework, WFS prioritizes partnerships with culturally specific organizations such as Hmong American Partnership (HAP), [CLUES](#), [Karen Organization of Minnesota](#), and [Ain Dah Yung Center](#). These partners provide linguistically appropriate services, culturally responsive case management, and trusted entry points for youth and families. WFS also facilitates cross-referrals among vendors to ensure youth are connected to services that reflect their cultural identities and lived experiences.

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

WFS collaborates closely with Ramsey County Social Services, child protection staff, and community partners such as [Foster Advocates](#) to support youth transitioning out of foster care. Workforce services are coordinated with independent living supports, education planning, and basic needs assistance. Cross-system convenings, including Creating Meaningful Connections (CMC), provide opportunities to align employment services with housing, education, and permanency planning for this population.

### **4. Homeless Youth or Runaways**

Youth experiencing homelessness are served through partnerships with the Housing Stability Office, [Continuum of Care](#) providers, and organizations such as Face to Face's SafeZone Drop-In Center. These partnerships integrate employment services with coordinated entry, housing navigation, healthcare, and crisis response. WFS vendors prioritize low-barrier enrollment, flexible scheduling, and intensive case management to ensure youth can engage in workforce activities while stabilizing their housing situation.

### **5. Youth Offenders and Youth at Risk of Juvenile Justice Involvement**

WFS partners with Ramsey County Community Corrections, the [Transforming Systems Together](#) (TST) initiative, and community-based organizations to support justice-involved youth and those at risk of system involvement. Workforce services are aligned with diversion, reentry, and restorative justice efforts. Vendors such as Change Inc. and Hired provide pathway-based training and employment opportunities that emphasize skill-building, accountability, and long-term stability.

### **6. Youth with Disabilities**

Youth with disabilities are supported through collaboration with [Minnesota Vocational Rehabilitation Services \(VRS\)](#), special education programs, and disability-focused community organizations. These partnerships support access to accommodations, assistive technology, subsidized work experiences, and inclusive employment opportunities. VRS participation on the WIB and Youth Committee further strengthens alignment between workforce and disability services.

### **7. Teen Parents**

Teen parents are supported through partnerships with MFIP, [Ramsey County Public Health programs](#) (including Nurse Home Visiting), and alternative schools such as [AGAPE High School](#). Workforce services are coordinated with parenting support, childcare resources, and public benefits navigation to reduce barriers to participation. Vendors incorporate flexible scheduling and wraparound supports to ensure teen parents can pursue education and employment goals.

## 8. Youth of Color and Other Under-Served Populations

Addressing racial and systemic inequities is central to WFS's youth strategy. The majority of youth served through WIOA and MYP programs are youth of color, reflecting intentional outreach, culturally specific partnerships, and community-based service delivery. Programs are designed to be accessible, trauma-informed, and responsive to the lived experiences of BIPOC youth and other historically under-served populations.

### Partner Contributions Across Populations

WFS youth vendors—including Change Inc., Tree Trust, Face to Face, Hired, and other community partners—play critical roles in serving opportunity youth through specialized programming:

- **Change Inc.** focuses on justice-involved youth and youth of color through pathway programs in construction, healthcare, and skilled trades.
- **Tree Trust** provides inclusive work experiences, including for youth with disabilities, through robust summer and year-round employment models.
- **Face to Face** delivers integrated education, employment, health, and housing services for homeless and highly vulnerable youth.

### Commitment to Equity and Systems Alignment

WFS continues to invest in cross-system partnerships and innovative initiatives—such as driver's license access, learn-and-earn models, and ARPA-supported efforts—that address structural barriers to employment. Ongoing collaboration through initiatives like Creating Meaningful Connections and Youth Advisory structures ensures that youth voice and lived experience inform program design and continuous improvement.

Through these partnerships, Ramsey County remains committed to advancing equitable access to education, training, and employment opportunities for opportunity youth across the county.

19. 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
- Approach to assuring that the worksite supervisor evaluates work readiness skills of youth participants, including a process for documenting the employer's evaluation of the youth participant's work readiness skills.

Ramsey County Workforce Solutions (WFS) implements the Work Readiness Indicator as a core strategy for measuring and strengthening youth participants' foundational employability skills across subsidized work experiences. The indicator is used with both WIOA Youth and MYP participants, particularly those engaged in paid work experience, internships, and learn-and-earn models.

### Approach to Assuring Work Readiness Skill Attainment

WFS provides youth vendors with the **Work Readiness Indicator Tool** (Attachment 9), developed by [Wilder Research](#) and the Sundance Family Foundation, as a recommended standardized resource for assessing work readiness skill development. The tool uses a youth self-assessment model built around 14 “I can” statements representing essential workplace competencies (e.g., communication, teamwork, problem-solving, professionalism).

Key elements of implementation include:

- **Pre- and post-assessment:** Youth complete the Work Readiness Indicator at the beginning and end of their work experience to measure growth over time.
- **Goal alignment:** Youth also complete a Work Experience Learning Plan, identifying specific skills they aim to develop. This plan aligns with the Work Readiness Indicator domains and provides a practical framework for coaching and reflection.
- **Ongoing coaching:** Case managers, employment counselors, and job coaches reinforce work readiness skills through regular check-ins, reflection conversations, and skill-building activities embedded in work readiness curricula.

While the Work Readiness Indicator Tool is strongly encouraged, vendors may supplement it with additional tools that align with their program model, provided skill development is clearly documented and connected to participant goals.

### Approach to Employer/Supervisor Evaluation of Work Readiness Skills

Worksite supervisors are active partners in assessing youth work readiness. WFS expects vendors to ensure that supervisors understand the purpose of work readiness evaluations and their role in supporting youth development.

Key practices include:

- **Supervisor orientation:** Worksite supervisors receive an overview of youth program expectations, including the Work Experience Learning Plan and targeted skill areas.
- **Performance feedback:** Supervisors provide structured feedback on attendance, professionalism, communication, teamwork, and task completion.
- **End-of-experience evaluation:** At a minimum, supervisors complete an end-of-experience evaluation documenting youth performance and skill growth. Mid-point evaluations may also be conducted depending on program length and structure.
- **Documentation:** Employer feedback is captured through written evaluations, competency checklists, or structured feedback forms and summarized in case notes within Workforce One (WF1).

Although WFS does not mandate a single standardized supervisor evaluation form, example templates and technical assistance are provided to promote consistency and quality across vendors.

### Vendor-Specific Approaches and Quality Assurance

Youth vendors apply the Work Readiness Indicator within their program models while maintaining alignment with WFS expectations:

- **Change Inc.** uses competency-based checklists and employer feedback tied directly to pathway-specific skill development.
- **Tree Trust** incorporates supervisor evaluations into project-based learning models, with program managers reviewing evaluations for quality and completeness.
- **Hired** and **HAP** integrate mid-term and final employer reviews, aligning supervisor feedback with youth self-assessments.
- **Face to Face**, **GES**, and **UBB** use individualized development plans and reflective exit conversations to reinforce and document work readiness outcomes.

WFS monitors implementation through monthly file reviews, technical assistance meetings, and periodic audits, ensuring that work readiness skill attainment and employer evaluations are documented consistently and meaningfully.

### **Continuous Improvement**

WFS continues to work with youth vendors to strengthen consistency in work readiness measurement, align employer feedback practices, and elevate the use of shared tools where appropriate. These efforts support both accountability and the long-term employability of youth participants.

20. If the WDA is planning to provide Outreach to Schools activities as a component of MYP in SFY 2027, please provide an overview and anticipated goals/objectives.

Although Minnesota Youth Program funding decreased statewide for SFY 2027, WFS will continue Outreach to Schools (OTS) activities as a core strategy for connecting students—particularly those facing significant barriers—to career exploration, work readiness, and employment supports.

Outreach will be delivered through WFS vendors and a consolidated Outreach to Schools and [Power Within Us \(PWU\)](#) Planner role, strengthening coordination across schools, workforce programs, and juvenile justice systems.

### **Overview of Outreach to Schools Activities**

#### **1. Consolidated OTS / PWU Strategy**

Beginning in PY26/SFY27, WFS consolidated the Outreach to Schools Program Specialist and PWU Planner roles to improve alignment across education, workforce, and probation systems. This coordinated approach supports:

- Outreach to traditional, alternative, and transition-focused schools;
- Alignment of workforce programming with diversion and stabilization efforts;
- Improved referral pathways among schools, probation officers, workforce providers, and community partners.

The role builds relationships with school counselors, social workers, career and technical education staff, and probation partners to ensure consistent access to workforce opportunities.

#### **2. School-Based Outreach Activities**

Activities may include:

- Classroom presentations and small-group workshops on career pathways and work readiness;
- Participation in school-based career fairs and resource events;
- Collaboration with educators and probation staff to prepare students for employer engagement;
- Direct referrals to WIOA Youth, MYP, PWU, and related programs.

### **3. Career Exploration and Experiential Learning**

WFS partners with Tree Trust to provide experiential learning activities such as:

- Virtual reality career exploration tools;
- Hands-on industry modules aligned with high-demand sectors;
- Mock interviews and employer-led panels.

These experiences support both in-school youth and system-involved youth who benefit from applied learning models.

### **4. Targeted Outreach to Priority Populations**

Outreach prioritizes schools and programs serving historically underserved youth, including:

- Alternative learning centers and charter schools;
- Students involved in probation or diversion programs;
- Youth with disabilities, teen parents, and students experiencing housing instability.

Messaging and materials address common barriers such as transportation, documentation challenges, and access to supportive services.

### **Anticipated Goals and Objectives**

If MYP-funded OTS activities are implemented in SFY 2027, WFS anticipates:

- Increased awareness of youth workforce programs and career pathways;
- Stronger coordination between schools, probation, and workforce systems;
- Expanded equitable access to career exploration and employment opportunities;
- Improved referral pipelines to WIOA Youth, MYP, and partner programs.

### **Funding and Partnerships**

The consolidated OTS/PWU Planner role is primarily supported through MYP funding and aligned with other youth workforce initiatives. Outreach activities are coordinated with WFS vendors, CareerForce partners, Youth Works!, and school-based stakeholders to ensure consistent service delivery and maximize impact.

21. 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 chart below.)
- Private sector internships, on-the-job training, mentoring, job shadowing, pre-apprenticeship or apprenticeship training.
- Pre-Employment Transition Services (Pre-ETS) project, if appropriate.
- Strategies implemented during the Disability Employment Initiative including: Integrated Resource Teams (IRTs); expanded collaboration with local partners, including VRS; and activities related to the Guideposts for Success, such as employability skills/work experience, career preparation, leadership development, family engagement, and connecting activities.
- Strategies for coordinating with after-school and out-of-school time programming.
- Connections with MFIP and SNAP partners to assure policy alignment for youth under age 25.

WFS continues to advance youth-focused innovations and best practices that address systemic inequities, strengthen cross-system coordination, and expand access to meaningful education and employment pathways for young people—particularly opportunity youth facing significant barriers.

### **Shared Vision for Youth Blueprint**

WFS aligns its youth workforce strategies with the Shared Vision for Youth Blueprint, which serves as a guiding framework for interagency collaboration to address opportunity gaps, achievement gaps, and disparities in workforce participation. The Blueprint informs coordination across workforce development, education, human services, probation, housing stability, and public health systems to ensure services are youth-centered, trauma-informed, and equity-driven.

*(See attached Shared Vision for Youth Blueprint.)*

This shared framework supports initiatives such as Youth Works!, CMC, PWU, and cross-departmental data-informed planning.

### **Private Sector Internships, OJT, and Apprenticeship Pathways**

WFS and its partners prioritize paid, structured work-based learning as a best practice for youth engagement and long-term success. Strategies include:

- **Learn and Earn Models:** Paid internships, transitional jobs, and subsidized work experiences embedded within training pathways.
- **Pre-Apprenticeship and Apprenticeship Exposure:**
  - YouthBuild programs through partners such as GES and Change Inc. provide hands-on construction and manufacturing training and connect youth to Joint Apprenticeship and Training Committees (JATCs).
  - Hired and Minnesota Training Partnership support pre-apprenticeship readiness and employer connections.
- **Employer Engagement Innovations:**

- A countywide youth supervisor training, developed with [Right Track](#) and [World Youth Connect](#), helps employers build youth-supportive workplace cultures.
- Employers participate in mock interviews, career panels, job shadowing, and cohort-based hiring models.

### **Pre-Employment Transition Services (Pre-ETS)**

While WFS does not directly administer Pre-ETS, the Workforce Development Area collaborates closely with VRS to ensure youth with disabilities are connected to appropriate Pre-ETS providers when eligible. Referrals are made through coordinated case management and partner networks.

### **Disability Employment Strategies and Guideposts for Success**

WFS integrates many Disability Employment-aligned best practices:

- **Expanded Collaboration with VRS:**  
VRS participates on the Workforce Innovation Board and Youth Committee, supporting alignment of services for youth with disabilities.
- **Guideposts for Success Integration:**  
Many vendors incorporate elements of the Guideposts for Success, including:
  - Employability skills and work experience
  - Career preparation and exploration
  - Youth leadership development and self-advocacy
  - Connecting activities such as mentoring and resource navigation
- **Peer Learning and Capacity Building:**  
CMC sessions increasingly focus on disability inclusion, neurodiversity, and accommodations in education and employment settings, informed by community expertise and vendor best practices.

### **Coordination with After-School and Out-of-School Time Programming**

WFS coordinates with after-school and out-of-school time providers to expand access to workforce exploration and skill-building opportunities:

- **[Saint Paul Sprockets Network](#) and [Suburban Ramsey Family Collaborative](#):**  
Dissemination of workforce resources to youth-serving providers.
- **Right Track (City of Saint Paul):** Summer employment and internships emphasizing career exploration.
- **Urban Boatbuilders and Tree Trust:** After-school and summer programming combining hands-on learning, mentorship, and paid work experience.

These partnerships ensure continuity between school-day learning and workforce development opportunities.

### **Connections with MFIP and SNAP Partners**

WFS ensures strong policy and service alignment with public assistance programs serving youth under age 25:

- **MFIP:** As the sole MFIP Employment & Training provider for parents under 25, WFS integrates workforce services, education pathways, and supportive services to support young parents' economic stability.
- **SNAP E&T:** Partners such as Hired operate SNAP Employment & Training programs, enabling eligible youth to access employment services while maintaining benefit compliance.

Cross-program coordination reduces barriers and supports sustained engagement in education and employment.

### **Summary of Innovation and Impact**

Together, these youth-focused innovations reflect Ramsey County's commitment to:

- Centering youth voice and lived experience
- Aligning systems to reduce fragmentation
- Expanding equitable access to paid work-based learning
- Strengthening employer readiness to support young workers
- Addressing disability inclusion and other systemic barriers

These best practices continue to evolve through partner feedback, data-informed planning, and cross-sector collaboration.

22. Describe the WDA's approach to making each of the 14 required youth Program Elements available to participants in WIOA [P.L 113-128, Sec 129(c)(2) and individually defined and discussed in the final rules at 20 CFR 681.460] by completing the WIOA Youth Program Elements Checklist below. Also respond to the following for each of the 14 required elements:
- a. If the element is provided by another agency (or agencies) describe how the WDA ensures participants are receiving appropriate service levels.
  - b. 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.
  - c. Summarize how the required program element is delivered to participants and any "best practices" associated with that element.

Details of service provision are located in the WIOA Youth Program Elements Checklist on pages 51-56 of this document.

### **23. Describe the local WDA approach to monitoring the provision of WIOA Youth services and service providers (as applicable).**

WFS uses a combination of contract management, data review, and collaborative oversight to monitor the provision and quality of WIOA Youth services delivered by service providers. Monitoring activities are designed to ensure compliance with WIOA requirements, support

continuous improvement, and promote equitable and effective service delivery for youth participants.

WFS program staff conduct monthly check-ins with youth service providers to review program implementation, participant progress, and challenges impacting service delivery. These conversations allow WFS to provide technical assistance, clarify expectations, and address issues in real time. Contract monitoring also includes review of invoices, participant eligibility and enrollment documentation, and adherence to approved work plans and budgets.

Program performance is monitored through analysis of participant-level data in WF1, including activities, supportive service utilization, credential attainment, employment outcomes, and measurable skill gains. WFS uses this data to identify trends, ensure required program elements are being delivered, and assess alignment with performance expectations and local youth priorities.

In addition to these regular, “soft” monitoring activities, WFS conducts annual programmatic and fiscal audits of each vendor. Mirroring the structure of DEED annual audits, WFS allows vendors one month to respond to narrative questions, ensure Workforce One participant files are current, and submit requested financial backup documentation as part of a comprehensive monitoring guide. After receiving these materials, WFS schedules a one- to two-hour meeting with program directors from each vendor to clarify any areas of ambiguity, provide opportunities for reflection on successes and areas for improvement, and communicate any concerns identified by WFS staff. An official written summary of the audit is issued following this meeting, along with any required corrective actions or improvement plans, if applicable.

Importantly, while formal monitoring procedures serve a distinct and critical purpose, WFS emphasizes relationship-based oversight through ongoing collaboration with providers, participation in communities of practice, and information sharing through various convenings. Feedback from youth participants, partner agencies, and system stakeholders is also used to inform monitoring activities and continuous program improvement.

Together, these strategies support accountability while allowing flexibility for providers to implement youth-centered, trauma-informed, and culturally responsive services that meet the diverse needs of WIOA Youth participants.

24. Describe how your WDA incorporates industry-driven strategies in youth programming:
  - a. How does your WDA gather feedback from industry leaders to create job and skill development strategies for young people in the WIOA Youth program?
  - b. How does your WDA use data to check how effectively the strategies are working to help young people build career pathways?
  - c. How does your WDA make sure that the training and job opportunities for WIOA Youth participants fit the needs of local businesses?
  - d. What partnerships does your WDA have with local businesses or organizations to help support the sector strategies for the WIOA Youth program?

## Industry-Driven Strategies in Youth Programming

WFS incorporates industry-driven strategies into WIOA Youth programming to ensure that young people develop skills aligned with local labor market demand while gaining early, meaningful exposure to career pathways. These strategies are informed by continuous employer engagement, labor market data, youth feedback, and strong partnerships with community-based service providers, training institutions, and industry intermediaries.

### a. Gathering Feedback from Industry Leaders

WFS gathers feedback from industry leaders through multiple coordinated mechanisms at both the system and provider levels to inform job and skill development strategies for youth:

- **WIB and Youth Committee Engagement:**  
Employers and industry representatives serving on the WIB and Youth Committee provide ongoing guidance on workforce trends, entry-level skill needs, and sector priorities affecting young workers.
- **Employer Engagement Through Youth Service Providers:**  
Contracted youth providers maintain direct relationships with employers hosting internships, apprenticeships, work experiences, and entry-level placements. Feedback is gathered through supervisor evaluations, debrief meetings, employer check-ins, advisory committees, and post-placement conversations.
- **Sector and Industry Intermediary Partnerships:**  
WFS and its vendors collaborate with industry intermediaries such as Minnesota Training Partnership, trade unions, professional associations, postsecondary institutions, and employer networks to stay informed about credential requirements, evolving skill expectations, and hiring pipelines in high-demand sectors.
- **Employer-Focused Convenings and Learning Opportunities:**  
County-led youth supervisor trainings, employer spotlights, hiring events, and sector meetings have provided structured opportunities for employers to share challenges, best practices, and workforce needs related to recruiting, training, and retaining young workers.

### b. Using Data to Assess Strategy Effectiveness

WFS uses a combination of quantitative and qualitative data to assess how effectively industry-driven strategies support youth in building career pathways:

- **WIOA Performance and Outcome Data:**  
WF1 data—including enrollment, credential attainment, employment placement, retention, and wage outcomes—is regularly reviewed to monitor program effectiveness and alignment with labor market goals.
- **Program-Level and Provider Data Systems:**  
Youth providers track attendance, completion, credential attainment, and participant progress using internal data systems and reporting tools. This information is used to identify strengths, gaps, and opportunities for improvement.

- **Youth Voice and Feedback:**  
Providers collect youth feedback through surveys, focus groups, and one-on-one check-ins to understand participant experiences, perceived skill development, and career readiness. This input is used to refine programming and improve engagement and outcomes.
- **Labor Market Information (LMI):**  
WFS and its partners utilize data from sources such as DEED, Real Time Talent, Talent Neuron, Lightcast, the U.S. Bureau of Labor Statistics, and other regional labor market tools to ensure training and work experiences align with high-growth, in-demand occupations.
- **Continuous Improvement Practices:**  
Data trends and employer feedback are reviewed during contract monitoring, peer learning sessions, and technical assistance meetings, allowing WFS to make timely adjustments to program design and sector strategies.

### c. Aligning Training and Job Opportunities with Local Business Needs

To ensure training and employment opportunities reflect the needs of local businesses, WFS emphasizes employer-informed, flexible program design:

- **Industry-Recognized Credentials and Skill Development:**  
Youth programs prioritize credentials and competencies valued by employers, including pre-apprenticeship training, OSHA, MC3, CNA, and other sector-specific certifications tied to entry-level employment.
- **Real-World Work Experience:**  
Paid internships, transitional jobs, apprenticeships, and unsubsidized employment placements allow youth to develop skills in actual workplace settings while enabling employers to shape training based on operational needs.
- **Employer-Informed Curriculum and Training Models:**  
Providers adjust curriculum content, soft skill development, and job readiness training based on employer feedback, job posting trends, and sector expectations.
- **Youth-Centered and Employer-Responsive Matching:**  
Case managers and job developers work collaboratively to match youth with training and job opportunities that align with both participant interests and employer demand, supporting stronger retention and advancement outcomes.

### d. Partnerships Supporting Sector Strategies

WFS maintains a broad and diverse network of partnerships that support sector-based strategies within WIOA Youth programming:

- **Local Employers:**  
Businesses across construction, healthcare, IT, manufacturing, landscaping, transportation, public service, and creative industries provide work experiences, apprenticeships, job placements, mentorship, and ongoing feedback.

- **Industry Intermediaries and Training Partners:**  
Partnerships with organizations such as Minnesota Training Partnership, trade unions, professional associations, [Saint Paul College](#), [Metro State University](#), [Takoda Institute](#), and other training providers support credentialed pathways and industry-aligned skill development.
- **Community-Based Youth Service Providers:**  
Vendors including Hired, Tree Trust, Face to Face, HAP Academy OIC, UBB, Change Inc., and GES serve as critical connectors between youth, employers, and training opportunities.
- **Public Sector and Workforce System Partners:**  
WFS collaborates with CareerForce, VRS, county departments, and regional workforce partners to align youth sector strategies with broader workforce and economic development goals.

### Summary

Through structured employer engagement, data-informed decision-making, youth feedback, and strong sector partnerships, WFS ensures that WIOA Youth programming remains responsive to local labor market needs while supporting young people in building sustainable, high-quality career pathways.

## WIOA Youth Program Elements Checklist

Program Element	How Each Program Element is Offered							How program element is coded and entered in MIS
	In House	Partner Agreement			Provider Name(s)	Supporting Documentation	Notes	
		Contract	MOU	Other				
1. Tutoring, study skills training, instruction, and dropout prevention	No			X	Local Public School Districts Local Private Schools Local Charter Schools	A plan for this program element is noted in the participant's ISS, and provision is detailed in Workforce One Case Note(s)	Delivered by trained educators and often in individualized settings.	Study Skills Training/Tutoring Activity in Workforce One
2. Alternative secondary school services or dropout recovery services	No	X		X	Goodwill Easter-Seals Change Inc. City Academy ABE Providers	A plan for this program element is noted in the participant's ISS, and provision is detailed in Workforce One Case Note(s)	Delivered by trained educators in both individualized and group settings.	Alternative Secondary School Services Activity in Workforce One
3. Paid and unpaid work experiences	No	X			Goodwill Easter-Seals of MN Hired Face 2 Face Change Inc. Urban Boat Builders Tree Trust Restoration for All Hmong American	A plan for this program element is noted in the participant's ISS and Worksite agreement, provision is detailed in Workforce One Case Note(s)	Participant is matched with agency that is appropriate fit to their skills and interests.	WEX Activity in Workforce One

					Partnership		Learning objectives are set prior to experience and evaluated at completion.	
4. Occupational skill training	No	X		X	Community-Based Agencies Local Post-Secondary Secondary Institutions Tree Trust Urban Boat Builders Goodwill-Easter Seals of MN Hmong American Partnership Hired Face 2 Face	A plan for this program element is noted in the participant's ISS, and provision is detailed in Workforce One Case Note(s)	Participant choice of training is critical to the completion and success of the element.  Paying participants for training time via stipend or other form of payment allow participants to engage in continuing education.	OST Activity in Workforce One
5. Education offered concurrently with workforce preparation for a specific occupation	No			X	Community-Based Agencies Local Post-Secondary Institutions ABE Providers	A plan for this program element is noted in the participant's ISS, and provision is detailed	Participant choice of training is critical to the	Case-specific activity/activities in Workforce One (Examples: Workforce Preparation and

						in Workforce One Case Note(s)	completion and success of the element.	Education, Classroom Training, Entrepreneurial Training, Non-Credentialed Training, Secondary School Classes, etc.)
6. Leadership development opportunities	No			X	Goodwill Easter-Seals of MN Hired Face to Face Change Inc. Urban Boat Builders Tree Trust Restoration for All, Inc. Hmong American Partnership Community-Based Organizations	A plan for this program element is noted in the participant's ISS, and provision is detailed in Workforce One Case Note(s)	Participant's choice and investment in this element is key. Must be offered to all youth, regardless of barriers.	Community Involvement & Leadership Development Activity in Workforce One
7. Supportive services	No	X			Goodwill Easter-Seals of MN Hired Face to Face Change Inc. Urban Boat Builders Tree Trust Restoration for All Hmong American Partnership	A plan for this program element is noted in the participant's ISS, and provision is detailed in Workforce One Case Note(s), Support Service Tab entry, and uploaded Obligation form	See support service policy attached.	Staff Assisted Assessment Activity in Workforce One
8. Adult mentoring	No			X	Community-Based Agencies	A plan for this program element is noted in the participant's ISS, and provision is detailed	Mentorship should not be provided by EGC and should	Mentoring Activity in Workforce One

						in Workforce One Case Note(s)	include at least 12 months of mentor relationship with at least monthly contact between mentors and mentees.	
9. Follow-up services	No	X			Goodwill Easter-Seals of MN Hired Face to Face Change Inc. Hmong American Partnership Tree Trust	A plan for this program element is noted in the participant's ISS, and provision is detailed in Workforce One Case Note(s) and Follow-Up Tab entries	Offered to all participants who are exiting (unless no contact can be paid). Provided for up to 12 months for the purpose of assisting with participants to remain successful.	Case-specific activity/activities in Workforce One (Examples: Planned Extended Leave, Remained in School, etc.)
10. Comprehensive guidance and counseling	No	X			Goodwill Easter-Seals of MN Hired Face to Face Change Inc. Urban Boat Builders Tree Trust	A plan for this program element is noted in the participant's ISS, and provision is detailed in Workforce One Case Note(s)	Scope of services provided does not include the provision of mental health,	Career Counseling Activity in Workforce One

					Restoration for All, Inc. Hmong American Partnership		chemical health or housing supports, but rather appropriate referrals to qualified providers.	
11. Financial literacy education	No	X		X	Goodwill Easter-Seals of MN Hired Face to Face Change Inc. Urban Boat Builders Tree Trust Restoration for All, Inc. Hmong American Partnership Community-based organizations	A plan for this program element is noted in the participant's ISS, and provision is detailed in Workforce One Case Note(s)	Multiple approaches to financial literacy, including curriculum that acknowledges historical disparities in wealth building	Financial Literacy Education Activity in Workforce One
12. Entrepreneurial skills training	No	X		X	Goodwill Easter-Seals of MN Hired Face to Face Change Inc. Urban Boat Builders Tree Trust Restoration for All, Inc. Hmong American Partnership Ramsey County Community & Economic Development	A plan for this program element is noted in the participant's ISS, and provision is detailed in Workforce One Case Note(s)	Multiple approaches to training, including curriculum that acknowledges historical disparities in entrepreneurial investment	Entrepreneurial Training Activity in Workforce One

					Community based organizations			
13. Services that provide labor market information	No			X	MN DEED Real Time Talent	A plan for this program element is noted in the participant's ISS, and provision is detailed in Workforce One Case Note(s)	One to one and group training when doing career exploration and work experience planning	Labor Market/In-Demand Employment Information Activity in Workforce One
14. Post-secondary preparation and transition activities	No	X		X	Local Public School Districts Local Private Schools Local Charter Schools ABE Providers Goodwill Easter-Seals of MN Hired Face to Face Change Inc. Urban Boat Builders Tree Trust Restoration for All Inc. Hmong American Partnership	A plan for this program element is noted in the participant's ISS, and provision is detailed in Workforce One Case Note(s)	Delivered by trained educators in both individualized and group settings.	Transition to Post-Secondary Activity in Workforce One

WIOA Youth Program Element Section 129 (c)(2)	Is the element further described in Final Rule? If so, application citations	Relates to or overlaps with other program element?	Applicable PIRL Data Element Number(s)
1. Tutoring, study skills training, instruction and dropout prevention	No	Program elements 2 and 4	1402

2. Alternative secondary school services or dropout recovery services	No	Program element 1	1403
3. Paid and unpaid work experiences	Yes, 681.600, 681.590, 681.480		
4. Occupational skills training	Yes, 681.540, 681.550	Program element 1	1300, 1302, 1303, 1306, 1307, 1308
5. Education offered concurrently with workforce preparation and training for a specific occupation	Yes, 681.630	Program elements 2, 3, and 4	1407
6. Leadership development opportunities	Yes, 681.520, 681.530		1408
7. Supportive services	Yes, 681.570		1409
8. Adult mentoring	Yes, 681.490		1410
9. Follow-up services	Yes, 681.580	Program elements 7, 8, 11, 13, and 14	1412
10. Comprehensive guidance and counseling	Yes, 681.580		1411
11. Financial literacy education	Yes, 681.500		1206
12. Entrepreneurial skills training	Yes, 681.560		1413
13. Services that provide labor market information	Yes, 651.10		1414
14. Postsecondary preparation and transition activities	No		1415

## Attachment 1H

### Workplan: Youth Program Service Delivery Design Addendum to Enhance Services to In-School Youth (ISY) Who Are Homeless or in Foster Care (Applies to WIOA Youth funded programs ONLY)

**IMPORTANT NOTE:** The waiver granted by the U.S. Department of Labor to the State of Minnesota allows WDAs the option to enhance services to homeless, in-school youth and foster care youth who are in school and reduce the statutory requirement for OSY expenditures from 75 percent to 60 percent. If your WDA plans to implement this waiver please complete the following questions.

#### Questions to be completed:

1. Please describe your WDA's strategies for outreach and recruitment of homeless in-school youth and/or in-school youth in foster care.

Ramsey County Workforce Solutions (WFS) recognizes that in-school youth experiencing homelessness or foster care involvement face significant barriers to employment, education continuity, and long-term stability. These youth often require targeted outreach, trusted referral pathways, and coordinated service delivery to successfully engage in WIOA Youth programming. To reach and support this population, WFS employs the following strategies:

#### **1. Coordinated Community Outreach through Heading Home Ramsey**

WFS actively participates in Heading Home Ramsey, a countywide initiative focused on preventing and ending homelessness. Youth team planners attend practitioner meetings to share information, align resources, and stay informed about emerging needs among homeless and highly mobile youth and families. Information gathered through this collaboration is shared with providers through Creating Meaningful Connections (CMC) convenings, orientations, and ongoing technical assistance to strengthen system-wide awareness and referral pathways.

#### **2. Targeted Vendor Partnerships Serving Homeless Youth**

WFS contracts with community-based vendors that specialize in serving youth experiencing homelessness. Since 2022, Face to Face has served as a key WIOA Youth provider offering street outreach, a Saint Paul-based drop-in center (SafeZone), and integrated medical, mental health, and case management supports. Formalized referral processes between WFS, Face to Face, and other youth-serving partners support engagement of homeless ISY who may not otherwise access workforce services.

#### **3. Interdepartmental and Systems-Level Collaboration**

As a department within Ramsey County, WFS works closely with [Social Services](#), [Community Corrections](#), and child welfare partners to support youth involved in foster care, mental health services, and related systems. Partnerships with organizations such as Foster Advocates help ensure foster youth receive tailored career exploration, education, and employment supports. WFS

continues to identify opportunities to expand these collaborations to improve outreach and service coordination for homeless and foster care youth.

#### **4. Engagement with Schools and McKinney-Vento Liaisons**

WFS and its contracted vendors maintain and strengthen relationships with school-based staff, including [McKinney-Vento](#) liaisons, school social workers, counselors, and alternative education staff. These partnerships support early identification and referral of homeless and foster care ISY into WIOA Youth services. Existing relationships with Saint Paul Public Schools and alternative and charter high schools serve as a foundation for continued expansion of school-based outreach efforts across the county.

2. Identify school district(s) you would anticipate working with to recruit homeless, in-school youth and in-school foster care youth.

WFS anticipates working with all school districts serving high school-aged youth residing in Ramsey County, including traditional, alternative, and special education settings. These districts include:

- Saint Paul Public Schools (ISD 625)
- North St. Paul–Maplewood–Oakdale Schools (ISD 622)
- Mounds View Public Schools (ISD 621)
- White Bear Lake Area Schools (ISD 624)
- Roseville Area Schools (ISD 623)
- Northeast Metro Intermediate School District 916

Outreach efforts also extend to charter schools, alternative learning centers, and other specialized educational programs that serve youth experiencing housing instability or foster care involvement.

3. What services would you anticipate may need to be provided above and beyond what you are already offering?

To effectively meet the needs of homeless ISY and ISY in foster care, WFS anticipates the need for enhanced or expanded services beyond standard WIOA Youth programming, including:

#### **1. Prioritized Access and Referrals**

Referrals for homeless and foster care youth will be prioritized to reduce delays in enrollment and ensure timely access to employment, training, and supportive services.

#### **2. Expanded Support Services Flexibility**

WFS recognizes that youth experiencing homelessness often have greater and more immediate needs related to transportation, food, clothing, work equipment, and housing stability. Vendors, particularly those specializing in serving homeless youth, will assess the need to exceed standard support service spending caps on a case-by-case basis, consistent with WIOA policy and local guidance.

#### **3. Coordinated Referrals to Housing and Stabilization Resources**

WFS will continue to connect youth to additional service providers through partnerships with the Ramsey County Office of Housing Stability and other community-based organizations. These

referrals support a holistic approach to service delivery, recognizing that employment and education outcomes are closely tied to housing and overall stability.

## MINNESOTA BLUEPRINT FOR SHARED VISION FOR YOUTH

### Interagency Projects Supporting Positive Outcomes for At-Risk Youth

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

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


Outcomes				
Improve Transition Outcomes for Juvenile Offenders	Improve Transition Outcomes for Youth Aging Out of Foster Care	Improve Transition Outcomes for Youth with Disabilities	Prevent and End Homelessness	Reduce High School Dropout Rates
Strategies				
Accept direct referrals from Juvenile and Adult Probation Officers to connect justice-involved youth to WIOA Youth employment, training, and supportive services.	Accept direct referrals from Ramsey County Social Services, including Child Protection, Fostering Connections, and Permanent Connections units, to ensure timely access to employment and training services.	Make coordinated cross-referrals to Minnesota Vocational Rehabilitation Services (VRS) to provide integrated employment, training, and accommodation supports for youth with disabilities.	Continue active participation as a stakeholder in Heading Home Ramsey and related countywide initiatives focused on preventing and ending homelessness.	Partner with Adult Basic Education (ABE), K–12 school districts, alternative learning centers, and charter schools to re-engage youth in education while connecting them to workforce services.
Coordinate closely with Ramsey County Community Corrections and the Power Within Us (PWU) initiative to align workforce services with probation requirements, diversion strategies, and reentry planning.	Coordinate workforce services with child welfare transition planning to support education continuity, career exploration, and long-term economic stability.	Maintain active collaboration with VRS leadership through Workforce Innovation Board (WIB) and Youth Committee participation to share best practices and align service strategies.	Engage in workgroups specifically focused on connecting youth experiencing homelessness to employment, training, and income supports.	Collaborate with school counselors, social workers, and McKinney-Vento liaisons to identify students at risk of dropping out and provide early employment and career exploration supports.
Participate in countywide systems reform efforts, including the	Support the work of Foster Advocates and other contracted	Encourage youth vendors to incorporate accessible work	Contract with specialized vendors, such as Face to Face, to provide	Integrate workforce services with credential attainment efforts,

Outcomes				
Improve Transition Outcomes for Juvenile Offenders	Improve Transition Outcomes for Youth Aging Out of Foster Care	Improve Transition Outcomes for Youth with Disabilities	Prevent and End Homelessness	Reduce High School Dropout Rates
Strategies				
Juvenile Detention Alternatives Initiative (JDAI), to inform policy and practice changes that reduce system involvement and improve employment outcomes.	partners by reinforcing education engagement through career pathway information, employment readiness, and referrals to WIOA Youth programming.	readiness training, individualized goal setting, and employer engagement strategies aligned with youth abilities and interests.	WIOA Youth services to youth experiencing homelessness, including access to drop-in spaces, housing navigation, health services, and case management.	including GED preparation, credit recovery, and career pathway alignment.
Accept referrals through the Ramsey County Attorney's Community Response Team diversion process to provide early workforce engagement as an alternative to deeper justice involvement.	Engage in countywide Transforming Child Welfare initiatives focused on reducing the number of youth aging out of foster care without permanency and addressing racial disparities in outcomes.	Support work-based learning opportunities, including subsidized employment and internships, that allow youth with disabilities to build skills in integrated work settings.	Coordinate referrals with the Ramsey County Office of Housing Stability and other housing providers to align workforce services with stabilization efforts.	Leverage Outreach to Schools activities to expose youth to career options, paid work experiences, and supportive services that increase school engagement and persistence.
Partner with community-based vendors experienced in serving justice-involved youth (e.g., Change Inc., Hired) to deliver work readiness, sector training, and paid work experiences that reduce recidivism risk.	Prioritize foster youth for paid work experiences, supportive services, and barrier-removal supports during key transition periods.		Prioritize homeless youth for supportive services and flexible funding to address transportation, basic needs, and employment-related barriers.	

[ATTACHMENT 2]

**Workforce Innovation Board – Action Plan**

Youth Committee			
Action	Timing	KPIs	Strategic Areas
Support Ramsey County Youth Works! Initiative	On-going	Annual assessment	<ul style="list-style-type: none"> <li>Systems Alignment, Support and Leadership</li> <li>Employer Engagement</li> <li>Systems Innovation</li> <li>Culturally Responsive Leadership</li> </ul>
Gather nominations, evaluate, and present Youth Workforce Champion Awards	Q1 of each year	# of nominees	<ul style="list-style-type: none"> <li>Systems Alignment, Support and Leadership</li> </ul>
Employer support strategies in partnership with City of Saint Paul: On-boarding, supervisor training, youth-employer advisory	On-going	# of employers engaged	<ul style="list-style-type: none"> <li>Systems Innovation</li> <li>Employer Engagement</li> </ul>
Assess and grow committee membership <ul style="list-style-type: none"> <li>Add youth member to the Youth Committee</li> <li>Recruit more employers to the Youth Committee</li> <li>Youth Workforce Champion Award - Legacy winner join for the following year</li> </ul>	2026	# of youth members # of business members	<ul style="list-style-type: none"> <li>Systems Alignment, Support and Leadership</li> <li>Employer Engagement</li> </ul>
Monthly evaluation of Youth Dashboard and quarterly evaluation of performance outcomes	On-going	Performance outcomes	<ul style="list-style-type: none"> <li>Systems Alignment, Support and Leadership</li> </ul>

 county Request for Proposals ("RFP")**RFP #: JTPA0000003389****RFP Title: Workforce Youth Programming**

**Procurement Specialist Name: Andrew Greenlee**  
**Procurement Specialist Email: Andrew.greenlee@ramseycounty.us**  
**Procurement Specialist Telephone: 651-266-8069**  
**Procurement Specialist Fax: NA**

- a. Responses must be received by 2:00 p.m. Central time on October 30, 2021.

**THIS IS A PRICE INQUIRY. THIS IS NOT AN ORDER.**

- b. General Contract/Agreement Terms and Conditions governing this solicitation, including applicable insurance requirements, are included as a part of this document in Section 3. Ramsey County has no obligation to place an order as a result of this inquiry.

**Solicitation Schedule**

- c. Listed below is the solicitation schedule. Actions with specific dates and/or times must be completed as indicated. If Ramsey County needs to change any of the dates and/or times, an addendum will be posted to DemandStar.

RFP Released:

Pre Solicitation Response Conference: TBD Central time, October 28, 2021

Pre Solicitation Response Conference Location: TBD

Contractor Questions Due:

Addendum with Answers to Questions Issued:

Solicitation Responses Due: October 30, 2021

Solicitation Public Opening:

Notice of Interviews:

Interviews:

Notice of Intent to Award:

Anticipated Contract Start Date: April 01, 2022

**○ Solicitation Description**

Workforce Youth Programming

**Pre Solicitation Response Conference**

- d. A non-mandatory pre solicitation response conference will be held at TBD Central time, on October 28, 2021 at TBD. The purpose of the conference is to discuss the work to be performed, answer questions, clarify ambiguities and respond to general issues in order to establish a common basis for understanding all of the solicitation requirements. Individuals needing an interpreter or individuals with a disability needing accommodation should contact the Procurement Specialist identified above prior to the date set for the pre solicitation response conference so that a reasonable accommodation can be made.

## **Project Information**

### **Purpose**

Ramsey County (the "County"), through the Workforce Solutions Department, seeks proposals from qualified youth employment service providers to assist eligible youth and young adults to access employment, education/training, and/or support services to succeed in a competitive labor market and to match employers with the skilled workers they need to compete in the global economy.

WFS is seeking partners to provide a variety of workforce supports for youth and young adults. Because of funding stream complexities, these services will be delivered in components. Details about components can be found in "Scope of Services".

WFS is seeking partners to provide employment & training services for youth and young adults in Ramsey County. In particular, WFS is seeking opportunities to enhance services for youth and young adults that may be justice-involved, foster or former foster youth, black, indigenous and youth of color, and youth living in the suburbs of Ramsey County.

### **Background Information**

#### **Overview of Ramsey County, the Workforce Investment Board and WIOA**

The Workforce Innovation Opportunity Act (WIOA) legislation was signed into law on July 22, 2014, which supersedes the Workforce Investment Act (WIA) of 1998 and amends the Wagner-Peyser Act and the Rehabilitation Act of 1973. New provisions in WIOA are intended to generate innovative, cross program approaches that align employment and training policies and funding to support integrated, comprehensive services that help low-skilled and low-income people including disconnected youth, under-employed adults and others with unique barriers to employment gain access to education, training, employment and support services needed to successfully enter and/or advance in the workforce.

Employment Services are authorized by the Ramsey County Board of Commissioners ("Board") and the Workforce Innovation Board of Ramsey County ("WIB"), which have joint responsibility for oversight and policy direction for workforce development services carried out under WIOA in the State of Minnesota's Workforce Development Area (WDA) #15. WDA #15 covers all nineteen cities of geographical Ramsey County, including the City of Saint Paul.

The Board is the fiscal agent for these services. The County assumes direct fiscal management responsibilities on behalf of the Board and receives the funds to provide Employment Services through its department WFS and contracted Employment Service Providers.

#### **Community Engagement & Development of Proposals**

In alignment with Ramsey County's strategic priority of "Advancing racial & health equity and shared community power", Workforce Solutions, in partnership with two paid consultants, completed a number of community engagements to inform the development of this Request for Proposals. Through community townhalls, a youth & young adult survey and two facilitated focused conversations about the future of youth employment services, Workforce Solutions gleaned a number of themes regarding what young people in Ramsey County want and need from services to support their education and career goals. Additionally, throughout the COVID emergency, Workforce Solutions completed a variety of listening sessions and evaluation of emergency youth and adult workforce programs. That input and information also deeply impacted the development of this solicitation. Workforce Solutions encourages all applicants to review these findings (located in Exhibit 1 – Section A) and use them to inform the response.

#### **Workforce One**

Workforce One is a state operated internet-based electronic case management system that is required to be used in all federal & state funded workforce development programs. This system includes electronic data collection and document storage to maintain case files. The state provides regular Workforce One basics training and Ramsey County will provide initial Workforce One training. After the initial Workforce One trainings, organizations will be required to provide the training to their own staff.

#### **CareerForce Center**

Workforce Solutions is an affiliate partner of the Minnesota CareerForce system. CareerForce operates a space at 540 Fairview Ave N, Suite 103, St Paul MN. Job seekers are invited into that space for career support, and connection to ongoing employment and training programs. Youth and young adult employment and training programs must be represented at this site. Partner organizations should expect to provide program information to staff who work at the CareerForce site and possibly provide services out of the location, when/if it is safe to do so. Beyond the physical CareerForce location, partners should also be prepared to coordinate with other workforce partners within the local workforce eco-system.

**Program Goals**

The County is seeking partners to assist in achieving the goals of assisting youth and young adults with entering in-demand career pathways. Additionally, the Minnesota Department of Employment & Economic Development mandates the number of performance outcomes for youth and young adults served with state & federal workforce funds. These benchmarks may be slightly negotiated between WDAs, states and the federal Department of Labor, but have been stable for many years. Progress on these goals is tracked through entering mandated activities in Workforce One and does not need to be reported on separately.

- 75% of youth employed in quarter two after successful exit from program
- 73% of youth employed in quarter four after successful exit from program
- 62% of youth enrolled in training activities receive a credential within 12 months of exit from program
- 49% of participants in school or training have documented measurable skills gain
- Average earnings of \$3,700 for youth working after successful exit from program

**1.3. Scope of Services**

WFS seeks to partner with organizations to provide two types of employment & training programs, described as Program 1 and Program 2 below. Interested organizations must indicate which Program they propose to provide in Attachment A – Narrative and Budget Form. Organizations can propose to provide multiple Programs, but the programming and services proposed must be substantially different and the same participants should not be served by multiple programs. The differences in programming should be detailed in the Narrative Form, including participants served, program elements and service model.

Youth Services that result from this RFP will be paid for using a variety of funding sources, including but not limited to Federal and State workforce grants, foundation grants, Federal grants for COVID-19 relief and recovery, and Ramsey County levee funds.

**Requirements**

The program requirements for Program 1 are more extensive and specific than the requirements for Program 2. For example, providers of services for Program 1 must provide *all* 14 program elements in accordance with WIOA requirements (as stated in the State Policy Manual).

Providers of services for Program 2 must only provide *some* (one or more) services in the areas of career exploration, career pathways supports, personal and/or professional development, and other education and employment supports; these services can include, but are not limited to, the services described in Program 2.

The County encourages organizations to propose to provide Program 1 if they have the capacity/resources to provide all the required services for Program 1 and the ability to comply with all federal WIOA requirements. The County encourages organizations to propose to provide Program 2 if they can provide creative, innovative employment & training that may not meet the more extensive and specific WIOA requirements included in Program 1.

**Program 1 – Traditional WIOA Youth Services**

WFS is seeking partners to provide traditional youth and young adult employment & training services to eligible Ramsey County residents ages 14-24. These services should assist participants with achieving their individual education, employment & career goals. Federal regulation also dictates the performance outcomes of participants completing occupational and other recognized credentials.

Participant Eligibility- Additional details regarding participant eligibility can be located in [State Policy Manual](#) (chapter 2) or in the Exhibit.

In School Youth: Attending school AND not younger than age 14 or older than age 21 at time of enrollment AND low-income individual AND one or more of the following:

- Basic skills deficient
- An English language learner
- Justice-involved
- Experiencing/experienced homelessness
- Foster or former foster youth
- Pregnant or parenting
- An individual with a disability; OR
- An individual who requires additional assistance to complete an educational program or to secure or hold employment

Out of School Youth: Not attending school AND not younger than age 16 or older than age 24 at time of enrollment AND one or more of the following:

- Dropped out of school
- Low-income AND basic skills deficient or an English language learner
- Justice involved
- Experiencing/experienced homelessness
- Foster or former foster youth
- Pregnant or parenting
- An individual with a disability; OR
- An individual who requires additional assistance to enter or complete an educational program or to secure or hold employment

Required Supports & Activities- Additional details regarding required program elements can be located in [State Policy Manual – \(chapter 11\)](#) or in the Exhibit.

1. Recruit eligible participants into the program. The number of participants each service provider must enroll will be mutually agreed upon at the beginning of the program year. At a minimum, 60% of enrollments (and spending) must be for Out of School Participants.
2. Utilize agreed upon spending thresholds for cost categories, as described in Budget Form.
3. Collect all necessary participant information and perform all necessary assessments to enroll eligible participants as per eligibility guidelines.
4. Utilize a standardized assessment (such as TABE test) to determine, develop and mutually establish a Career Pathway based on current labor market information for each individual participant, as a part of the service plan.
5. Develop, in partnership with individual participant, a specific Individual Service Strategy (ISS) Plan for each participant that clearly defines intended outcomes (linking education or career), maps out a strategy to get to the outcomes, and ensures that the support will be available for each youth as they work toward achieving mutually agreed upon career pathway goals. A new plan should be developed at least every 365 days.
6. Develop and maintain active participant case notes in Workforce One with appropriate, on-time activity documentation, attendance records, and participant progress in the program. All case notes and additional documentation should be entered within 5 working days of activity being completed.
7. Retain basic demographic information on applicants who are not enrolled in the Program, through use of “Pending” status in Workforce One, including participant’s social security number, name, address, date of birth, age, phone number, email, veteran status, citizenship status and staff’s name.
8. Make all 14 required program elements (below) available to all participants. Details of program elements can be located in [State Policy Manual -chapter 11](#). This can be done either through internal sources, formal (paid) partnership & referrals, and/or informal (unpaid) partnership & referrals.
  - Program Element 1: Tutoring, study skills training, instruction and dropout prevention
  - Program Element 2: Alternative secondary school services or dropout recovery services
  - Program Element 3: Paid and unpaid work experience (minimum of 20% of total expenses must be spent on work experiences)
  - Program Element 4: Occupational skills training
  - Program Element 5: Education offered concurrently with workforce preparation and training for a specific occupation
  - Program Element 6: Leadership development opportunities
  - Program Element 7: Support services
  - Program Element 8: Adult mentoring
  - Program Element 9: Follow-up services
  - Program Element 10: Comprehensive guidance and counseling (note: NOT general case management & career counseling)
  - Program Element 11: Financial literacy education
  - Program Element 12: Entrepreneurial skills training
  - Program Element 13: Services that provide labor market information
  - Program Element 14: Postsecondary preparation and transition activities
9. Send an invoice to Workforce Solutions for any costs incurred by the 7<sup>th</sup> of each month. Program is a reimbursed based project. See section 3.3 of this RFP for more details. Advanced payments may be made in accordance with Ramsey County Vendor Advancement Policy. This policy is available upon request.
10. Return any open participant files and data to Workforce Solutions within 15 working days of completion of contract.

## Program 2- Minnesota Youth Programs (Service Delivery)

WFS is seeking partners to provide new, innovative, career pathway services and programming for eligible Ramsey County residents ages 14-24.

Participant Eligibility- Additional details regarding participant eligibility can be located on page 8-9 of the [State Youth Eligibility Handbook](#), “Minnesota Youth Program”. Eligible participants meet the following criteria:

- Between the ages of 14 and 24
- Be economically disadvantaged OR “at-risk”. “At-risk” participants are
  - Pregnant/parenting youth
  - Youth with limited English proficiency
  - Potential or actual dropouts
  - Justice-involved
  - Receiving public assistance and/or group home services
  - Youth with disabilities, including learning disabilities
  - Homeless or runaway youth
  - Chemically dependent or children of drug or alcohol abusers
  - Youth with basic skills deficiency
  - Youth with educational attainment one or more levels below grade level appropriate to age
  - Foster child

Required Supports & Services- Below are activities that are REQUIRED be included in Program 2. Activities may be provided to individual participants or in a cohort.

1. Recruit eligible participants into the program as per agreed upon enrollment goals.
2. Utilize agreed upon spending thresholds for cost categories, as described in Budget Form.
3. Collect all necessary participant information and perform all necessary assessments to enroll eligible participants as per eligibility guidelines.
4. Utilize a standardized assessment (such as TABE test) to determine, develop and mutually establish a Career Pathway based on current labor market information for each individual participant, as a part of the service plan.
5. Develop, in partnership with individual participant, a specific Individual Service Strategy (ISS) Plan for each participant that clearly defines intended outcomes (linking education or career), maps out a strategy to get to the outcomes, and ensures that the support will be available for each youth as they work toward achieving mutually agreed upon career pathway goals. New plan should be developed at least every 365 days.
6. Develop and maintain, Workforce One, active participant case notes with appropriate on time activity documentation, attendance, and participant progress in the program. All case notes and additional documentation should be entered within 5 working days of activity being completed.
7. Retain basic demographic information on applicants who are not enrolled into the Program, through use of “Pending” status in Workforce One, including participant’s social security number, name, address, date of birth, age, phone number, email, veteran status, citizenship status and staff’s name.
8. Provide career exploration, career pathway supports, personal **and/or** professional development and other education and employment supports. These services **may** also be culturally or population specific. Examples of these activities include:
  - a. Financial literacy education: providing information & training regarding budgeting, saving, credit, debt, understand financial products, protect from identity theft and more.
  - b. Entrepreneurial skills training: providing information, training & mentorship to participants interested in starting their own business, this may include creatively seeking and identify business opportunities; developing budgets and forecast resource needs; understanding various options for acquiring capital and the trade-offs associated with each option; communicating effectively and market oneself and one’s ideas and more.
  - c. Adult mentorship: mentorship can be delivered individually or in groups but should be for the purpose of developing a sustained relationship between the participant and the adult to support the participants personal or professional goals.
  - d. Occupational/career pathway training: training to be provided to participants for the purpose of either entering or advancing in a career pathway or in-demand industry, this training may lead to industry-recognized credentials.
  - e. Resource connection: provide information, exploration and training for participants where to location and how to connect with other supports and services available to them in the community, such as food support, housing support, mental health & wellness supports, etc.
  - f. Internships/work experience: provide subsidized internships and other on the job learning opportunities for participants.

9. Send an invoice to Workforce Solutions for any costs incurred by the 7<sup>th</sup> of each month. Program is a reimbursed based project. See section 3.3 of this RFP for more details. Advanced payments may be made in accordance with Ramsey County Vendor Advancement Policy. This policy is available upon request.
10. Return any open participant files and data to Workforce Solutions within 15 working days of completion of contract.

## General Requirements and Considerations for Program 1 & Program 2

### Partnerships & Other Resources

WFS encourages organizations to develop partnerships and leverage other resources to ensure that youth and young adult participants are served using a wholistic method. This includes leveraging in resources to support food, housing, mental health and other basic needs of participants. Additionally, all partners should expect to participate in a variety of Ramsey County Workforce events, including Workforce Innovation Board meetings & committees, technical assistance training, and monthly and quarterly meetings with Workforce Solutions staff.

### Internships & Subsidized Work Experiences

Organizations applying to provide services in Program 1 must be prepared to administer subsidized work experiences for youth and young adult participants. If an organization is proposing to provide subsidized internships or work experiences in Program 2 they must also be prepared to administer payroll for participant. Subsidized participant internships are a critical activity for youth employment & training services. This includes administering payroll, worker’s compensation and other liability insurance and can be paid for with contract funds. Advances, including for youth and young adult payroll expenses, may be administered following Ramsey County’s Advance Policy.

- i.
  - i. The Contractor shall make every reasonable effort to provide services in a universally accessible, multi-cultural and/or multi-lingual manner to persons of diverse populations.
  - ii. The Contractor agrees to furnish the County with additional programmatic and financial information it reasonably requires for effective monitoring of services. Such information shall be furnished within a reasonable period, set by the County, upon request.

### 1.4. Contractor Qualifications

- Contractor’s mission must align with the County’s mission to grow a competitive workforce through programming aimed at meaningful and stable employment for youth and young adults.
- Contractor’s team must be able to meet the unique employment & education needs of justice-involved, foster or former foster youth, Black, Indigenous, Youth & Young Adults of Color in Ramsey County and youth living in the suburbs of Ramsey County.
- Contractor’s fiscal management and team must have demonstrated qualifications in accounting, reporting and monitoring programs.
- Contractor must have the ability to collect, protect and disseminate data utilizing Workforce One, Minnesota’s employment services case management system.
- Contractor must have the ability to produce data reports and performance outcomes required by local, state and/or federal programs including indicators specified by the County.
- Contractor must have the ability to comply with all informal and formal monitoring requested by the County, the state or other monitoring entities, including providing fiscal and programmatic information.
- Contractor must participate in regular technical assistance provided by the County.

### Multiple Contractors

- ↳ Ramsey County reserves the right to contract with one or more Contractors based on the evaluation criteria stated in this solicitation.

### 1.5. Contract Term

- i. The term of the resulting Agreement is estimated to begin on April 01, 2022 and shall not exceed 5 years, including any renewal options.

1. Contract renewals shall be made by way of a written Amendment to the original contract and signed by authorized representatives.

**1.6. Costs**

- ii. The resulting contract fee shall be a maximum not to exceed, threshold and rates to be determined.

The solicitation response shall include all costs for supplies, materials, equipment, labor, and expenses necessary to perform the Work.

- iii. The contractor is understood to have included in its response price any *applicable* State or Federal sales, excise or other tax on all materials, supplies and equipment that are to be utilized. Do not itemize tax separately.

**Subcontractors**

- ↳ Subcontractors may be used to perform work under the resulting contract.

**Special Conditions**

**1.9.1 Additional Services**

During the term of the contracts that result from this RFP, the County reserves the right to add additional funds and additional youth programs and services or reduce funds and youth being served, via written amendment, to accommodate unanticipated needs, accidental omissions, new service offerings, or changes in funding. In the event that additional funds or services are added or removed, funding information, requirements, and other updates will be added to the contract via written amendment.

Some or all of the payments under this Agreement may be made from federal funds obtained by the County through COVID-19 emergency relief and recovery efforts. In the event this type of federal funding is utilized, the Contractor will be notified of associated award details, performance requirements and updates consistent with federal Uniform Administrative Requirements.

**1.9.2 Communications and Marketing Requirements**

All publications or presentations related to the Purchased Services and produced by the Contractor must be pre-approved and shall include the County’s new logo and the statement, "...funded by [or “funded in part by”, as appropriate] Workforce Solutions, a department of Ramsey County" The County shall provide the Contractor with an electronic version of the County’s logo.

All information released to the media regarding the Purchased Services shall state that the program is, "...sponsored and administered by Workforce Solutions, a department of Ramsey County, and operated under contract by” the Contractor.

All brochures, publications, presentations, media releases and other written materials produced by the Contractor relating to Purchased Services must be pre-approved by County management or planning staff.

If the Contractor applies for or partners with other agencies for grant funding that involve data or information about the population served through the Purchased Services, Contractor agrees to notify the County thirty (30) days in advance of the grant application. If the Contractor desires to conduct or publish any research, or to speak or present at professional conferences, involving such data, the Contractor agrees to notify the County thirty (30) days prior to conducting or publishing such research or applying to present at any conferences.

The Contractor must notify the County a minimum of thirty (30) days in advance when facilitating workshops, seminars, conferences or webinars and participating in research or research studies relating to Purchased Services. The distribution of publications pertaining to programs or project outcomes and evaluation results directly related to Purchased Services must be pre-approved by County management staff.

### 1.9.3 Monitoring Requirements

The Contractor agrees to furnish the County with additional programmatic and financial information it reasonably requires for effective monitoring of services and mandated by the Federal, State or County grant administration. This includes any outside audit that includes grant management and procurement policies and procedures related to procuring support services for customers. Such information shall be furnished within a reasonable period, set by the County and outlined in the negotiated contract, upon request.

Contractor's underspending at the end of the contract year will automatically revert back to the County. WFS reserves the right to pull back funds due to underspending at any time during any contract year and re-allocate funds.

The County reserve the rights to monitor files for each Contractor, require Contractor to provide results of internal monitoring to the County bi-monthly, conduct at least monthly continuous improvement reviews, require improvement plans or corrective actions when appropriate.

The Contractor shall participate in ongoing monitoring activities and training provided by the County which may include, but is not limited to, check-in calls, desk reviews and on-site visits with County staff. Further, as applicable, Contractor shall be responsible for ongoing monitoring of its subcontractors if subcontractors are part of the approved work plan.

The Contractor shall maintain financial records through an accounting system which sufficiently and properly reflects all revenue received and all direct and indirect costs of any nature incurred in the performance of this Agreement as determined by the County. All financial transactions must have supporting documentation. The accounting system must clearly state the fiscal processes and internal controls for cash and cash in-kind items.

The Contractor shall maintain an accounting policy and procedure manual as part of a sound financial accounting system.

### 1.9.4 Background Check Requirements

The Contractor shall ensure it has a Background Studies policy in place and shall perform background studies on all staff, volunteers and contractors who may have contact with clients or client families. Contractor shall maintain records of completed and passed background studies. Contractor's background studies policies and records of completion shall be made available to the County upon request.

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## General Solicitation Standard Terms and Conditions

### 1.8. Solicitation Process

- i. The County will not provide compensation to the Contractor for any expenses incurred for solicitation response preparation.
- ii. All communications during the solicitation process shall be directed to the Procurement Specialist as identified on the first page of this solicitation. Contractors shall not have contact with any other County employees, elected officials, community representatives, County consultants and/or other contractors associated with the solicitation at any time during the procurement process. Violation of this provision may disqualify the contractor from consideration.
- iii. The County expressly reserves the right to amend or withdraw this solicitation at any time and to reject any or all responses, and to waive any informalities or irregularities in the responses as may be deemed in the best interest of the County.

#### d. Solicitation Questions

- ┆ All questions concerning this solicitation shall be submitted in writing to the Procurement Specialist at the email address listed on the first page of this solicitation document.

**e. Solicitation Addenda**

- ↳ Any solicitation changes, additions, alterations, corrections, or revisions shall be made in writing via an addendum within a reasonable time to allow prospective contractors to consider them in preparing their solicitation responses.

**Collusion**

- ↳ Contractors shall not enter into an agreement, participate in any collusion, or otherwise take any action in restraint of free competition in connection with this solicitation or any contract which may result from its acceptance, including actions involving other contractors, competitors, County employees, County consultants or County Board members. Evidence of such activity will result in rejection of the solicitation response.

**1.9. Solicitation Response Content Checklist**

Contractors shall include the following forms and information in their solicitation responses. Responses, including all content listed below, should be a maximum of 20 pages.

**i.**

- i. Completed Solicitation Response Form, attached.

**ii.**

- ii. Completed Contractor Information and Reference Form, attached.

A completed Attachment A – Narrative and Budget Form

- iii. Any exceptions to the General Contract/Agreement Terms and Conditions must appear in the Contractor's proposal under a separate section titled "Exceptions", with proposed alternate language or deletions. The County has no obligation to accept or agree to any such exceptions requested by a Contractor. Even if there are no exceptions, a statement must be provided.

- iv. Completed Lobbying Certification Form, attached.

**Response Submission**

Contractors must submit the solicitation response electronically on Demandstar.com. Proposal responses must be uploaded no later than 2:00 P.M., Central time, on October 30, 2021. Faxed, delivered, emailed, and oral solicitation responses will not be considered. The Contractors' names will be read at public opening. If you wish to hear the names, please join the zoom meeting at 2:01 P.M., Central time, on October 30, 2021, using the following link:

<https://zoom.us/j/102575333?pwd=dDA2Rnk4MEtVW9DS3k4cUpIRDJlQT09>

**1.11. Solicitation Response**

- v. Upon submission, a solicitation response becomes the property of the County and will not be returned. The County retains the right to use any concept or idea presented in any solicitation response, whether or not that solicitation response is accepted. All information included in the submitted solicitation response will be classified in accordance with Minn. Stat. §13.591 governing data practices.

**1.11.1.**

The solicitation response shall remain valid for 120 days starting on the solicitation response due date.

**Conditioning Solicitation Responses Upon Other Awards Not Acceptable**

- ↳ Solicitation responses conditioned upon receiving award of both this particular contract being solicited and another County contract shall be rejected.

**1.12. Solicitation Response Mistakes**

- i. A solicitation response may be withdrawn on written request of the Contractor prior to the solicitation due date and time. Negligence of the Contractor in preparing its response confers no right to withdraw the solicitation response after the solicitation due date and time. Prior to the due date and time, changes may be made, provided the change is initialed by the Contractor's agent. If the intent of the Contractor is not clearly identifiable, the interpretation most advantageous to the County will prevail.

- ii. Any solicitation response, withdrawal, or modification received after the solicitation due date and time shall be considered late and the solicitation response, withdrawal, or modification shall be rejected.
- iii. If the solicitation response includes a unit price calculation and the Contractor has made an error when calculating the extended price, the unit price shall be used for contract award.

**1.13. Evaluation and Selection Process**

**Creation of Evaluation Team**

- iv. The County shall create an Evaluation Team composed of scorers and contributors. The Evaluation Team scorers will consist of County employees, or community representatives who represent different backgrounds, experience, subject matter, and departments. The Evaluation Team contributors may consist of County employees, community representatives and County consultants. Contractors can only communicate with the County Procurement Specialist. Exceptions include interviews/demonstrations, site visits/e-visits or upon Notice of Intent to Award. Violation of this provision may disqualify the contractor from further consideration.

**1.13.1.**

The Evaluation Team shall evaluate the written solicitation responses using the following Evaluation Criteria, with the identified maximum points values:

**⊕ Evaluation Criteria and Maximum Points Value**

- 15 Contractor Qualifications (experience, training, technical and professional ability)
  - 30 Quality of proposed services/programs
  - 15 Recruitment and enrollment/intake plan
  - 10 Resources for wholistic services to participants
  - 15 Ability to serve BIPOC, justice-involved, foster or former foster, and/or suburban youth & young adults in Ramsey County.
    - 15 Plan for accountability to youth and young adults being served.
- 100 Total Possible Points**

**1.13.2. Optional Contractor Interviews/Demonstrations**

The County reserves the right to interview any or all proposers, or to require a demonstration at its discretion. The County is not responsible for any costs incurred by the proposer in preparing for or participating in an interview or demonstration.

**1.13.2.2.**

If interviews or demonstrations are required, Contractors selected shall be given enough time to make necessary preparations and travel arrangements. All Contractors interviewed shall be given the same amount of time for the interview.

An additional 100 points are allocated to interviews and/or demonstrations. The department determines how the points are to be split between interview and demonstration, if both are conducted.

**Optional Site Visits/E-Site Visits**

**1.13.3.1.**

The County reserves the right to conduct site visits or e-site visits with any or all proposers. The County is not responsible for any costs incurred by the proposer in relation to a site visit or e-site visit.

**1.13.3.2.**

If site visits or e-site visits are required, Contractors selected shall be given enough time to make necessary preparations and arrangements. All Contractors selected shall be given the same amount of time for the site visit or e-site visit.

**1.13.3.3.**

An additional 100 points are allocated to site/e-site visits if conducted.

**1.13.3.4.**

Departments may choose to conduct a site visit at the proposers' premises or an e-site visit using video conferencing as long as the same type of visit is used for all proposers.

**1.14. Selection of Contractor**

The responsible and responsive contractor that scores the highest combined score for the evaluation response, interview/demonstration (if requested by the County), and the site visit/e-site visit (if requested by the County) will be issued a Notice of Intent to Award Letter.

The County is not bound to accept the lowest cost.

The County reserves the right to negotiate contract terms contemporaneously and /or subsequently with any number of Contractors as the County deems to be in its best interests.

- v. The County reserves the right to request any additional information at any stage of the solicitation process. Compliance shall be at the contractor's expense.

**1.15. Notice of Intent to Award**

The following must be submitted in response to a Notice of Intent to Award Letter within 10 business days:

**vi.**

- vi. Taxpayer Identification Number and Certification, I.R.S. Form W-9

**vii.**

- vii. All Contractors, with the exception of sole proprietors, shall be properly registered with the State of Minnesota prior to contract award. A Contractor whose main office is not in the State of Minnesota must register with the State of Minnesota as a foreign vendor.

**viii.**

- viii. Certificate of Insurance (COI)

Financial Review Form

**Public Notice**

- ↳ The County uses DemandStar to release competitive solicitations and associated addenda. Subscription to DemandStar is free by following the [DemandStar Registration Instructions](#). Contractors may contact DemandStar directly by calling 206-940-0305 or email at [demandstar@demandstar.com](mailto:demandstar@demandstar.com). Solicitations shall be published in the County's official newspaper as required by state statute.

**1.16. Trade Secret Information**
**Trade Secret Information Caution**

- i. Solicitation response data marked as, for example, "confidential" or "proprietary" or other similar designation, will not be considered by the County to be Trade Secret Information within the meaning of Minnesota Statutes Chapter 13 unless the data meet the criteria set forth in Section 13.37, subd. 1(b)

**No Contingency**

- ii. The solicitation response shall not be contingent on the County accepting the contractor's claim that certain data is Trade Secret Information within the meaning of Minnesota Statute Section 13.37, subd. 1(b)

**Trade Secret Information Review**

- iii. County review of data identified as Trade Secret Information will not occur unless and until such time as an appropriate request for the data is made by a third party

**Notice of Request for Trade Secret Information**

- iv. At such time as an appropriate request for data identified in a response as Trade Secret Information is made, the County will provide the responder with notice of the request for the Trade Secret Information

### **Only One Solicitation Response Received**

- ┘ If only one solicitation response is received, an award may be made to the single Contractor if the County finds that the price submitted is fair and reasonable, and that either other Contractors had reasonable opportunity to respond, or there is not adequate time for re-solicitation.

### **General Contract/Agreement Terms and Conditions**

#### **j. Contract Term and Schedule**

- ┘ Services may not begin until the contract has been fully executed. An expired contract cannot be extended or renewed.

### **Payment**

#### **i.**

- i. No payment will be made until the invoice has been approved by the County.

#### **ii.**

- ii. Payments shall be made when the materials/services have been received in accordance with the provisions of the resulting contract.

### **Application for Payments**

#### **1.17.1.**

The Contractor shall submit an invoice by the 7th of the month..

#### **i.**

- iii. Invoices for any goods or services not identified in this Agreement will be disallowed.

#### **ii.**

- iv. Each application for payment shall contain the order/contract number, an itemized list of goods or services furnished and dates of services provided, cost per item or service, and total invoice amount.

#### **iii.**

- v. Payment shall be made within thirty-five (35) calendar days after the date of receipt of a detailed invoice and verification of the charges. At no time will cumulative payments to the Contractor exceed the percentage of project completion, as determined by the County.

#### **iv.**

- vi. Payment of interest and disputes regarding payment shall be governed by the provisions of Minnesota Statutes §471.425.

#### **v.**

- vii. The Contractor shall pay any subcontractor within ten days of the Contractor's receipt of payment from the County for undisputed services provided by the subcontractor. The Contractor shall pay interest of 1 1/2 percent per month or any part of a month to the subcontractor on any undisputed amount not paid on time to the subcontractor. The minimum monthly interest penalty payment for an unpaid balance of \$100.00 or more is \$10.00. For an unpaid balance of less than \$100.00, the Contractor shall pay the actual penalty due to the subcontractor. A subcontractor who prevails in a civil action to collect interest penalties from the Contractor must be awarded its costs and disbursements, including attorney's fees, incurred in bringing the action.

### **Independent Contractor**

- ┘ The Contractor is and shall remain an independent contractor throughout the term of this Agreement and nothing herein is intended to create, or shall be construed as creating, the relationship of partners or joint ventures between the parties or as constituting the Contractor as an employee of the County.

**m. Successors, Subcontracting and Assignment**

The Contractor binds itself, its partners, successors, assigns and legal representatives to the County in respect to all covenants and obligations contained in this Agreement.

- i. The Contractor shall not assign or transfer any interest in this Agreement without prior written approval of the County and subject to such conditions and provisions as the County may deem necessary.
- ii. The Contractor shall not enter into any subcontract for performance of any services under this Agreement without the prior written approval of the County. The Contractor shall be responsible for the performance of all subcontractors.

**Compliance With Legal Requirements**

- i. The Contractor shall comply with all applicable federal, state and local laws and the rules and regulations of any regulatory body acting thereunder and all licenses, certifications and other requirements necessary for the execution and completion of the contract.
- ii. Unless otherwise provided in the agreement, the Contractor, at its own expense, shall secure and pay for all permits, fees, charges, duties, licenses, certifications, inspections, and other requirements and approvals necessary for the execution and completion of the contract, including registration to do business in Minnesota with the Secretary of State's Office.

**Data Practices**

- iii. All data collected, created, received, maintained or disseminated for any purpose in the course of the Contractor's performance under this Agreement is subject to the provisions of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, any other applicable state statutes, any state rules adopted to implement the Act and statutes, as well as federal statutes and regulations on data privacy.
- vi. The Contractor shall take all reasonable measures to secure the computers or any other storage devices in which County data is contained or which are used to access County data in the course of providing services under this Agreement. Access to County data shall be limited to those persons with a need to know for the provision of services by the Contractor. Except where client services or construction are provided, at the end of the Project all County data will be purged from the Contractor's computers and storage devices used for the Project and the Contractor shall give the County written verification that the data has been purged.

**1.19. Security**

- v. The Contractor is required to comply with all applicable Ramsey County Information Services Security Policies ("Policies"), as published and updated by Information Services Information Security. The Policies can be made available on request.
- viii. Contractors shall report to Ramsey County any privacy or security incident regarding the information of which it becomes aware. "Security Incident" means the attempted or successful unauthorized access, use, disclosure, modification, or destruction of information or interference with System operations in an information system. "Privacy incident" means violation of the Minnesota Government Data Practices Act (MGDPA) and/or the HIPAA Privacy Rule (45 C.F.R. Part 164, Subpart E), including, but not limited to, improper and/or unauthorized use or disclosure of protected information, and incidents in which the confidentiality of the information maintained by it has been breached. This report must be in writing and sent to the County not more than 7 days after learning of such non-permitted use or disclosure. Such a report will at least: (1) Identify the nature of the non-permitted use or disclosure; (2) Identify the data used or disclosed; (3) Identify who made the non-permitted use or disclosure and who

received the non-permitted or violating disclosure; (4) Identify what corrective action was taken or will be taken to prevent further non-permitted uses or disclosures; (5) Identify what was done or will be done to mitigate any deleterious effect of the non-permitted use or disclosure; and (6) Provide such other information, including any written documentation, as the County may reasonably request. The Contractor is responsible for notifying all affected individuals whose sensitive data may have been compromised as a result of the Security or Privacy incident.

**vii.**

- ix. Contractors must ensure that any agents (including contractors and subcontractors), analysts, and others to whom it provides protected information, agree in writing to be bound by the same restrictions and conditions that apply to it with respect to such information.
- x. The County retains the right to inspect and review the Contractor's operations for potential risks to County operations or data. The review may include a review of the physical site, technical vulnerabilities testing, and an inspection of documentation such as security test results, IT audits, and disaster recovery plans.
- xi. All County data and intellectual property stored in the Contractor's system is the exclusive property of the County.

**Indemnification**

The Contractor shall indemnify, hold harmless and defend the County, its officials, agents, and employees against any and all liability, losses, costs, damages, expenses, claims or actions, including reasonable attorney's fees, which the County, its officials, agents, or employees may hereafter sustain, incur or be required to pay, arising out of or by reason of any act or omission of the Contractor, or its subcontractors, and their officers, agents or employees, in the execution, performance, or failure to adequately perform the Contractor's obligations pursuant to this Agreement.

**Contractor's Insurance**

**i.**

- xii. The Contractor shall purchase and maintain such insurance as will protect the Contractor from claims which may arise out of, or result from, the Contractor's operations under this Agreement, whether such operations are by the Contractor or by any subcontractor, or by anyone directly employed by them, or by anyone for whose acts or omissions anyone of them may be liable.
- xiii. Throughout the term of this Agreement, the Contractor shall secure the following coverages and comply with all provisions noted. Certificates of Insurance shall be issued to the County contracting department evidencing such coverage to the County throughout the term of this Agreement.

**iii.**

- xiv. Commercial general liability of no less than \$500,000 per claim, \$1,500,000 per occurrence, \$2,000,000 general aggregate, \$2,000,000 products/completed operations total limit, \$1,500,000 personal injury and advertising liability.
  - 1.**
    - 1. All policies shall be written on an occurrence basis using ISO form CG 00 01 or its equivalent. Coverage shall include contractual liability and XCU. Contractor will be required to provide proof of completed operations coverage for 3 years after substantial completion.
    - 2. The Contractor is required to add Ramsey County, its officials, employees, volunteers and agents as Additional Insured to the Contractor's Commercial General Liability, Auto Liability, Pollution and Umbrella policies with respect to liabilities caused in whole or part by Contractor's acts or omissions, or the acts or omissions of those acting on Contractor's behalf in the performance of the ongoing operations, services and completed operations of the Contractor under this Agreement. The coverage shall be primary and non-contributory.

**iv.**

- xv. Professional liability of no less than \$1,000,000 per claim and \$3,000,000 aggregate limit.

- 1.**
  1. Certificate of Insurance must indicate if the policy is issued on a claims-made or occurrence basis. If coverage is carried on a claims-made basis, then 1) the retroactive date shall be noted on the Certificate and shall be prior to or the day of the inception of the contract; and 2) evidence of coverage shall be provided for three years beyond expiration of the contract.
  2. Ramsey County, its officials, employees, and agents, shall be added to the policy as additional insured; a separation of insureds endorsement shall be provided to the benefit of the County.

**v.**

- xvi. Workers' Compensation as required by Minnesota Law. Employer's liability with limits of \$500,000/\$500,000/\$500,000.

**vi.**

- xvii. An umbrella or excess liability policy over primary liability insurance coverages is an acceptable method to provide the required commercial general liability and employer's liability insurance amounts. If provided to meet coverage requirements, the umbrella or excess liability policy must follow form of underlying coverages and be so noted on the required Certificate(s) of Insurance.
- xviii. If the Contractor is driving on behalf of the County as part of the Contractor's services under the Agreement, a minimum of \$1,000,000 combined single limit auto liability, including hired, owned, and non-owned.
- xix. The Contractor waives all rights against Ramsey County, its officials, employees, volunteers or agents for recovery of damages to the extent these damages are covered by the general liability, worker's compensation, and employers liability, automobile liability and umbrella liability insurance required of the Contractor under this Agreement.
- xx. These are minimum insurance requirements. It is the sole responsibility of the Contractor to determine the need for and to procure additional insurance which may be needed in connection with this Agreement. Copies of policies shall be submitted to the County upon written request.

**x.**

- xxi. Certificates shall specifically indicate if the policy is written with an admitted or non-admitted carrier. Best's Rating for the insurer shall be noted on the Certificate, and shall not be less than an A-.
- xxii. The Contractor shall not commence work until it has obtained the required insurance and if required by this Agreement, provided an acceptable Certificate of Insurance to the County.
- xxiii. All Certificates of Insurance shall provide that the insurer give the County prior written notice of cancellation or non-renewal of the policy as required by the policy provisions of Minn. Stat. Ch. 60A, as applicable. Further, all Certificates of Insurance to evidence that insurer will provide at least ten (10) days written notice to County for cancellation due to non-payment of premium.

Nothing in this Agreement shall constitute a waiver by the County of any statutory or common law immunities, defenses, limits, or exceptions on liability.

**xxiv.**

- xxv. A Crime and Fidelity Bond is required if the Contractor is handling money for the County or has fiduciary responsibilities. The required amount will be as set forth in the solicitation document.

**q. Audit**

Until the expiration of six years after the furnishing of services pursuant to this Agreement, the Contractor, upon request, shall make available to the County, the State Auditor, or the County's ultimate funding source, a copy of the Agreement, and the books, documents, records, and accounting procedures and practices of the Contractor relating to this Agreement.

**r. Notices**

iii. All notices under this Agreement, and any amendments to this Agreement, shall be in writing and shall be deemed given when delivered by certified mail, return receipt requested, postage prepaid, when delivered via personal service or when received if sent by overnight courier. All notices shall be directed to the Parties at the respective addresses set forth below. If the name and/or address of the representatives changes, notice of such change shall be given to the other Party in accordance with the provisions of this section.

- v. **County:** TBD
- vi.
- vii. **Contractor:** TBD

**s. Non-Conforming Services**

The acceptance by the County of any non-conforming goods/services under the terms of this Agreement or the foregoing by the County of any of the rights or remedies arising under the terms of this Agreement shall not constitute a waiver of the County's right to conforming services or any rights and/or remedies in respect to any subsequent breach or default of the terms of this Agreement. The rights and remedies of the County provided or referred to under the terms of this Agreement are cumulative and not mutually exclusive.

**t. Setoff**

Notwithstanding any provision of this Agreement to the contrary, the Contractor shall not be relieved of liability to the County for damages sustained by the County by virtue of any breach of the contract by the Contractor. The County may withhold any payment to the Contractor for the purpose of setoff until such time as the exact amount of damages due the County from the Contractor is determined.

**u. Conflict of Interest**

The Contractor shall comply with all conflict of interest laws, ordinances, and regulations now in effect or hereafter to be enacted during the term of this Agreement. The Contractor warrants that it is not now aware of any facts that create a conflict of interest. If the Contractor hereafter becomes aware of any facts that might reasonably be expected to create a conflict of interest, it shall immediately make full written disclosure of such facts to the County. Full written disclosure shall include, but is not limited to, identification of all persons implicated and a complete description of all relevant circumstances. Failure to comply with the provisions of this subparagraph shall be deemed a material breach of this Agreement.

**v. Respectful Workplace and Violence Prevention**

xi. The Contractor shall make all reasonable efforts to ensure that the Contractor's employees, officers, agents, and subcontractors do not engage in violence while performing under this Agreement. Violence, as defined by the Ramsey County Respectful Workplace and Violence Prevention Policy, is defined as words and actions that hurt or attempt to threaten or hurt people; it is any action involving the use of physical force, harassment, intimidation, disrespect, or misuse of power and authority, where the impact is to cause pain, fear or injury.

**w. Force Majeure**

xii. Neither party shall be liable for any loss or damage incurred by the other party as a result of events outside the control of the party ("Force Majeure Events") including, but not limited to: war, storms, flooding, fires, strikes, legal acts of public authorities, or acts of government in time of war or national emergency.

**x. Unavailability of Funding - Termination**

The purchase of goods and/or labor services or professional and client services from the Contractor under this Agreement is subject to the availability and provision of funding from the United States, the State of Minnesota, or other funding sources, and the appropriation of funds by the Board of County Commissioners. The County may immediately terminate this Agreement if the funding for the purchase is no longer available or is not appropriated by the Board of County Commissioners. Upon receipt of the County's notice of termination of this Agreement the Contractor shall take all actions necessary to discontinue further commitments of funds to this Agreement. Termination shall be treated as termination without cause and will not result in any penalty or expense to the County.

## **y. Termination**

- xxvi. The County may immediately terminate this Agreement if any proceeding or other action is filed by or against the Contractor seeking reorganization, liquidation, dissolution, or insolvency of the Contractor under any law relating to bankruptcy, insolvency or relief of debtors. The Contractor shall notify the County upon the commencement of such proceedings or other action.
- xxvii. If the Contractor violates any material terms or conditions of this Agreement the County may, without prejudice to any right or remedy, give the Contractor, and its surety, if any, seven (7) calendar days written notice of its intent to terminate this Agreement, specifying the asserted breach. If the Contractor fails to cure the deficiency within the seven (7) day cure period, this Agreement shall terminate upon expiration of the cure period.
- xxviii. The County may terminate this Agreement without cause upon giving at least thirty (30) calendar days written notice thereof to the Contractor. In such event, the Contractor shall be entitled to receive compensation for services provided in compliance with the provisions of this Agreement, up to and including the effective date of termination.

## **z. Interpretation of Agreement; Venue**

- i.**
  - xxix. The Agreement shall be interpreted and construed according to the laws of the State of Minnesota. All litigation regarding this Agreement shall be venued in the appropriate State or Federal District Court in Ramsey County, Minnesota.
- ii.**
  - xxx. The provisions of this Agreement are severable. If any part of this Agreement is rendered void, invalid or unenforceable, such rendering shall not affect the validity and enforceability of the remainder of this Agreement.

## **aa. Warranty**

- ┘ The Contractor warrants that it has the legal right to provide the goods and services identified in this Agreement and further warrants that the goods and services provided shall be in compliance with the provisions of this Agreement.

## **bb. Infringement**

- i. Complementary to other "hold harmless" provisions included in this Agreement, the Contractor shall, without cost to the County, defend, indemnify, and hold the County, its officials, officers, and employees harmless against any and all claims, suits, liability, losses, judgments, and other expenses arising out of or related to any claim that the County's use or possession of the software, licenses, materials, reports, documents, data, or documentation obtained under the terms of this Agreement, violates or infringes upon any patents, copyrights, trademarks, trade secrets, or other proprietary rights or information, provided that the Contractor is promptly notified in writing of such claim. The Contractor will have the right to control the defense of any such claim, lawsuit, or other proceeding. The County will in no instance settle any such claim, lawsuit, or proceeding without the Contractor's prior written approval.
- ii. If, as a result of any claim of infringement of rights, the Contractor or County is enjoined from using, marketing, or supporting any product or service provided under the agreement with the County (or if the Contractor comes to believe such enjoinderment imminent), the Contractor shall either arrange for the County to continue using the software, licenses, materials, reports, documents, data, or documentation at no additional cost to the County, or propose an equivalent, subject to County approval. The acceptance of a proposed equivalent will be at the County's sole discretion. If no alternative is found acceptable to the County acting in good faith, the Contractor shall remove the software, licenses, materials, reports, documents, data, or documentation and refund any fees and any other costs paid by the County in conjunction with the use thereof.

## Contract Provisions for Non-Federal Entity Contracts Under Federal Awards

### 1.20.1.

Contracts and subcontracts for more than the simplified acquisition threshold currently set at \$175,000, which is the inflation adjusted amount determined by the Civilian Agency Acquisition Council and the Defense Acquisition Regulations Council (Councils) as authorized by 41 U.S.C. 1908, shall address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and provide for such sanctions and penalties as appropriate.

#### iii.

- iii. Resulting contracts and subcontracts in excess of \$10,000 shall address termination for cause and for convenience by the non--Federal entity including the manner by which it will be effected and the basis for settlement.

#### iv.

- iv. **Debarment and Suspension (Executive Orders 12549 and 12689)**--A contract award at any tier (see 2 CFR 180.220) shall not be made to parties listed on the government-wide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR part 1986 Comp., p. 189) and 12689 (3 CFR part 1989 Comp., p. 235), "Debarment and Suspension." SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.

#### v.

- v. **Rights to Inventions Made Under a Contract or Agreement.** If the Federal award meets the definition of "funding agreement" under 37 CFR § 401.2 (a) and the County or the Contractor wishes to enter into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment or performance of experimental, developmental, or research work under that "funding agreement," the County or the Contractor shall comply with the requirements of 37 CFR Part 401, "Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements," and any implementing regulations issued by the awarding agency.

#### vi.

- vi. **Byrd Anti--Lobbying Amendment (31 U.S.C. 1352)**--Contractors that apply or bid for an award exceeding \$100,000 shall provide the required Contractor Certification Regarding Lobbying for Contracts, Grants, Loans and Cooperative Agreement form. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352. Each tier shall also disclose any lobbying with non--Federal funds that takes place in connection with obtaining any Federal award. Such disclosures shall be forwarded from tier to tier up to the non--Federal awardee, Ramsey County.

### Debarment and Suspension

- └ Ramsey County has enacted Ordinance 2013-330 [Ramsey County Debarment Ordinance](#) that prohibits the County from contracting with contractors who have been debarred or suspended by the State of Minnesota and/or Ramsey County.

### dd. Diverse Workforce Inclusion

- └ For information and assistance in increasing the participation of women and minorities, contractors are encouraged to access the web sites below:
  - └ 1. <http://www.JobConnectmn.com/>
  - └ 2. <http://www.ConstructionHiringConnection.com/>
- └
- └ Job Connect and the Construction Hiring Connection provide a recruiting source for employers and contractors to post job openings and source diverse candidates.
- └

- ↵ Ramsey County's Job Connect links job seekers, employers, and workforce professionals together through our website, networking events and community outreach. The network includes over 10,000 subscribed job seekers ranging from entry-level to highly skilled and experienced professionals across a broad spectrum of industries.
- ↵
- ↵ Employers participate in the network by posting open jobs, meeting with workforce professionals and attending hiring events. Over 200 Twin Cities community agencies, all working with job seekers, participate in the network.
- ↵
- ↵ Ramsey County's Construction Hiring Connection (CHC) is an online and in-person network dedicated to the construction industry. The Construction Hiring Connection connects contractors and job seekers with employment opportunities, community resources and skills training related to the construction industry. Construction Hiring Connection is a tool for contractors to help meet diversity hiring goals. Over 1000 construction workers, representing all trades, ranging from newly graduated to journey level, are subscribed to the Construction Hiring Connection.
- ↵
- ↵ Additional assistance is available through [jobconnectmn@ramseycounty.us](mailto:jobconnectmn@ramseycounty.us) or call 651-266-6042.

**Alteration**

- xiv. Any alteration, variation, modification, or waiver of the provisions of this Agreement shall be valid only after it has been reduced to writing and signed by both parties.

**ff. Entire Agreement**

The written Agreement, including all attachments, represent the entire and integrated agreement between the parties hereto and supersede all prior negotiations, representations or contracts, either written or oral. No subsequent agreement between the County and the Contractor to waive or alter any of the provisions of this Agreement shall be valid unless made in the form of a written Amendment to this Agreement signed by authorized representatives of the parties.

**Special Contract Terms and Conditions**

**1.21.**

**\*\*\*Manually Add Special Conditions in this Section\*\*\***



**RAMSEY COUNTY**  
**SOLICITATION RESPONSE FORM**

**Solicitation Number: JTPA0000003389**

**Solicitation Title: Workforce Youth Programming**

**The following shall be completed by the Contractor:**

Contractor Company Name:

State the number of solicitation addenda received:

**PLEASE READ THE FOLLOWING BEFORE COMPLETING THIS SOLICITATION RESPONSE FORM**

The provisions of the solicitation document should be reviewed and understood before preparing a solicitation response. Unless the solicitation document provides otherwise, the solicitation response shall be the best price for all labor, equipment, materials and services for the project described in the solicitation document.

**Max NTE Information (Edit Section to add Pricing Detail): Complete Attachment A**

**ACKNOWLEDGEMENT**

By signing below, I certify that I understand, agree, and bind the Contractor to the provisions contained in the solicitation document for the above Solicitation Number, including the General Solicitation Terms and Conditions and the General Contract/Agreement Terms and Conditions and that I am authorized to submit this solicitation response on behalf of the Contractor.

**COLLUSION**

By signing below, I certify that this solicitation response has been prepared without any collusion with other contractors, competitors, County employees, County Consultants or County Board members and without taking any other action which will restrict competition or constitute fraud or collusion.

Name and Title of Authorized Contractor Representative:

Signature:

Date:

Solicitation Number: JTPA0000003389

Solicitation Title: Workforce Youth Programming

**RAMSEY COUNTY****CONTRACTOR INFORMATION AND REFERENCE FORM**

Ramsey County requires completion of this form for this solicitation. Failure to submit this completed form with the solicitation response may result in rejection of the Contractor's solicitation response.

**Company Information:**

- Contractor Name:
- Name of CEO or Company President:
- Telephone Number:
- Email Address:
- Address:
- City:
- State:
- Zip Code:
- Is your company a Certified Small Business Enterprise?
- If yes, what is your certification number?
- Is your company a Veteran Small Business Enterprise?
- If yes, what is your certification number?

**Solicitation Response Contact:**

- Name:
- Telephone Number:
- Email Address:
- Address:
- City:
- State:
- Zip Code:

Reference Requirements: Provide a minimum of three (3) references for work completed within the last five (5) years that is similar to what is requested in this solicitation.

- First Reference

1. Company Name:
2. Contact Name and Title:
3. Telephone Number:
4. Email Address:
5. Address:
6. City:
7. State:
8. Zip Code:
9. Description of Work Completed:

- Second Reference

1. Company Name:
2. Contact Name and Title:
3. Telephone Number:
4. Email Address:
5. Address:
6. City:
7. State:
8. Zip Code:
9. Description of Work Completed:

- Third Reference

1. Company Name:
2. Contact Name and Title:
3. Telephone Number:
4. Email Address:
5. Address:
6. City:
7. State:
8. Zip Code:
9. Description of Work Completed:



**RAMSEY COUNTY**  
**CONTRACTOR APPLICATION FOR DESIGNATION OF**  
**TRADE SECRET INFORMATION FORM**

**Solicitation #**

**Solicitation Title**

The submitted solicitation response data includes Trade Secret Information that we, the contractor, believe to be classified as nonpublic (relating to a non-person) or private (relating to a person) information under §13.37 of the Minnesota Government Data Practices Act.

As such, we are requesting that certain provisions of our submitted solicitation response data as indicated below, be treated as Trade Secret Information data and that any request for access to the data be handled in accordance with state law and the provisions of Ramsey County Policies and Procedures. We agree to indemnify and hold Ramsey County harmless from any damages arising out of the release of any materials or data unless they are specifically identified on this Trade Secret Information Form.

**Section**

**Page #**

**Topic**

**Classification Justification**

We understand that a decision regarding this request will be made by Ramsey County. We agree to indemnify and hold Ramsey County, its agents and employees, harmless from any claims or causes of action relating to the County's withholding of data based upon reliance on the above representations including payment of all costs and attorney fees incurred by the County in defending such action.

We further understand that solicitation response data marked as, for example, "confidential" or "proprietary" or other similar designation, will not be considered by Ramsey County to be Trade Secret Information within the meaning of Minnesota Statutes Chapter 13 unless the data meet the criteria set forth in Section 13.37, subd. 1(b).

Company Name

Name and Title of Authorized Preparer

Signature

Date



**Contractor Certification Regarding Lobbying for Contracts, Grants, Loans, and Cooperative Agreements**

The undersigned certifies, to the best of his/her knowledge and belief, that:

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
3. The undersigned will require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S.C. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Contractor Name	Program
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Signature of Certifying Official	Print Name	Title	Date
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Solicitation Number: JTPA0000003389  
Solicitation Title: Workforce Youth Programming



**RAMSEY COUNTY**  
**NO SOLICITATION RESPONSE FORM**

**Ramsey County strives to conduct all solicitations in an open, fair, and transparent manner. If you have selected to not participate in this solicitation, the Procurement Office is asking you to complete this form and return it via e-mail to the appropriate Procurement Specialist.**

- 1. We did not feel we could be competitive.
- 2. Insufficient time to respond.
- 3. We did not have sufficient staffing to complete the solicitation response.
- 4. Other (350 character limit):

Contractor Name:  
Contact Name:  
Telephone Number:  
Email Address:  
Address:  
City:  
State:  
Zip Code:

Name and Title of Authorized Contractor Representative:

Signature:

Date:

Solicitation Number: JTPA0000003389

Solicitation Title: Workforce Youth Programming

**Organization Information**

<i>Name of organization</i>	<i>Legal name, if different</i>		
<i>Address</i>	<i>City, State, Zip</i>	<i>Employer Identification Number (EIN)</i>	
<i>Phone</i>	<i>Fax</i>	<i>Website</i>	
<i>Name of contact person regarding this application</i>	<i>Title</i>	<i>Phone</i>	<i>E-mail</i>

**Project Information**

Please give a 3-5 sentence overview of your organization and previous work you have completed with youth & young adults.

	<b>2022-2023</b>
Total # of Planned Youth Served, Annually	

**Budget**

Total of Request : \$ \_\_\_\_\_

Below is list of required contractor qualifications. Please check each indicating that your organization understands and has capacity to fulfil the obligation.

- Organization must be able to meet the unique employment & education needs of justice-involved, foster or former foster youth, Black, Indigenous and Youth & Young Adults of Color in Ramsey County and youth living in the suburbs of Ramsey County.
- Organization must have proper fiscal management and comply with all federal and state funding requirements, reporting and monitoring.
- Organization has ability to collect, protect and disseminate data utilizing Workforce One, Minnesota's employment services case management system.
- Organization has ability to produce data reports and performance outcomes required by local, state and/or federal programs including indicators specified by the County.
- Organization will comply with all informal and formal fiscal and programmatic monitoring requested by the County, the state or other monitoring entities, including providing fiscal and programmatic information.
- Organization will participate in regular technical assistance provided by the County.

**Authorization:** By signing below I acknowledge that I am authorized to submit this proposal and if awarded a contract, I further acknowledge that the organization will comply with all state and federal funding requirements and guidance as amended and will comply with data and report submission requirements.

Name and title:

Signature

---

---

**REQUEST FOR PROPOSAL NARRATIVE**

Use the following outline as a guide to your narrative (10 page maximum):

1. Please identify which program or programs your organization would like to pursue. **If applying for Program 1, complete the program elements chart below (pages 6-7).**
2. Please describe your organization's experience and history, including providing services to low-income and youth who experience barriers to employment. (15 points)
3. Please describe your proposed services/programs. Please include target population, targeted industry sectors and occupation and how your services/programs will meet the goals as described in the Program Goals section of the solicitation. If applying for Program 2, please identify what supports & services you will make available to participants. (30 points)
4. How will you identify, recruit and support participants during the enrollment/intake process? (15 points)
5. Please identify any other resources you are leveraging to provide wholistic services to participants. Please include any relationships with partners that you will be utilizing and identify if any subcontracts will be required. (10)
6. As described in the Solicitation, Advancing Racial Equity is a strategic priority of Ramsey County. Please describe your organizations commitment to racial equity and how you will serve Black, Indigenous and Other Youth of Color. Also, if applicable, describe how you plan to serve justice-involved youth, foster or former foster youth, and/or youth living in suburban Ramsey County. Make sure to provide evidence that your organization is qualified to provide services catered to the unique needs of the specific groups you plan to serve. (15 points)
7. How will your organization be accountable to the youth and young adults you are serving? Please include how you will determine customer satisfaction, involve youth and young adults as stakeholders in your services and incorporate their feedback and input into the program? (15 points)

**BUDGET**

**Organization/Project Name:** \_\_\_\_\_

**Information:** All financial transactions, including Overhead Costs, must have supporting documentation. All costs, including overhead, must be necessary and directly linked to the project and within compliance with federal regulations.

**Instructions:** Please complete the budget(s) for the component that your organization is applying for. Administrative costs may not exceed 10% of total other expenses. In Program 1 budget, all Out-of-School Costs should be at least 60% of total allocation. Additionally, Work Experience Wages/Fringe & Work Experience Staff Costs should be at least 20% of total allocation. Information about cost categories is included below (see page 8 - 9).

**Program 1 Budget**

	<b>Proposed Budget</b>
<b>ADMINISTRATION * Max 10%</b>	
<b>WORK EXPERIENCE WAGE/FRINGE</b>	
In-School Youth Work Experience Wage/Fringe	
Out-of-School Work Experience Wage/Fringe	
<b>Work Experience Total</b>	
<b>WORK EXPERIENCE STAFF COSTS</b>	
In-School Youth Work Experience Staff Cost	
Out-of-School Youth Work Experience Staff Cost	
<b>Work Experience Staff Costs Total:</b>	
<b>DIRECT SERVICES</b>	
In-School Youth Direct Services	
Out-of-School Youth Direct Services	
<b>Direct Services Total:</b>	
<b>SUPPORT SERVICES</b>	
In-School Support Services	
Out-of-School Support Services	
<b>Support Services Total:</b>	
<b>OTHER SERVICES</b>	
In-School Youth Other Services	
Out-of-School Youth Other Services	
<b>Other Services Total:</b>	
<b>BUDGET TOTAL **</b>	

**Program 2 Budget**

	<b>Proposed Budget</b>
<b>ADMINISTRATION * Max 10%</b>	
<b>YOUTH PARTICIPANT WAGE/FRINGE</b>	
Wages/Fringe - Participant	
<b>Youth Participant Wage/Fringe Total</b>	
<b>DIRECT SERVICES TO YOUTH</b>	
Wages/Fringe - Staff	
Overhead: Computer Network, Phone, Printing, Postage	
Program Supplies	
Other:	
<b>Direct Services Total</b>	
<b>SUPPORT SERVICES</b>	
Training - Education and training	
Wraparound Services Support	
Client incentives	
<b>Support Services Total:</b>	
<b>BUDGET TOTAL **</b>	

**Program 1 - Program Elements**

<b>Program Element</b>	<b>Who Provides the Element?</b>	<b>How will the Element be made available? Formal partnership, informal, cross referral, etc.</b>
Tutoring, study skills training, instruction and dropout prevention services		
Alternative secondary school services or dropout recovery services		
Paid and unpaid work experience		
Occupational skill training		
Education offered concurrently with workforce preparation		
Leadership development opportunities		
Supportive services		

Adult mentoring		
Follow-up services		
Comprehensive guidance and counseling		
Financial literacy education		
Entrepreneurial skills training		
Labor market information		
Postsecondary preparation and transition activities		

# WIOA YOUTH POLICY

<b>REVISED:</b>	April 24, 2024
<b>TO:</b>	Workforce Solutions (WFS) Staff and Vendor Staff
<b>FROM:</b>	WFS Director
<b>SUBJECT:</b>	Youth 5% Enrollment Window
<b>PURPOSE:</b>	This policy defines how the local Workforce Development Area interprets and implements the “5% window” for non-income eligible youth participants, as described in Federal WIOA Policy Sec. 129(a)(3)(A)(ii) and 129(3)(B).
<b>POLICY:</b>	Up to 5% of in-school youth participants served by WIOA Young Adults in Ramsey County, may be individuals who do not meet the income criteria for eligible in-school participants, provided they have at least one additional identified barrier to education and employment. Additionally, up to 5% of out-of-school youth participants, who would otherwise be required to be low-income, do not need to meet the income requirements.
<b>PROCEDURES:</b>	<p>If staff encounter youth who do not meet the income criteria yet need WIOA Youth services and meet the other eligibility criteria, a supervisor/manager will consult with agency planner and together they will evaluate if that person can be enrolled based on the 5% window. Eligible participants must:</p> <ul style="list-style-type: none"><li>• Reside in Ramsey County.</li><li>• Register for the Selective Service if born male and currently 18 years old or older.</li></ul>
<b>EFFECTIVE DATE:</b>	April 24, 2024
<b>CONTACT PERSON:</b>	WFS Youth Planner

# WIOA YOUTH POLICY

**REVISED:** April 24, 2024

**TO:** WIOA Youth Employment Service Vendors

**FROM:** Workforce Solutions

**SUBJECT:** Youth Client Training Policy

**PURPOSE:** Document guidance for providing training to Youth clients

**BACKGROUND:** WIOA Youth program allows funding, through two different mechanisms, to provide training to enrolled youth clients as a tool for meeting program performance outcomes and for meeting the skill development needs of the clients necessary for their successful education and employment.

The first funding mechanism is a competitive procurement process. If a training is over a certain amount of money, dictated by the federal regulations, vendors must comply with competitive solicitation rules. Vendor should follow their individual policies for solicitation with federal funds.

The second funding mechanism is Individualized Training Accounts (ITAs). ITAs are a tool to provide additional flexibility in funding training for In School and Out of School youth.

**PROCEDURES:** If a youth is enrolled in WIOA Youth program and would like to attend occupational or entrepreneurial training, they must, in consultation with their employment counseling staff, document the desire for the training in their Individualized Service Strategy (ISS).

Once the desire to attend training is identified and documented, youth interested in attending training must first complete a training proposal in consultation with their employment guidance counselor. The proposal should compare training institutions, cost, availability/start date, length of training and labor market data related to that specific training. Short term training is supported with a focus on training that results in a credential. The training proposal must be filed in Workforce One EDS.

Once specific training is identified, employment guidance staff must document details of training in ISS and results of training (i.e., completion with credential, completion without credential, never attended, did not complete)

Training services may be provided if the participant:

- is unlikely or unable to obtain or retain desired employment in a career pathway which leads to self-sufficient wage levels; **and**
- needs training services to obtain or retain desired employment in a career pathway which leads to self-sufficient wage levels; **and**
- has the skills and qualifications to successfully participate in the selected program of training services; **and**
- selected a program of training services that is directly linked to the employment opportunities in the local area or the planning region, or in another area to which the individual is willing to commute or relocate; **and**

Additionally, a determination should be made whether the participant:

- is unable to obtain grant assistance from other sources to pay the costs of such training, including state-funded training funds or Federal Pell Grants.

**Duration:** Each participant is allowed to use the total budget of the ITA once within the sequence of their program. If a youth unsuccessfully exits the program and re-enrolls, this eliminates their eligibility for ITA, without supervisor approval.

**Eligible Trainings:** Training services, when determined appropriate, will be provided through an ITA, when appropriate. The training provider must be listed on the State Eligible Training Provider List (ETPL). If a training is on currently on the ETPL, alert program supervisor and efforts will be made to aid the training provider in getting approval to be on the ETPL. Internships, transitional jobs or unpaid work experience opportunities, which are career services, are also excluded. WIOA funds must be licensed, registered, or legally exempt by the Minnesota Office of Higher Education (OHE) or other appropriate state agency.

Training services may include, but are not limited to:

- Registered Apprenticeships
- Occupational skills training, including training for nontraditional employment (also known as Credentialed Training or Classroom Training)
- Incumbent worker training
- Programs that combine workplace training with related instruction, which may include cooperative education programs
- Training programs operated by the private sector
- Occupation-specific skill upgrading and retraining Entrepreneurial training programs that assist qualified unemployed individuals who are seriously interested in starting a business and becoming self-employed (note: TAA participants cannot have a goal of self-employment, and entrepreneurial activities are not allowed under TAA law)
- Job readiness training provided in combination with any of the above training services, with the exception of registered apprenticeships (note: job readiness training alone does not constitute a training service)
- Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

- Non-credentialed training, which is an organized program or course of study that provides occupation-specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at intermediate or advanced levels but does not result in an industry-recognized credential when successfully completed.

**EFFECTIVE DATE:** April 24, 2024

**CONTACT PERSON:** WFS Youth Programs Planner

**RELATED DOCUMENTS:**

*Workforce One Training Activity Guide*

## WIOA YOUTH POLICY

**REVISED:** February 25, 2022

**TO:** Youth Employment Service Providers

**FROM:** Workforce Solutions

**SUBJECT:** Incentives for Youth Programming

**PURPOSE:** The Workforce Innovation and Opportunity Act (WIOA) 20 CFR § 681.640 states that “incentive payments to youth participants are permitted for recognition and achievement directly tied to training activities and work experiences. The local program must have written policies and procedures in place governing the award of incentives outlined in writing before the commencement of the program that may provide incentive payments; align with the local program’s organizational policies; and are in accordance with the requirements contained in 2 CFR part 200.”

**BACKGROUND:** DOL included the reference to the Uniform Guidance at 2 CFR part 200 to emphasize that while incentive payments are allowable under WIOA, the incentives must be in compliance with the Cost Principles in 2 CFR part 200. For example, federal funds must not be spent on entertainment costs. Therefore, incentives must not include entertainment, such as movie, sporting event tickets, or gift cards to movie theaters or other venues whose sole purpose is entertainment. Additionally, there are requirements related to internal controls to safeguard cash, which also apply to safeguarding of gift cards, which are essentially cash.

While DOL recognizes that incentives could be used as motivators for various activities such as recruitment, submitting eligibility documentation, and participation in the program, *incentives paid for with WIOA funds must be connected to recognition of achievement of milestones in the program tied to work experience, education, or training.* Such incentives for achievement could include improvements marked by acquisition of a credential or other successful outcome.

All Incentive cards are to be kept and tracked, according to the program funding stream in which they were purchased, and according to which type/business they are attached to. For example, all WIOA In School Youth cards are to be locked in an individual folder, and it shall have sections for each support service gift card. WIOA Out of School Youth should have their own separate folder with the same sections specifically marked. By using this method all staff will be able to determine how

many cards are left in each program, and for which businesses or services they can be used.

**Workforce One Coding:**

The transfer of the Support Service between the EGC and participant shall be case noted using the Subject Line **“Incentive.”** The amount, type of incentive, and goal obtained (reason for the distribution of the incentive), shall all be included in the case note.

The Incentive shall also be recorded under the **Support Service** tab (as there is no Incentive tab in WF1) in WF1, including the Service, Date the transaction took place, and the total amount.

**Incentives vs. Support Services:**

Incentives and Support Services are tracked through different criteria, and therefore must be specified when distributed to each participant. This policy highlights the specifics of what an incentive is, and how to document those transactions. For definitions and procedures related to Support Services, please read the Support Services Policy.

**EFFECTIVE DATE:** February 25, 2022

**CONTACT PERSON:** Youth Programs Planner

# WIOA YOUTH POLICY

- REVISED:** February 25, 2022
- TO:** Youth Employment Service Providers
- FROM:** Workforce Solutions
- SUBJECT:** Support Services for Youth Programming
- PURPOSE:** Support services are those services which enable a participant to continue to participate in youth programming activities.
- BACKGROUND:** The Workforce Innovation and Opportunity Act (WIOA) 20 CFR § 681.570 describes support services for youth as defined in WIOA Sec. 3(59), are services that enable an individual to participate in WIOA activities. These services include, but are not limited to, the following:
- Linkages to community services
  - Assistance with transportation
  - Assistance with childcare and dependent care
  - Assistance with housing
  - Needs-related payments
  - Assistance with educational testing
  - Reasonable accommodations for youth with disabilities
  - Legal aid services
  - Referrals to health care
  - Assistance with uniforms or other appropriate work attire and work-related tools, including such items as eyeglasses and protective eye gear
  - Assistance with books, fees, school supplies, and other necessary items for students enrolled in postsecondary education classes
  - Payments and fees for employment and training related applications, tests, and certifications
- PROCEDURES:** Youth vendors will utilize support services to encourage and help youth to stay on track with their program activities in order to reach their specific goals and obtain positive outcomes. Support Services will be provided to youth who are in compliance with their employment staff and have shown positive progress at achieving their program goals.

Youth may receive support services if all eligibility documents are in their file, the staff approves, and the staff obtains the approval of the program supervisor. Support Services are **not to exceed \$1,000.00 per calendar year per participant.**

All Support Service cards are to be kept and tracked, according to the program funding stream in which they were purchased, and according to which type/business they are attached to. For example, all WIOA In School Youth cards are to be kept in an individual folder, and it shall have sections for bus cards, gas cards, Target cards, Sears cards, etc. WIOA Out of School Youth should have their own separate folder with the same sections specifically marked. By using this method all staff will be able to determine how many cards are left in each program, and for which businesses or services they can be used.

Every youth vendor should have their own individualized procedure for safeguarding and tracking support services. Any gift cards provided to participants should be considered and protected as cash. Additionally, vendor cannot request reimbursement for support services until the services (gift cards) are distributed/provided to participants.

**Workforce One (WF1) Coding:**

The transfer of the Support Service between the staff and participant shall be case noted using the Subject Line **“Support Service.”** The amount, type of support service, and the need/reason for the support service, shall all be included in the case note.

The Support Service shall also be recorded under the **Support Service** tab in WF1, including the Service, Date the transaction took place, and the total amount.

**Incentives vs. Support Services:**

Incentives and Support Services are tracked through different criteria and therefore must be specified when distributed to each participant. This policy highlights the specifics of what a Support Service is, and how to document those transactions. For definitions and procedures related to Support Services, please read the Incentives Policy.

**EFFECTIVE DATE:** February 25, 2022

**CONTACT PERSON:** Youth Programs Planner

# WIOA YOUTH POLICY

**DATED ISSUED:** February 28, 2022

**TO:** Youth Employment Service Vendors

**FROM:** Workforce Solutions (WFS)

**SUBJECT:** Participant Stipends

**BACKGROUND:** In WIOA Youth programs, there are times which it may be appropriate for participants to be compensated for training time, even when they are not engaging in a formal paid work experience, that further develops their occupational or educational skills. In these programs, participants would be compensated for their time with a stipend, rather than with compensation through vendor's payroll system.

**PURPOSE:** The purpose of this policy is to provide guidance to vendors & their staff on how to administer stipends to youth participants.

**POLICY:** Stipends may be offered to participants to fairly compensate for their time engaging in approved classroom training, on-the-job training, occupational training or other training activities. The decision to offer stipends for a specific training program will must be approved by WFS staff prior to initiation of recruiting of participants for the program and will be formally incorporated into that specific program model. When approved, a stipend amount will be pre-determined and will be the same for all participants who complete training program. Stipends are considered taxable income to program participants. Participants will be notified of IRS implications.

**PROCESS:** In the planning of any training programs, vendors, in consultations with WFS, will determine if a stipend for participants is appropriate. If appropriate, vendor will determine the amount of the stipend, the payment structure (lump sum or multiple payments) for the specific program and obtain applicable approvals from relevant Local, State or Federal Agencies.

For any events when a participant will be receiving a stipend, vendor organization will:

- Ensure that the use of stipend is detailed in the participant's Individualized Service Strategy (ISS)

- Track participant's attendance at programming through attendance records, time sheets, certificate of completion, etc. and save documents in participant file
- Ensure that participant meets program requirement to qualify for stipend (hours completed, milestones met, etc.)
- Inform participants that stipend is income, and they will need to consider this in regard to their personal income taxes

**EFFECTIVE DATE:** February 28, 2022

**CONTACT PERSON:** WFS Youth Planner

# YOUNG ADULT PROGRAM EVALUATION

**WORK READINESS TOOL**

<b>EMPLOYER NAME:</b>		<b>EMPLOYEE EVALUATION</b>			
Participant Name:		Worksite:			
Participant Job Title:		Worksite Supervisor/Reviewer:			
Start Date:		Current Review Date:			
<b>FOUNDATION SKILL</b>	<b>PERFORMANCE EXPECTATIONS</b>	<b>Performance Improvement Plan Needed</b> (1)	<b>Needs Development</b> (2)	<b>Proficient</b> (3)	<b>Exemplary</b> (4)
<b>See page 3 for more detailed grading descriptions</b>					
<b>ATTENDANCE</b>	Understanding work expectations for attendance and adhering to them. Notifying supervisor in advance in case of absence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>PUNCTUALITY</b>	Understanding work expectations for punctuality. Arriving on time for work, taking and returning from breaks on time, and calling supervisor prior to being late.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>WORKPLACE APPEARANCE</b>	Dressing appropriately for position and duties. Practicing personal hygiene appropriate for position and duties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>TAKING INITIATIVE</b>	Participating fully in task or project from initiation to completion. Initiating interaction with supervisor for next task upon completion of previous one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>QUALITY OF WORK</b>	Giving best effort, evaluating own work, and utilizing feedback to improve work performance. Striving to meet quality standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>COMMUNICATION SKILLS</b>	Speaking clearly and communicating effectively – verbally and non-verbally. Listening attentively. Using language appropriate for work environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>RESPONSE TO SUPERVISION</b>	Accepting direction, feedback, and constructive criticism with positive attitude and using information to improve work performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>TEAMWORK</b>	Relating positively with co-workers. Working productively with individuals and teams. Respecting diversity in race, gender, and culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>PROBLEM-SOLVING/ CRITICAL-THINKING</b>	Exercising sound reasoning and analytical thinking. Using knowledge and information from job to solve workplace problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>WORKPLACE CULTURE POLICY AND SAFETY</b>	Demonstrating understanding of workplace culture and policy. Complying with health and safety rules. Exhibiting integrity and honesty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SPECIFIC WORKPLACE AND CAREER SKILL</b>	<b>PERFORMANCE EXPECTATIONS</b>	<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>
<b>ENGAGEMENT IN “SOMETHING MEANINGFUL”</b>	<i>Either attending high school, completing high school degree, completing a GED, applying to/accepted into/attending a post-secondary institution (e.g. college, technical school, etc.), applying to/maintaining paid employment, or engaging in “professional volunteering” (E.g., Peace Corp, VISTA, internship, etc.), or entering the military.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>FINANCIAL SELF-SUFFICIENCY</b>	<i>Creating and adhering to a budget or being able to do so, earning or taking steps to earn a living wage, and having and regularly contributing to personal savings or taking steps toward doing so</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>JOB APPLICATION/ EMPLOYABILITY SKILLS</b>	<i>Has skills necessary to secure a job, including ability to effectively locate open positions, identify positions that are a good match for them, write a resume, complete a job application, write a cover letter, and engage in an interview.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Employers may add as many or few additional skills as they see fit based on the position.</i>	<b>TOTAL SCORE _____</b> <i>(add 4-box total; average score = total/# of skills)</i>	<i># checked X 1</i> Total: _____	<i># checked X 2</i> Total: _____	<i># checked X 3</i> Total: _____	<i># checked X 4</i> Total: _____

**To meet work readiness skill attainment:**

- (1)\* employee must have an overall average score that is “proficient” (3.0) or employee must meet “proficient” standard in 80% of the total categories listed.
- (2) supervisor MUST verify that performance on job was satisfactory.
- (3) employee must not have been fired from this work experience.

*\*Examples: If there are 10 skill categories, participant must have a minimum score of 30 (3 x 10) out of a possible 40 or be proficient in at least 8 of the 10 categories. If an employer chose 15 skills to measure, participants would need minimum score of 45 (3 X15) out of a possible 60 or be proficient in at least 12 of the 15 categories.*

**Employee had satisfactory work performance and has met minimum total score:**

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

Employee Signature \_\_\_\_\_

Date: \_\_\_\_\_ (see page 2 for comments)

**Review Comments/Goals:**

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\_\_\_\_\_  
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\_\_\_\_\_ **Employer Initials:**

**TIPS FOR IMPLEMENTING WORK READINESS TOOL**

- **FLEXIBILITY:** This work readiness tool is modifiable to best meet employer’s needs. Ten foundation skills have already been listed. Employers may measure all or most of these skills and are also encouraged to add any additional workplace and career skills.
- **SAMPLE SKILLS:** Listed below are examples of potential additional skills.

Occupation/Technical Skills	Academic Skills	Leadership Skills	Business Skills
-- Occupation-specific skills -- Industry-sector skills -- Industry-wide skills -- Understanding all aspects of an industry	-- Written communication -- Reading and reviewing -- Mathematics and data analysis -- STEM: science, technology, engineering, and mathematics -- Basic computer skills	-- Leadership -- Creative thinking/innovation -- Project management -- Teaching and instructing	-- Customer service skills -- Telephone skills -- Planning and organizing -- Scheduling & coordinating -- Using computer applications

- **PREPARATION:** Employers should review tool with the youth on or prior to the first day of the work experience. Depending on the number of youth at a worksite and the employer’s discretion, this can be done as part of an employer-led group orientation or individually with each young worker. At the conclusion, each youth should have a clear understanding of their job description and expectations, what work readiness skills they will be measured on, and how often they will be measured.
- **FREQUENCY:** It is recommended that employers conduct more than one evaluation. Benefits of administering bi-weekly or “mid-point” assessments include the ability for employers to: offer youth constructive feedback; formally recognize positive work performances; address small issues before they become larger ones; and formally communicate youth performance with local program staff to ensure added support. An additional benefit is that local areas may be able to document the work readiness progress if a participant who has already proven to be proficient in work readiness leaves the program prior to its end.
- **FIRST EVALUATION:** The first evaluation can also be used as a helpful diagnostic and developmental tool that is maximized when delivered within the first two or three weeks. For participants experiencing challenges and have received a “1” in any category, a performance improvement plan should outline a set of goals in the comment section. In the past, some employers have had youth first assess their own performance and use any gaps in assessments to promote positive communication.
- **GRADING SCALE:** A grading scale of foundation skills has been listed on page 3 for employer convenience. To add any additional skills, employers can copy the language in the “general key” and modify as they see fit.

**Sources:** Tool content and design is based on three general sources encompassing public study, private research, and practical local application.

- (1) US Dept. of Labor – ETA’s “ Building Blocks for Competency Models” [http://www.careeronestop.org/CompetencyModel/pyramid\\_definition.aspx](http://www.careeronestop.org/CompetencyModel/pyramid_definition.aspx)
- (2) Employer research collaboration of The Conference Board, Partnership for 21<sup>st</sup> Century Skills, Corporate Voices, & Society for HR Management includes online-accessible reports: “New Graduates’ Workforce Readiness”, “Are They Really Ready to Work?”, and “The Ill-Prepared US Workforce”.
- (3) Sample tool design is based most closely on the Massachusetts Work-Based Learning Plan (<http://www.skillslibrary.com/wbl.htm>). The Seattle King County’s Learning and Employability Profile, and other tools from the 2009 Summer Youth Employment Initiative under the American Recovery and Reinvestment Act were also utilized. For more info, see: “Tips on Measuring Work Readiness” [www.workforce3one.org/view/5000910643776065645/info](http://www.workforce3one.org/view/5000910643776065645/info)

### EMPLOYEE EVALUATION GRADING SCALE

#### ATTENDANCE

Perf. Improvement Plan Needed	Needs Development	Proficient	Exemplary
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 one day with valid reason that did not occur during first two weeks.

#### PUNCTUALITY

Perf. Improvement Plan Needed	Needs Development	Proficient	Exemplary
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 & 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

Perf. Improvement Plan Needed	Needs Development	Proficient	Exemplary
Has not yet demonstrated appropriate appearance and/or personal hygiene for position and duties.	Inconsistent in demonstrating appropriate appearance and/or personal hygiene for workplace.	Dresses appropriately and practices hygiene for position and duties with rare exception.	Consistent display of professional appearance and hygiene serves as a model for other workers.

#### TAKING INITIATIVE

Perf. Improvement Plan Needed	Needs Development	Proficient	Exemplary
Reluctant to begin tasks without significant staff intervention. Needs frequent reminders. Additional training may be needed.	Inconsistently begins or remains on task. Needs occasional prompting. Often satisfied with bare minimum performance.	Begins and remains on task until completion with rare exception. Can work independently. Initiates interaction for next task.	Consistently begins/remains on task until completion, and initiates interaction for next task. Can work independently, and leads others.

#### QUALITY OF WORK

Perf. Improvement Plan Needed	Needs Development	Proficient	Exemplary
Has not yet given best effort. Rarely evaluates work and utilizes feedback. Completes work inconsistently. Additional training may be 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

Perf. Improvement Plan Needed	Needs Development	Proficient	Exemplary
Seldom speaks clearly or listens attentively. Repeatedly uses inappropriate language for the workplace. May need additional training and support.	Inconsistent in communicating in manner and language appropriate for workplace. Inconsistent in effort to speak clearly or listen attentively.	Demonstrates positive oral and non-verbal communication with rare exception. Listens attentively and uses language appropriate for workplace.	Consistently demonstrates positive oral/non-verbal communication skills. Speaks clearly and listens attentively, Can effectively present to a group if needed.

#### RESPONSE TO SUPERVISION

Perf. Improvement Plan Needed	Needs Development	Proficient	Exemplary
Reluctant to accept feedback and constructive criticism from supervisor. Responds with poor verbal or non-verbal communication. Additional training may be necessary.	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

Perf. Improvement Plan Needed	Needs Development	Proficient	Exemplary
Has not yet demonstrated appropriate group behaviors. Improvement needed in treating others with respect. Rarely contributes to group efforts. Additional training may be necessary.	Inconsistent in promoting positive group behaviors amongst coworkers, 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

Perf. Improvement Plan Needed	Needs Development	Proficient	Exemplary
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 reasoning, 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.

#### WORKPLACE CULTURE, POLICY AND SAFETY

Perf. Improvement Plan Needed	Needs Development	Proficient	Exemplary
Has not demonstrated understanding of workplace policies/ethics. Has not completed applicable training on workplace .	Inconsistent in demonstrating understanding of workplace culture, policies, and safety rules.	Demonstrates understanding of workplace policies. Completed safety training if applicable, and adheres to rules. Exhibits honesty and integrity.	Shows clear understanding of work policies and safety rules. Exhibits honesty and integrity. Has completed applicable safety trainings and has led coworkers.

**ENGAGEMENT IN SOMETHING MEANINGFUL**

Perf. Improvement Plan Needed	Needs Development	Proficient	Exemplary
Isn't working towards any of the following: completing high school or obtaining a GED, attending a post-secondary institution, entering the military, or participating in a professional volunteering opportunity.	Is working towards one of the following, but needs substantial support to be successful: completing high school or obtaining a GED, attending a post-secondary institution, entering the military, or participating in a professional volunteering opportunity	Either is (a) in high school and doing just enough to graduate; (b) completing a GED; (c) applying to the military, jobs, a "professional volunteering" opportunity, or a post-secondary institution.	If person is in high school, then he/she is on target to graduate with honors or with other notable accomplishments. If person has completed high school or a GED, either is (a) accepted into or is attending a post-secondary institution and is on track to graduate, (b) participating in the military or a professional internship and is doing well, or (c) has secured or is maintaining employment.

**FINANCIAL SELF-SUFFICIENCY**

Perf. Improvement Plan Needed	Needs Development	Proficient	Exemplary
Is not yet demonstrating or developing the skills and commitment required for planning and adhering to a budget, maintaining a living wage job, and creating and contributing to a personal savings. May need additional training.	Inconsistent in demonstrating and developing the skills and commitment required for planning and adhering to a budget, maintaining a living wage job, and creating and contributing to a personal savings, and development is needed.	With rare exception, demonstrates the skills and commitment required for planning and adhering to a budget, maintaining a living wage job, and creating and contributing to a personal savings, and shows initiative in improving skills.	Consistently demonstrates skills and commitment required for planning and adhering to a budget, maintaining a living wage job, and creating and contributing to a personal savings required for the position. Often exceeds expectations.

**JOB SEEKING SKILLS/EMPLOYABILITY SKILLS**

Perf. Improvement Plan Needed	Needs Development	Proficient	Exemplary
Is not yet demonstrating or developing the skills needed to apply for a job successfully, such as being able to effectively locate open positions, identify positions that are a good match for them, write a resume, complete a job application, write a cover letter, and engage in an interview; and needs to have a formal plan for improving skills. May need additional training.	Inconsistent in demonstrating and developing skills needed to apply for a job, such as being able to effectively locate open positions, identify positions that are a good match for them, write a resume, complete a job application, write a cover letter, and engage in an interview; and development is needed.	Has the basic skills required to apply for a job, such as being able to effectively locate open positions, identify positions that are a good match for them, write a resume, complete a job application, write a cover letter, and engage in an interview; and shows initiative in improving skills.	Has the basic skills necessary for applying for a job, and is either exemplary in one or more of the required areas or has secured a job using these skills (i.e., being able to effectively locate open positions, identify positions that are a good match for them, write a resume, complete a job application, write a cover letter, and engage in an interview)..

**GENERAL KEY**

Perf. Improvement Plan Needed	Needs Development	Proficient	Exemplary
Is not yet demonstrating the skills required for the position and needs to have a formal plan for improving skills. May need additional training.	Inconsistent in demonstrating and developing skills for the position, but development is needed.	Demonstrates the skills required for the position with rare exception, and shows initiative in improving skills.	Consistently demonstrates skills required for the position. Often exceeds expectations and has emerged as leader that improves overall team.
<b><i>This general key is adaptable for employers to copy, paste in boxes on page 1, and modify accordingly for job-specific skills.</i></b>			