

Regional and Local Plans

7/1/2021 – 6/30/2024

RWDA:

Southeast Minnesota Regional Development Area #6

LWDA:

Local Workforce Development Areas Southeast #8 and
Winona #18

REGIONAL PLAN

Local Elected Officials and Local Workforce Development Boards within each Regional Workforce Development Area must participate in a planning process to address the following-

1. Describe the region's economic conditions including existing and emerging in-demand industry sectors and occupations and also the employment needs of employers in these sectors and occupations. Attach a copy of an analysis addressing these factors. It is acceptable and recommended to use the [regional analysis](#) and other information if desired that is available from DEED's Labor Market Information Division.

The WDBs of WDAs #8 and #18 have been built around key regional industry sectors and employer and industry needs. Identified Key Industry sectors include: Healthcare, Manufacturing, Services & Trades, and Emerging Technologies. Career Pathways Programming has been developed for each of these industry sectors; Information Technology and Entrepreneurship are new focus areas for the region identified to develop additional Pathways programming. An overview of the region including an outline of key industry pathways can be found here: [economic development region 10 - Southeast \(mn.gov\)](#)

Key Highlights from Region 6 analysis:

- Southeast Minnesota is second largest of the 13 economic development regions (EDR's) in the state, accounting for 9.1% of the state's population.
- The population growth from 2010 to 2019 was 3.4%, much slower than the statewide rise of 6.3%
- Olmsted County is centrally located and is also the largest county by population, accounting for 29.2% of the population, and was the 7th fastest growing county in the state.
- Region 6 has a higher percentage of older adults and younger adults, with a smaller percentage of working adults than the rest of the state.
- The region is not as diverse as other parts of the state, but that is changing quickly. Every minority race is increasing, including the African American population more than tripling, and the number of two or more races doubling in the last decade.
- We are projected to see a labor force decline in the upcoming years, ever-increasing our workforce shortage challenge.
- The median hourly wage for the region was \$19.89 in 2020, the second highest median wage level of the 13 EDA's. This wage is often skewed by Olmsted County however, and the average wage range is vast across the region.
- The occupational groups with the largest number of openings included: Food Preparation and Serving (1,617), Sales and Related (1,148), Personal Care and Service (880), Healthcare Practitioners and Technical (869), Office and Administrative Support (814), and Construction/Extraction (760). This was during the fourth quarter of 2019, although the landscape is similar today.
- Healthcare and Social Assistance establishments account for 26.9% of the total jobs in the region, and 47.7% of the total jobs gained during the last decade. Manufacturing is the next largest sector with particular emphasis on Food Manufacturing.

The Department of Labor draws a distinction between sectoral strategies and Career

Pathways. Sector Strategies are regionally-based activities where you identify high growth areas (data), bring multiple employers in to identify needs, utilize employers to refine/identify pertinent curricula, flesh out stackable credential options, and then bring together education/economic development/CBO's/Workforce providers to look at sustainability options. Career Pathways is the local action step to implement the sector strategies. The steps they identified in building Career Pathways are:

- Build industry partnerships at the local level
- Identify Sector needs at the local level
- Design Career Pathways program at the local level
- Identify funding options at the local level
- Align programs and services at the local level
- Measure system change and performance outcomes at the local level - and then give that feedback to the Regional level.

The WDBs of WDAs #8 and #18 support the seven principles of high performing industry partnerships, including:

- Develop and maintain employer leadership
- Produce excellent outcomes for individuals and employers
- Serve low-skill, low-wage individuals
- Promote career advancement
- Promote industry-recognized credentials
- Communicate key information to stakeholders
- Operate with knowledgeable staff

The mission of the WDA #8 is to develop and advance the workforce of Southeast Minnesota. Our mission is at the heart of everything we do to impact positive outcomes for both job seekers and employers. We actively provide outreach to people from diverse populations and low-skilled (often hardest to serve) individuals, to ensure they are able to utilize the myriad of services available to them.

The mission of WDA #18 is to develop, support, and evaluate programs to prepare youth and adults with serious barriers to employment for entry into the labor force working in coordination with Winona County Employers.

2. What is the regional strategy to coordinate efforts to address existing and in-demand industry sector and occupations workforce needs? Describe the methodology for outreach to these industry sectors and how they will be connected with the workforce system in the region.

The regional strategy to address workforce needs includes a multi-prong approach to attracting and retaining talent, including Career Pathways programming, sector-based industry initiatives, and collaborations to maximize resources and best practices.

Career Pathways initiatives are the focus of our programming in SEMN, providing short-term, industry-based training for individuals to assist them with gaining a

family-sustaining wage and building on their skills through career laddering opportunities. These initiatives include a multitude of area partners, including Adult Basic Education, Post-Secondary institutions, K12 Education, area employers, and Community Based Organizations. We currently operate Career Pathways programming in multiple pathways in the industries of Healthcare, Manufacturing, Services and Trades, and Public Sector careers. The number of specific occupations underneath each of these umbrellas is vast. We are currently collaborating as a region to add offerings in Information Technology and Entrepreneurship as well.

Our Workforce Development Boards are at the center of developing the programming within these offerings, including leading industry conversations, gaining insights from industry partners, ensuring that we are aligning with economic and workforce needs, and offering resources, guidance, and private funding to support these initiatives. Our Workforce Development Boards ultimately ensure that we are aligning our programs and services with the needs of the economy and the needs of the employers in our region.

3. Describe how the local boards will direct regional workforce system alignment through shared policies and practices. In this description include any cooperative service arrangements being planned for the region and how they will promote consistency within the regional workforce development area and with state policy.

We rely on each of the local boards to direct the work that impacts their specific local area, however we collaborate closely and work on a number of initiatives together as a region. Shared training, policies, and procedures are implemented by the two Executive Directors and local WDBs whenever it makes sense to do so. The Regional Oversight Committee guides these shared activities while providing oversight to their implementation and outcomes.

A Memorandum of Understanding defines the formal partnership structure and operation of the Regional Oversight Committee. Executive Committee members from both boards make up the Regional Oversight Committee and ensure that the two local areas are working together and collaborating efforts as it pertains to the region as a whole.

A Regional Career Pathways Coordinator (RC3) was jointly hired with shared resources and is identifying and developing both formal and informal cooperative service opportunities across the region. An additional .5 FTE Regional Youth Career Pathways Coordinator has also been assigned to address specific youth initiatives and young adult career pathways across the region. A Regional Career Pathways Report was created and shared with the WDB's, the GWDC, and state legislators.

Our regional work group is comprised of staff members from each of the local areas, and we are currently working through a number of 2-year goals to address the needs of the region. Below is an outline of our current work plan:

STRATEGIES (<i>activities, steps to achieve goal</i>):	EXPECTED MEASURABLE OUTCOMES
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<p>Expand and replicate sector-based initiatives, including Career Pathways Training opportunities in key industry sectors:</p> <ul style="list-style-type: none"> ● Construction/Trades ● Manufacturing ● Healthcare <p>Research regional needs for additional Career Pathways training and sector-based initiatives, expanding into:</p> <ul style="list-style-type: none"> ● IT ● Agriculture ● Entrepreneurship <p>Expand Employer Outreach Services</p> <p>Continue to target training and services to the under-represented populations in our region – helping them to access the career pathways opportunities that lead to economic success.</p> <p>Convene employers, legislators, Regional WDB members, and other community leaders for an annual Workforce Forum around workforce issues and solutions</p> <p>Engage regional employers in the Best Places to Work Survey. Recognition of the region's Best Places to Work at Spring Event with shared best practices</p>	<p>Complete industry assessment throughout the region</p> <p>Develop employer partnerships throughout the region</p> <p>Partner with Rochester Chamber, Winona Chamber, The Garage Co-Workspace, and RW Ignite entrepreneurship to assess regional needs</p> <p>Expand partnership with U of M Extension and MSC-Southeast to explore Agricultural pathways</p> <p>Utilize existing IT needs assessment to develop regional plan for IT training</p> <p>Build Regional Plan to include emphasis on Employer Outreach Activities</p> <p>Develop Employer Outreach Action Plans for individual counties</p> <p>Continued development/updating and expansion of the regional playbook to include additional pathways information, customer profiles, employer profiles, and action items for our region</p> <p>Regional Forum date TBD in 2020</p> <p>Best Places to Work co-hosted event with Winona and Southeast WDB's. Employers were showcased and honored at April 2020 event sharing employment and retention best practices</p>
<p>Multiple cooperative service arrangements exist across SE MN, and a number of Memoranda of Understanding have been created. Each Career Pathways training program and each individual funding stream, totaling over 75 for the region, have a multitude of partners. Core partnering organizations for our region include the One-Stop Consortium partners, area employers, a variety of Community Based Non-Profit Organizations, Chambers of Commerce, Union Trades Organizations, Economic Development Organizations, K12 schools and Post-Secondary institutions, individual city and county organizations and government offices, and a variety of consortiums and collaborations such as the Southeast Minnesota Together and other groups that represent collective interests of the region. Each of these cooperative service arrangements allows for regional strategies focused on shared information and resources, grant management, staff and customer training.</p>	

4. Describe how the regional approaches used will ensure that it includes diverse representation, specifically among populations experiencing the greatest barriers to

employment or communities facing the greatest levels of economic disparities?

A Regional Career Pathways Coordinator (RC3) has been hired and is identifying and developing both formal and informal cooperative service opportunities across the region, including targeted efforts to ensure employment and equity. This RC3 is also charged with convening businesses and labor representatives to outline opportunities for developing adult career pathways in critical sectors throughout the region.

The SE MN WDB has established equity-based subcommittees and several initiatives to focus attention on the equity issues across our region.

Taskforce subcommittees include: Employment Equity, MaxAbility (which focuses on persons with disabilities), Salute Southern MN (a veteran's network), Emerging Workforce (targeting at-risk youth), and Previously Incarcerated.

At the Winona WDB, board members are active in (but not limited to) several initiatives, including the Winona Development Achievement Center, Human Rights Commission, Winona Chamber of Commerce REACH Program (High School Youth Program), Project FINE, Occupational Rehabilitation Center, and Beyond the Yellow Ribbon.

The Employment and Equity taskforce is currently researching best practice models from around the country that showcase key regional businesses and their best practices in addressing equity. Through this program we will also develop training opportunities and guidelines for ensuring continuous improvement in providing equitable and inclusive employment opportunities for our region.

The WDAs also provided Equity Logic training to all staff in partnership with the Diversity Council of Rochester; as with all professional development opportunities, staff from either WDB are always welcome to attend.

5. Describe how performance negotiations will be managed among the local workforce development areas within the region.

Performance negotiations will be managed through the One-Stop Committees of the two Workforce Development Boards, who report to the Regional Oversight Committee. (See the attached Regional Memorandum of Understanding).

Once One-Stop Operators have been selected via RFP by the WDBs, the One-Stop Operators will report performance outcomes to their WDBs and the joint Regional Oversight Committee.

6. Describe how the region's workforce development efforts will be coordinated with economic development services and providers.

The Workforce Development Areas and the WDB's work closely with the community, city, and county-based Economic Development Organizations. We have board representation from Economic Development, and we also represent Workforce Development on their boards and committees. Particular emphasis on combining efforts comes into place when there are workforce challenges, needs, and expansions that occur and we are called to action as a collaborative force.

One example is a partnership with Daikin Industries in Faribault, MN. DEED, WDI, Economic Development, ABE, and South Central College and other partners have been working collaboratively with their expansion project to ensure the more than 300 hires necessary for their expansion will be attainable. Pre-Employment training programming has been created, with particular focus on diverse populations, as they had identified that individuals of color had a higher turnover rate. The students will be enrolled and receive academic assessments from the Faribault Education Center. They will receive basic reading, writing and math, Skills training from Daikin employees volunteering their time, and WDI Employability Skills instruction for one hour each day. The hope is that pre-employment training which is focused on the pre-determined skills needed at Daikin will assist in employee retention.

7. Describe any regional coordination of administrative cost arrangements, including the pooling of funds for administrative costs, as appropriate. Also, please describe regional coordination of transportation and other supportive services.

Our region has a few co-sponsored grant-funded programs, as well as direct appropriations through the Rural Career Counseling Coordinator (RC3) funding and the Regional Planning funding. Our grant-funded programs often include shared administrative expenses and are often administered through WDI due to our non-profit status and capacity. RC3 and Regional Planning are also administered through WDI but programming, responsibilities, and resources are shared as a regional collaboration. We currently house two shared positions through the RC3 appropriation, including both an adult and youth Career Pathways Coordinator.

Regional coordination of transportation and supportive services have not been possible to date due to having separate fiscal agents and ultimate fiduciary oversight in each of our local areas. However, this is certainly an area that merits further exploration and consideration. Both of our local WDB's are interested in expanding our partnerships as a region, and our Regional Oversight Committee will assist us in identifying priorities to address as a region as it relates specifically to regional coordination.

LOCAL PLAN- STRATEGIC OPERATIONS

Strategic Operations: *The core elements of strategic operations focuses on operating policies and procedures related to the one-stop system and physical locations of service delivery.*

1. Describe how local area boards will work with each other, core title providers and available data to designate at least one CareerForce Center per local workforce development area as comprehensive and make recommendations on recognizing affiliate and standalone partner sites.

The local Workforce Development Boards will continue to designate CareerForce Centers and make recommendations on recognizing affiliate and standalone partner sites. Currently, SEMN operates five CareerForce locations – Albert Lea, Austin, Faribault, Red Wing, and Rochester. Workforce Development, Inc. then also staffs offices in our four smallest counties of Houston, Fillmore, Wabasha, and Dodge. Local core partners also utilize these locations on an as-needed basis. Locally, the core title providers are all represented on the One-Stop Committee and the WDB. Core partners work together closely to develop, implement, and evaluate all aspects of workforce programming in the region. While only one CareerForce location is required in our local area, our Board and core partners have remained consistent in advocating for five comprehensive sites due to the large geographic footprint as well as the diverse populations, industries, and partners across the region.

2. Describe the strategies to ensure proper connectivity and coordination among the physical sites within the local workforce development area.

At the administrative level, regular meetings occur between leadership where discussions take place regarding high-level coordination of services, methods, and programs. Leadership shares information on new programming, updates on existing programming, and brainstorms ideas for addressing challenges, whether it be locally or on statewide priorities. Monthly in-person manager meetings help ensure coordination and shared information among the physical sites and on-site partners of our workforce development area, using virtual means for connecting as needed. Individual offices also coordinate with ongoing staff meetings and communication with partner staff. Local sites often work with a model similar to integrated resource teams, particularly when individuals are co-enrolled in various funding streams or programs, to maximize resources for that individual and to ensure accessibility to all programming available to them. Co-location on college campuses for many of our offices provides another level of connection and coordination. Staff members are also able to meet customers at a variety of locations and we often have office hours at various locations such as Adult Basic Education.

3. Describe the strategies to ensure proper connectivity and coordination among the service providers within the local workforce development area.

Monthly meetings of the One-Stop Committee provide in-person communication and coordination among the WDA core title providers. In addition, many area service providers serve as WDB and/or Subcommittee members. Our WDB has several subcommittees where our partnering organizations are able to form collaborations and build cohesion between programs and service providers in the region.

4. Describe other strategies that will be used to maximize services and access to services, such as non-traditional hours or using partner facilities.

We meet customer needs by utilizing partner facilities in several locations on a very regular basis. Public libraries, Adult Basic Education offices, and colleges are all regular meeting places for our staff and customers. In addition, staff meets customers “where they are”, including off-site and outside of the scope of regular business hours. Outreach coordination has been a major focus for our work over the last few years. As the workforce shortage has ever increased, and our in-person foot traffic has decreased, we’ve adjusted our models of service to allow for even more flexibility, creativity, and accessibility. We encourage staff to be out in the community and involved with various targeted populations, and to reach out to individuals in various communities, to ensure adequate and equitable access to programming. Outreach, particularly to underserved populations, is critical to our region’s needs and will be ever-increasing in the upcoming months. Whenever our new normal is established, our region plans to deploy a massive outreach effort to individuals unemployed, under-employed, and disengaged from the workforce.

As outlined in #6 below, we utilize a multitude of technology resources and virtual services to maximize access to services as well. Individuals are able to reach us virtually as well as in-person, and are able to do so and work on their individual career plan at their own pace and on their own time. This allows maximum flexibility for career seekers to access services.

5. Describe the strategic approaches to ensure all elements of Career Services are available at service locations or online, including services for youth and individuals with barriers to employment or service access.

The WDB ensures the availability of all documented Career Services at our service locations or through virtual means. Each program has a Coordinator who is responsible for the program budget, making sure the program requirements are met, and the appropriate career services are available across all service locations. Program Coordinators report monthly to the WDB Executive Committee. Professional Development opportunities are widely available and documented for all staff members as well to ensure they are aware of the requirements of each of the programs they administer, and that they are offering the myriad of services and resources available.

Our work is complicated, but we utilize a team approach; individual Career Planners complete extensive training on all program elements and work closely with their colleagues to ensure all services are available to customers. One example of this team approach is utilizing our Career Coaches – individual Career Planning staff who conduct research and represent our organization as the expert in a given career field or sector. Staff members from across the region can refer customers to these individuals for detailed information and resources for the particular sector they are interested in. Customers are able to access our services virtually or in-person; virtual services and online resources are outlined below.

6. Describe strategies that will be used to leverage technology for services and ensure compliance with accessibility standards.

Ensuring that all participants have the ability to access information from our staff and offices is a top priority. We recently revised our website to make it more user friendly and easier to navigate, as well as mobile friendly. Our staff use a variety of communication methods to interact with customers, based on the customers preference. We have access to Zoom, Skype, Teams, Facebook Messenger, phone calls, text systems, etc. for one-one-one and group conversations. We utilize our website, Facebook, partner agencies and paper/mail copies to support individuals when paperwork is needed or job packets are desired. We also utilize SignRequest to obtain virtual signatures from customers who prefer to interact virtually and still access the same support services. All services that we provided prior to the pandemic are still offered and many are offered in ways that our customers prefer. Working frequently with individuals who have families, work odd shifts, or who have transportation challenges has taught us that flexibility is key.

Through the use of technology, we have seen an increase in the number of individuals able to access our services, and an appreciation for the flexibility that remote communication provides. No longer are our customers having to bring their children into the office in the midst of winter or during the pandemic to sign paperwork or have a meeting. In addition to meetings we also host virtual Career Cafes where customers can learn new essential skills, network, receive one-on-one advice and talk with individuals who are also job searching, or trying to find new lines of work. Our college partners have also increased their virtual presence and we have been able to support our customers in virtual coursework, not only from their homes, but even in some local county jails and other community locations.

We rely on DEED's guidance for compliance evaluation and assessments. In addition, our Vocational Rehab partners provide local assistance with accessibility compliance. Our EEOC/ADA Officer works closely with the staff of the Office of Diversity & Equal Opportunity within DEED to ensure ADA accessibility in each of our offices. We know many of our customers have current technology available to them, but many do not. The Career Labs in our CareerForce locations and the computer labs in our WDI offices help fill that technology need by providing not only access, but assistance in using the technology. Staff help customers access information while providing instruction on the

use of the computers and increasing computer literacy. There are also a number of technology-based accommodations we are able to utilize, by working closely with our VRS partners.

7. Describe how supportive services, such as transportation and other needs, will be coordinated to better serve individuals with specific barriers to training, education and employment.

Supportive services are provided to all of our enrolled customers as necessary to support their employment and training plan. Need is documented and discussed prior to distribution. Barriers are assessed throughout the entire time of enrollment so that we can determine any support service needs as well as make any necessary referrals. Transportation assistance, childcare assistance, clothing for work, car repairs, supplies for work, and emergency assistance are all examples of support services we offer. We have a support service policy (Attachment G) approved through the Workforce Development Board, that outlines the types of supports available and guidelines on the disbursement requirements. In a few of our locations we also receive specialized grant funding to provide support services to non-enrolled customers, to assist them in addressing some of their barriers to enrollment. For example, we are required to document citizenship but often times individuals do not have the means to acquire this documentation. Some of our pre-enrollment support service funding allows for us to assist customers in gaining the necessary documentation.

Our CareerForce site staff are also closely connected with the various community organizations and programs that provide support services. The workforce system would not be able to adequately respond to all of the supports needed to address barriers to employment; partnership and resource-sharing is critical to our work. We often serve as a resource agency, pulling together partners from the non-profit community to collectively address the needs and barriers of our individuals.

8. Describe how local area boards will ensure state policies on infrastructure funding requirements are adhered to and the process for addressing any discrepancies or disagreements.

State policies and recommendations on infrastructure funding agreements were recently released, in November of 2020. We are currently working through infrastructure funding agreement negotiations with both on-site and off-site required One-Stop partners and will likely have these agreements in place by 4/30/21. Local policy letters are created which mirror the requirements set forth by DOL and DEED. These policy letters are brought before the WDB for discussion and approval, thereby eliminating any discrepancies and resolving any potential disagreements before approval. Program Coordinators share local policy letters with staff and provide training

on the requirements and expectations. Local policy letters are also available on our Intranet so that staff always has electronic access to them.

9. Describe how local area boards, who contract out for provider services, will ensure that providers fully participate in infrastructure funding requirements and the alignment of service delivery within the local workforce development area.

WDB members are involved in any Requests for Proposals (RFPs) to ensure alignment of service delivery and proper firewall guidelines. Infrastructure funding requirements and alignment of service delivery are included as criteria within the RFPs. Potential funding recipients are evaluated by WDB members and their proposals are measured against the criteria set forth in the RFP.

10. Describe how the Memorandum of Understanding will be developed when necessary and used to ensure commitment of resources from service providers and required partners.

The Memorandum of Understanding for the Regional Oversight Committee details the membership, voting rights, meeting schedule and location, and yearly regional goals.

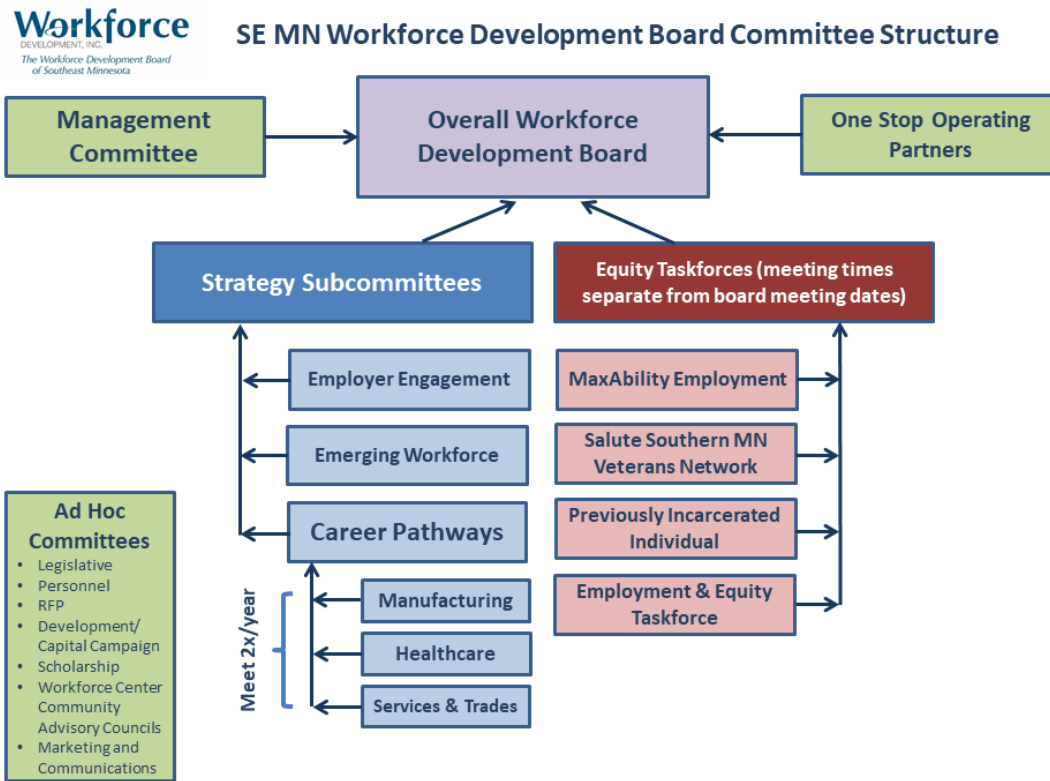
The Memorandum of Understanding for the Southeast Minnesota CareerForce System (One-Stop Operating Consortium) identifies the partners and details their roles and responsibilities, identifies the services to be provided throughout the CareerForce system, outlines the service funding and cost allocation methodology, defines the referral system between required partners, and includes a dispute and resolution process.

Both of these documents are included in Attachment I and Attachment H.

11. A. Describe the local area board's strategic vision and how it aligns with the state priorities under WIOA.

Our local strategic vision includes many of the same components as the designated state WIOA priorities such as a focus on equity, preparing youth, providing services for people with barriers to employment, meeting the skilled workforce needs of employers, and career pathways training. The structure and membership of the WDB and its subcommittees is a direct reflection of state and local priorities. Our board subcommittees are based on initiatives in key regional industries: Manufacturing, Healthcare, Services & Trades, and Emerging Industries, and are further aligned around specific initiatives, including Employer Outreach, Career Pathways, and Emerging Workforce (youth). These subcommittees include business leaders from across the region, and allow us to listen to, and meet the needs of, business and industry. The subcommittees are also based on regional workforce issues and targeted populations:

Employment and Equity, MaxAbility (targeted programming for individuals with disabilities), and Salute Southern MN (Veterans). Subcommittee members are dedicated to providing employer-led solutions to these challenges.



2.26.2021

B. Describe the local area board's goals for preparing an educated and skilled workforce, including youth and individuals with structural barriers to employment.

The mission of the WDB is to develop and advance the workforce of SEMN. We do this by offering a variety of programs and services, tailored to the needs of individuals and specialized into programming that is most impactful for those in most need. We focus on individuals with barriers to employment and follow the priority of service policy for serving those with structural barriers to employment. We begin by identifying our customers' needs; both the needs of employers and the needs of our job seeking customers. Once those needs have been identified, we begin the work of providing training or other resources to help meet those needs. Our success in Southeast Minnesota is Career Pathways training – short-term training opportunities leading to industry-recognized credentials for in-demand careers with living /family-sustaining wage occupations. . These offerings also include career laddering opportunities and support services, which we are able to provide to help individuals in addressing barriers. Some of the more common barriers to employment tend to be systems-side issues such as the lack and cost of childcare and transportation, however support services and resource sharing are two ways to assist career seekers in addressing their needs. Our Career Planners are very knowledgeable about additional community resources. – We

look to them to provide career guidance, as well as information on the community resources available to help customers.

- C. Describe how these goals relate to the performance accountability measures based on the primary indicators in order to support regional economic growth and economic self-sufficiency.

The primary indicators of our performance accountability measures including placement, wage gain and training completion/certification, are directly related to our ability to meet the needs of both job seekers and area employers. If we are not meeting the customers' needs, we will not achieve our accountability standards. When our customers (both job seekers and employers) meet their goals of self-sufficiency and economic growth, we achieve our accountability measures. We also have local goals including expanding our employer outreach, securing additional resources to support targeted populations, and expanding our career pathways sector offerings. All of these goals lead to additional economic growth and opportunities to improve economic self-sufficiency.

Below is an outline of our past two years' performance outcomes:

Youth

Employment Quarter 2 – our overall goal is 75%, in 2018 our Q2 Employment Rate was 84.4% and in 2019 our Q2 Employment Rate was 82.7%.

Employment Quarter 4 – our overall goal is 73%, in 2018 our Q4 Employment Rate was 73.5% and in 2019 our Q4 Employment Rate was 82.6%.

Credential – our overall goal is 61%, in 2018 our Credential Rate was 72.0% and in 2019 our Credential Rate was 54.2%.

Skills Gain – our overall goal is 46%, in 2018 our Skills Gain was 69.3% and in 2019 our Skills Gain was 62.2%.

Median Earnings – our overall goal is \$3,400.00, in 2018 our Median Earnings were \$3,295.28 and in 2019 our Median Earnings were \$4,974.19.

Adult

Employment Quarter 2 – our overall goal is 83.9%, in 2018 our Q2 Employment Rate was 90.6% and in 2019 our Q2 Employment Rate was 85.7%.

Employment Quarter 4 – our overall goal is 73.3%, in 2018 our Q4 Employment Rate was 87.2% and in 2019 our Q4 Employment Rate was 76.7 %.

Credential – our overall goal is 65%, in 2018 our Credential Rate was 76.5% and in 2019 our Credential Rate was 65.4%.

Skills Gain – our overall goal is 65%, in 2018 our Skills Gain was 74.4% and in 2019 our Skills Gain was 61.7%.

Median Earnings – our overall goal is \$6,500.00, in 2018 our Median Earnings were \$8,009.00 and in 2019 our Median Earnings were \$5,375.06.

Dislocated Worker

Employment Quarter 2 – our overall goal is 85%, in 2018 our Q2 Employment Rate was 88.6% and in 2019 our Q2 Employment Rate was 89.9%.

Employment Quarter 4 – our overall goal is 83.6%, in 2018 our Q4 Employment Rate was 88.3% and in 2019 our Q4 Employment Rate was 84.4%.

Credential – our overall goal is 81.0%, in 2018 our Credential Rate was 77.4% and in 2019 our Credential Rate was 73.2%.

Skills Gain – our overall goal is 63.5%, in 2018 our Skills Gain was at 78.0% and in 2019 our Skills Gain was 72.0%

Median Earnings – our overall goal is \$8,500.00, in 2018 our Median Earnings were \$11,480.80 and in 2019 our Median Earnings were \$8,668.53.

- D. Describe the strategy to work with the entities that carry out the core programs to align resources available to the local workforce development area, to achieve the strategic vision and goals of the local area board.

As the primary service provider, our local WDB guides the alignment of available resources in direct response to our strategic vision and goals. For example: the WDB sets aside funding to be used for scholarships which target our regional Demand Occupations. This allows us to be strategic in directing resources to targeted occupations. In addition, we have ongoing conversations at our board level regarding the direction of the work in the region, the outcomes we want to achieve, and where it is best to assign our various resources. One way we are able to maximize resources is by co-enrolling in multiple funding streams. Another example is by developing private-public partnerships or multi-organization partnerships to administer Career Pathways trainings, such as our Bridges to Careers model. We are able to share staff and resources with others to maximize our impact. One of our main roles as a workforce development entity is to have vast and deep knowledge of all community resources available to an individual. We alone cannot address or fund all of the needs of our career seekers – but collaboratively we are able to provide comprehensive wrap-around services.

12. Describe how the local workforce development system will work with entities carrying out core programs to align and support services with programs of study authorized under Carl D. Perkins Career and Technical Education Act.

The Carl D. Perkins Career and Technical Education Act is represented on our board, and we have staff members enlisted to serve on the three separate consortiums representing our region. We work closely to align programs, services, and funding streams. Recently, we've co-hosted an event to invite stakeholders and community partners to learn more about WIOA, Perkins, and the crossover of events and programming within our region. Our next step is to invite these stakeholders to a facilitated conversation about the goals of our region and how we can move to align even further and co-support initiatives that will have the most impact on our region. As the primary service provider, our Youth Career Planners work directly with local school districts across the region. Leaders in Career and Technical Education are part of our Career Pathways and Emerging Workforce subcommittees, where they provide guidance and current information on opportunities for partnership. We also work on a broad list of initiatives together throughout the year, everything from Career Fairs for high school students to Work-Based Learning opportunities for targeted student populations. Our goals under WIOA align with the goals of our Perkins partners, and we continue to work towards common implementation strategies, utilizing local and regional labor market information to be able to best serve our stakeholders.

13. A. Describe how the local area board, working with the entities carrying out core programs, will expand access to employment opportunities for eligible individuals, particularly eligible individuals with structural barriers to employment.

The WDB of SEMN has a number of targeted populations that are under-represented in the workforce. Programs and services are tailored for individual populations and outreach efforts continue to evolve and expand. Outreach to various populations is our number one challenge in providing services, and we can always improve. However, there are a number of best practices that our board and region rely on for expanding access to a diverse populations of career seekers.

Over the past several years, the MaxAbility subcommittee of the WDB has focused on expanding opportunities for eligible individuals with barriers to employment. MaxAbility is a subcommittee dedicated to growing competitive employment opportunities for people with disabilities. It facilitates collaboration among local employers, job placement professionals, nonprofit professionals, and educators to develop and increase opportunities for people with disabilities. Collaborators meet regularly to learn and partner with each other. An annual job and resource fair is also held so applicants can connect directly with employers and other stakeholders to learn about employment opportunities. Over the past several years, the MaxAbility subcommittee of the WDB has focused on expanding opportunities for eligible individuals with barriers to employment. Examples include: holding job fairs specifically for persons with disabilities, providing Americans with Disabilities Act (ADA) training for employers, creating awareness on the benefits of hiring persons with disabilities and advocating for that population in general.

The WDB has hired staff to provide strategic and intentional outreach to populations of people with barriers to employment based on language and culture. Career Counselors working with all programs including youth, dislocated workers, public assistance recipients, etc. provide outreach and assistance on a daily basis, helping individuals with a variety of barriers to employment. Intentional outreach includes meeting individuals where they are at, visiting locations where various populations congregate, reaching out to population-specific community-based organizations, sharing information with community leaders, and relying on numerous partner organizations to share information. WDI staff speak several languages and are able to provide targeted outreach in the following languages: Spanish, Somali, Karen/Karenni, Arabic, Anuak, and American Sign Language.

The opportunity to serve individuals connected to the MFIP (Minnesota Family Investment Program) and the SNAP (Supplemental Nutrition Assistance) programs also expands our network and outreach to targeted populations, particularly those with multiple barriers to employment. Our ability to diversify funding streams, programming, and resources allows for well-rounded intensive programming.

- B. Describe how the local area board, working with the entities carrying out core programs, will expand access to supportive services for eligible individuals, particularly eligible individuals with structural barriers to employment.

We provide access to supportive services for all eligible customers as funding allows. Detailed information on these are outlined in question #7 above as well as in the attached support service policy. Through a CARES Act grant in Goodhue County, a Rochester Area Foundation grant in Olmsted County, and a United Way grant in Mower County, we've been able to expand supportive services for non-enrolled individuals as a way to assist them in addressing their structural barriers to employment. For example, individuals are required to provide citizenship documentation prior to enrollment. This is a significant barrier to accessing services. Pre-enrollment supportive services could assist someone in obtaining the documentation needed, and transportation to/from the appointment to obtain the identification. Ideally, our support service policy would be expanded to allow broader categories of pre-enrollment support. We continue to search for additional resources such as those mentioned above.

- C. Describe how the local area board will facilitate the development of career pathways, co-enrollments (as appropriate) and activities that lead to industry recognized post-secondary credentials that are portable and stackable.

The Career Pathways subcommittee of the WDB is focused on the following goals: identifying and developing financially sustainable, aligned career pathways systems for youth and adults; increasing the number of skilled workers with credentials that are of

value to the area labor market, reducing duplication of services, and strengthening partnerships.

Career pathways are a series of structured and connected educational programs and support services that enable students, often while they are working, to advance over time to better jobs, careers, and higher levels of education and training. These programs offer a clear sequence or pathway of education coursework and/or training credentials aligned with employer-validated work readiness standards and competencies.

One of our greatest successes in Southeast is our rich offering of Career Pathways opportunities. Clients who are interested in pursuing careers are paired with Career Navigators who assist clients in narrowing down their choices regarding which career paths to follow. Career Navigators and clients work together to find appropriate educational paths to follow and/or good fits with local employers. They also identify what, if any, barriers stand in the way of clients finishing their education or maintaining employment and addressing those barriers one by one. For instance, a client may take classes that lead to an industry-recognized certificate. At that point, the client can decide to continue with additional classes to reach the next educational level or may seek employment. That option is available all along the career pathway, always with the goal of securing careers that are in demand and pay a living wage.

While career pathways are important for individual career seekers, they are important for employers, as well. Career pathway systems transform the role of employers from customers to partners, co-leaders, and co-investors in the development of the workforce. Employers have a high stake in the development of career pathways that lead to increases in their pipeline of qualified workers.

The creation of career pathways can develop in several different ways. Labor market information may show a high demand for careers for which there are few people trained. If local employers concur there is a high number of openings, either currently or forecasted, and low numbers of skilled workers, we may look for funding sources to create the entry point into career pathways. One key role the WDB plays is making people aware that these careers are not only in demand but pay a living wage. Once customers are made aware of the various career options, if they show an interest, Career Planners will encourage them to enroll in one of the many short-term trainings that lead into the field. Where appropriate, Career Planners will also enroll and/or co-enroll clients in more than one program to best serve the clients and use resources to their best use. These are always created with partners from around the SE MN region and include educational partners, both credit and customized departments, Adult Basic Education (ABE), other community-based organizations, and employers. Based on feedback from employers, and an understanding of what industry-recognized credentials are of importance to them, training to earn those credentials is incorporated into the short-term trainings.

The following are some of the Career Pathways options. Some are complete Career Pathways; others are WDI-sponsored short-term trainings that lead into Career Pathways.

Bridges to Careers

Bridges to Careers provides support to/for:

- Apply and Transition to Rochester Community and Technical College
- Apply for Financial Aid
- Academics
- Career Planning/Placement
- Balance Demands of Work, Life, and School

Healthcare – A Collaboration between Rochester Community and Technical College, Workforce Development, Inc., Hawthorne Education Center, and Mayo Clinic.

- Certified Nursing Assistant (CNA)

A career as a Certified Nursing Assistant involves hands-on healthcare to patients who are residents in nursing homes or could work in other home health services. The duties of a nursing assistant are to help patients with the basic activities of everyday life.

- Start CNA Prep Courses at Hawthorne
- Complete CNA Prep and Career Pathways
- Complete CNA Certification (Credits articulated from Hawthorne to Rochester Community and Technical College: (6 Credits)

Nursing Assistant Theory & Clinical

Home Health Aide Theory

CPR for Health Care Professionals

- Transition to Rochester Community and Technical College

- Advanced CNA

Completion of the Advanced CNA certificate can be a career ladder to Personal Care Assistant, Human Services Technician, Urology Technician, Donor Service Technician, Endoscopy Technician I, Hemodialysis Technician, IV Technician, Surgical Technician, Practical Nursing, and Associate Degree Nursing.

- Complete Prep Courses at Hawthorne
- Transition to Rochester Community and Technical College to the Advanced Hospital Nursing Assistant Certificate Program

- Phlebotomy Prep Program

Complete the Phlebotomy Prep Program for Application to the Mayo School of Health Sciences Phlebotomy Program. The Phlebotomy Technical Certificate Program at Mayo Clinic offers the best phlebotomy training in Minnesota. Students learn how to collect samples from patients and prepare these samples for testing. Through the nine-week program, students will gain the knowledge and skills needed to work in an outpatient clinic setting or inpatient (hospital) setting.

Administrative - A Collaboration between Rochester Community and Technical College, Workforce Development, Inc., and Hawthorne Education Center.

- **Administrative Office Professional**

This program will prepare students for employment as Administrative Office Professionals. Students will develop technology and critical thinking skills crucial to ensuring organization success. They will learn to provide critical support to organization leaders such as administrators, executives, and managers by keeping current on the 3 T's: Terminology, Trends, and Technology. Careers may include Administrative Assistant, Administrative Secretary, Administrative Support Assistant, Executive Assistant, Office Assistant, and Office Manager.

- **Healthcare Office Professional**

The Healthcare Office Professional Certificate is a 21-credit program that leads into employment opportunities that include:

- Clinical Assistant
- Healthcare Office Assistant
- Healthcare Office Receptionist
- Health Unit Coordinator
- Medical Administrative Assistant
- Medical Scribes
- Patient Service Representative

Start Prep Courses at Hawthorne
Transition to the Rochester Community and Technical College
Healthcare Office Professional Certificate Program

- **Office Support Specialist**

The Office Support Specialist Certificate leads to jobs with a number of different job assignments such as maintaining complete and accurate records, monitoring and responding to high volume communication pathways such as call centers, the reception desk, email, and faxes, reviewing case records for completion of agency forms, and so much more.

- Complete Prep Courses at Hawthorne
- Transition to Rochester Community and Technical College to either the Healthcare Office Professional Certificate (21 credits) or Administrative Office Professional Diploma (31 credits)

- **Maintenance**

Maintenance Professionals work to keep offices, businesses, hospitals, government buildings and schools cleaned and maintained. They may also check and maintain

heating and air conditioning systems and must follow the Occupational Safety and Health Administration (OSHA).

Complete Prep Courses at Hawthorne including the Northstar Digital Literacy Computer Preparation

Transition to Rochester Community and Technical College to earn the OSHA 30 and Beginning Boiler – Minnesota Engineering Boiler License.

Accelerated Welding Academy – 40 hours of training in six weeks. Classes are held at one of the Minnesota State Colleges Southeast – Red Wing or Winona and include:

- 10 hours of classroom training
- Math for Welders, Weld Symbols, and Safety
- 30 hours of hands-on welding
- GMAW MIG Welding
- Intro to Oxyfuel Cutting
- Intro to SMAW (Stick)
- Intro to Plasma Cutting
- Northstar Digital Literacy Computer Training

Accelerated CNC Machine Tool - 60 hours of training in eight weeks. Classes are held at one of the Minnesota State Colleges Southeast – Red Wing or Winona and include:

- 20 hours of classroom
- Safety, Blueprint Reading, Precision Measuring and Gauging
- 40 hours of hands-on CNC/ Machining
- Basic CNC Setup, Operation and Troubleshooting
- Downloading and Running Programs
- Loading Tools and Monitoring Speed
- Operating CNC Machine Tools for Success
- Construction-Focused Trainings that lead into the Trades

Other Career Pathways are more focused on a segment of the population and often WDI will apply for grants to support them. Examples include:

Southeast Asian Economic Disparities Relief Grant – The Southeast Asian Economic Disparities Relief grant, locally called the SEA grant, was created to fund a wide variety of training and employment opportunities for individuals who are from Southeast Asia. Through this grant funding, participants have taken coursework in everything from carpentry to LPN, have participated in subsidized work experiences, and connected with county licensors to become licensed daycare providers. Some participants engage in general classes offered at local community colleges, while other individuals partake in coursework through customized training departments that include support from interpreters for Karen, Karenni and Burmese languages. Over the course of three and a half years over one hundred and fifty Southeast Asian individuals have received support through this funding.

WESA – The Women’s Economic Security Act (WESA) grant was created to encourage girls of color, women of color, women over the age of fifty, and women who find themselves at 200% of the federal poverty level to seek careers that are in demand, pay a living wage, and are non-traditional in nature. Non-traditional means that the current workforce in that field is represented by 25% or less women. WESA monies are made available for both the training and support needed for women to access these types of careers.

LEAP – The LEAP grant is available to customers interested in pursuing any career that includes an apprenticeship. The grant provides training and/or support monies that make it possible for customers to gain access, and then stay in, careers that utilize apprenticeships for training and learning while working on the job.

The Pathway Home Grant was written specifically for people leaving incarceration from any of the eleven Minnesota Department of Corrections sites, the Steele County Detention Center, or the Dodge, Fillmore, and Olmsted (DFO) Adult Detention Centers. The goal is to build relationships with the clients themselves but also the personnel who work with the clients as they transition out of incarceration and return to society. WDI is the very entity clients should utilize for help with their resumes, cover letters, interviewing skills, job search, and connecting with employers. If we can build relationships with clients while they are still incarcerated, make them aware of all the services we offer, provide trainings that result in industry-recognized credentials, they are more likely to get employed and stay employed. Studies show a strong correlation between previously incarcerated individuals getting employment and a reduction in their recidivism. This is obviously a win for clients as well as the communities to which they return.

14. A. Describe how the local area board will facilitate engagement of employers, including small employers, and employers in in-demand industry sectors and occupations, in workforce development programs.

The Workforce Development Board created an Employee Engagement subcommittee made up of business leaders in a variety of in-demand sectors and industries across the region. This subcommittee seeks members’ input on desired topics for learning and information-sharing along with presentations on best practices from fellow employers and experts in the field. Attendees are encouraged to invite interested employer representatives to future meetings for any topic that may interest them. Outreach efforts are made to employers of all sizes through local Chambers of Commerce, development corporations, service organizations and WDI and DEED staff engaged in employer outreach. Marketing materials advertising workforce development programs are created and distributed through a variety of distribution methods including handouts, social media posts, and email.

Typically, our outreach is focused on program-specific needs. For example, when developing a sector-specific Career Pathways program, we will coordinate partnership with local business representing that sector to provide input on industry

needs and challenges, guidance on curriculum and support service needs, and job/career opportunities for individuals in the program.

Complete attachment G - **Local Workforce Development Area Key Industries in Regional Economy**

- B. Describe how the local area board will support a local workforce development system that meets the needs of businesses in the local workforce development area.

Local Employer Outreach Specialists, one in each county of our region, work diligently to reach out to employers in their county and have ongoing discussions about the challenges and workforce issues businesses are facing. We use data from Labor Market Information and a variety of other data sets to research demand occupations and job vacancy data, along with workforce participation information, unemployment information and other research that tells the stories of both the individual job seekers as well as industry sectors in our area. We have intentional, ongoing conversations with local business to discuss their individual needs and challenges. We work closely with our DEED partners, Chamber partners, and Economic Development Partners who are also having ongoing conversations with business.

- C. Describe how the local area board will better coordinate programs and services with regional economic development providers.

The Workforce Development board will engage with local Economic Development groups to make them aware of grant opportunities and the programming WDI provides in our region. Previous examples of these activities include hosting speakers from the Federal Reserve, diversity and inclusion seminars, and national experts discussing strategies for organizations to become a best place to work. Furthermore, Employer Outreach Specialists in each county will provide information to the local Economic Development groups whenever they may need employment and wage information for potential employers considering expansion in our region.

- D. Describe how the local area board will strengthen linkages between the one-stop delivery system and unemployment insurance programs by offering services to laid-off workers and possible lay-off preventative services for businesses, such as incumbent worker training that up-skills the workers and meets the needs of employers (can include but not be limited to, on-the-job training, apprenticeships, etc.).

The connection between unemployment insurance programs and WIOA programming is essential. Career seekers referred from UI are a top priority and we should have the resources and access necessary to serve them. However, it has been a challenge at times due to the separation of UI from our local workforce development programming. Particularly due to the pandemic, we no longer have direct access to those customers coming in the door, as they used to. We have become creative in our outreach and have been working with our DEED partners to develop solutions. Recently, DEED sent out an email to all UI recipients sharing information about workforce development programming and services. We hope that we can continue with efforts like this, eventually allowing for direct lines of communication between UI customers and local service providers.

WDI has a long history of offering on-the-job training opportunities, work experiences, and other services to connect UI customers with employers. We continue to look for ways to not only offer job placement but additional training opportunities to expand their options and gain better paying, sustainable careers.

We are currently working on a Minnesota Job Skills Partnership (MJSP) proposal to bring both Pre-employment and Incumbent Worker training to our SE MN region. We recognize that many manufacturers have a need for skilled labor. The pandemic has influenced employer decisions to cut back on essential training. We are working with local Adult Education providers in Faribault and Owatonna as well as Riverland Community College and South Central College to offer career seekers an academic assessment, a manufacturing assessment, and trainings identified by participating businesses as beneficial for a manufacturing career within their organizations. This same proposal seeks to offer Incumbent worker training for the eligible employees of the participating businesses. Eligible participants will be underrepresented individuals who are identified as low income, BIPOC, females, individuals with disabilities, and previously incarcerated. All partners are working with our business partners on customized curriculum to benefit both career seekers and incumbent workers.

Currently, Workforce Development, Inc. (WDI) has been working on another pre-employment training pilot. In Rice County, WDI, Daikin Applied, Faribault Education Center (ABE), South Central College and DEED have worked for over a year to provide a Community Training Pilot for career seekers looking to work for Daikin Applied. This training initiative is in response to Daikin Applied's concern over an inability to correct retention issues. In particular, with diverse population hires, retention became an issue. The hope is that if job seekers can access skills-based training before being hired they will be better positioned for success. Daikin has supplied the tools, equipment and volunteer instructors. South Central College has provided the classroom and skill lab. WDI has offered Employability Skill Training for the students for one hour each day. Faribault Education Center takes care of the student registration. The goal is that job seekers become more comfortable asking questions and receive more one-on-one time with the Daikin instructors. The instructors will sign off on those trainees who have mastered the material.

As WDI strengthens our relationship with partners we will continue to create more opportunities for education, job training, and ultimately job placement of individuals who are both unemployed and underemployed.

15. Describe how the local area board will coordinate workforce investment activities with economic development activities, including the promotion of entrepreneurial skills training and microenterprise services.

The Director of the Small Business Development Center in Rochester serves on the WDB. Co-location with that center also lends itself to increased partnership and referrals for our customers interested in entrepreneurial training and services.

The Regional Career Pathways Coordinator has made the research of entrepreneurship, specifically the availability of resources in SE MN, a major focus of 2021. This is also a focal point of the Career Pathways subcommittee of the Workforce Development, Inc Board. Ultimately this information will be shared with all WDI staff who will, in turn, share the information, as appropriate, with career seekers.

What has been discovered during this research phase is a wealth of people, resources, and energy around entrepreneurship in the eleven counties of SE MN.

One of the first resources discovered was a partnering organization, Red Wing Ignite. While they have three distinct areas of focus, one stands out in the entrepreneurial arena – STARTUPignite. STARTUPignite provides four areas of support for entrepreneurs, depending upon where they are in their progression – Funding, Education, Coaching, and Connections.

Another creation of Red Wing Ignite is the E1 – Entrepreneurs First - collaborative. E1 is a network of resources and services for Entrepreneurs in SE MN. What started as six partner organizations has grown to 14 organizations that serve as the Entrepreneurial Hub for SE MN. A major partner is Launch MN, a program of DEED. The initial goal was to help entrepreneurs to not have to start from scratch but rather be quickly connected to other entrepreneurs who might be further along in their trajectory, especially if they happen to be in similar sectors. This involved identifying the different services needed by entrepreneurs and then finding entities who could provide those services. Examples include someone with whom to talk through their idea, financial resources, website and technology experts, legal, educational and training providers, small business development, economic development, co-working spaces ...

Communication amongst the partners is critical to the success of the E1. They need to be familiar enough with one another and the services offered so that if they happen to be the first resource with whom an entrepreneur speaks, partners can confidently make referrals to other E1 partners, as additional needs are unearthed.

In speaking with a number of the E1 partners, strong and positive feelings came through around putting the needs of the entrepreneur first, making sure they knew what resources were available to them, and zero feelings of competition with one another

even if they were offering similar services. The best “fit” for the entrepreneur is decided by the entrepreneur after all pertinent options have been shared with them.

The Collider Foundation, one of the E1 partners, announced that Google will be the newest tenant of the Collider Coworking space in downtown Rochester, creating the first Google office in Minnesota. This is another example of one of the E1 partners working with private industry, healthcare, economic development, and the city to better serve entrepreneurs, freelancers, and remote workers while continuing to support the entrepreneurial ecosystem.

Conversations are now being had with E1 on how to make sure the resources are accessible and made known to workforce clients throughout the eleven-county area. Two ideas in the works include the creation of a fully-vetted Resource Page and an E1 Intake Form. The first would allow a client visiting the E1 website to quickly determine which of the E1 providers should be their first, second, and even third contacts, along with contact information readily available. The second would be a way for clients to share information with someone on the E1 side who would then make connections between the client and service/information providers.

16. A. Describe how the local area board will ensure continuous improvement of eligible providers of services through the system.

Currently, the local WDB has the authority to ensure continuous improvement of ourselves as the local service provider, as well as the service providers we partner with via an RFP process. In the future, we expect that all local service providers will be held to WIOA standards and WDB oversight. Our own continuous improvement is measured in a variety of ways, including performance standards, required Global Career Development Facilitation training for our Career Planners, customer satisfaction surveys, and our own internal merit measures. These performance metrics are shared with our local board, county partners, and other funders as required, and we have ongoing discussions on performance improvement with our management team. Our most recent WIOA performance standards are outlined in 11C above. Our internal merit measures also include targeted goals that need local area attention, such as work experience expenditures in our youth program and program-specific enrollment goals.

B. Describe how the local area board will ensure that eligible providers meet the employment needs of local employers, workers and job seekers.

This response was also outlined in 14B; the structure of the WDB and partnership/collaboration between board members and staff ensures that we are meeting the needs of local employers, workers and job seekers. For additional service providers, the WDB ensures that any RFP set forth includes detailed expectations for the

scope of the project, target audience, and outcomes. These clear definitions help us ensure that employment needs are being met.

- C. Describe how the local area board will facilitate access to services provided through the one-stop delivery system, including in remote areas, through the use of technology and other means.

Prior to Covid-19, our staff would use available technologies, including phone, email, social media, and other avenues to reach out to customers. Our staff are also given the flexibility and encouraged to go where our customers are, often meeting with them in public libraries, schools, coffee shops, county buildings, and other remote locations to provide services. Covid-19 has actually provided us the opportunity to expand these offerings and opportunities, building a more advanced, workable, and equitable process for reaching customers. All staff have now been trained in a number of modalities, and some of these offerings are required to be virtual. The time saved on offering virtual meetings and decreasing commute time has also allowed us the opportunity to provide extensive training for staff on ways to offer services differently, virtual customer service, virtual networking opportunities, social media use, and more. SEMN has a number of communities that are very rural, and these offerings have been a game-changer for our service delivery. Individuals who were previously unable to access services due to transportation, work schedules, childcare, or other barriers are now able to access our services when and how it is convenient for them.

We have received a great deal of positive feedback from our customers as it relates to our changing business practices and expansion of virtual offerings, as well as our flexibility in programming. We have seen a huge shift in the power dynamic as well; individuals used to be required to come into our offices to access services and sit across someone in an office. Because of our new way of doing businesses, we can truly meet customers where they are at, despite challenges such as childcare and transportation, and can level the playing field as it relates to connecting on a deeper level with individuals. We have many reports of relationships and services being deeper, more meaningful, and more successful.

- D. Describe how entities within the one-stop delivery system will comply with section 188, if applicable, and applicable provisions of the Americans with Disabilities Act of 1990, regarding the physical and programmatic accessibility of facilities, programs and services, technology and materials for individuals with disabilities including providing staff training and support for addressing the needs of individuals with disabilities.

The WDB relies on DEED's guidance for compliance evaluation and assessments to comply with any applicable provisions of the Americans with Disabilities Act. In addition, our Vocational Rehab partners provide local assistance with accessibility compliance. Over the past several years, the MaxAbility subcommittee of the WDB has focused on expanding opportunities for eligible individuals with barriers to employment. Examples include: holding job fairs specifically for persons with disabilities, providing Americans

with Disabilities Act (ADA) training for employers and staff, creating awareness on the benefits of hiring persons with disabilities and advocating for this population within business and industry.

E. Describe the roles and resource contributions of the one-stop partners, (you may attach your MOU and IFAs to this plan to answer this question if you wish).

As defined in the MOU, there are three levels of partner agencies:

Core Partners: These partners house/provide staffing or virtual presence at each CareerForce location and share in the operation and maintenance of the location via the IFA. Core partners participate in the cost of shared CareerForce location functions and operations. The Core partners make up the policy setting body for the location, and services offered.

CareerForce Core partners include:

- Department of Employment and Economic Development (DEED) -Job Service
- Department of Employment and Economic Development (DEED) -Vocational Rehabilitation
- Department of Employment and Economic Development (DEED) -State Services for the Blind
- Workforce Development, Incorporated (WDI)

Resident Partners: These are Partners that may rent space and may provide a staff presence at some locations but are not represented at all of the CareerForce locations. These partners may bring a specific service to CareerForce customers, but do not contribute to the management of the centers, beyond a fixed amount of rent that is negotiated with the location manager.

External Partners: Partners who do not house at the CareerForce locations but provide services to a group of customers using the centers.

Partners			
Partner Name	Program	Program Authority	On-Site
Workforce Development, Inc. Workforce Development Board (WDB) #8 & Joint Powers Board	WIOA Adult and Dislocated Worker Programs	WIOA Title I B – Adult and Dislocated Worker Programs	YES
	WIOA Youth/Young Adult Programs YouthBuild	WIOA Title 1 B - Youth Programs	YES
	MN Dislocated Worker Program	MN Statute 116L.17 – State Dislocated	YES

		Worker Program	
	MN Young Adult Program	MN Statute 116L.56 - Minnesota Youth Program	YES
County Human/Community Services Agencies throughout the Region	Minnesota Family Investment Program (TANF)	Social Security Act – part of Title IV programs (TANF)	YES
County Human/Community Services Agencies throughout the Region	SNAP Employment and Training Program	Food & Nutrition Act of 2008	YES
Adult Education and Literacy Providers throughout the Region	Adult Education and Literacy	WIOA Title II – Adult Education and Literacy	YES
Minnesota Department of Employment and Economic Development	Wagner Peyser (Job Service)	WIOA Title III – Wagner Peyser Migrant and Seasonal Farmworker Programs (MSFW)	YES
	Veteran’s Services	Chapter 41 Title 38; Jobs for Veterans	YES
	Unemployment Insurance (UI)	Unemployment Insurance programs authorized under state law	YES
	Trade Adjustment Assistance (TAA)	Trade Act, Title II Chapter 2	YES
	Rehabilitation Services State Services for the Blind	WIOA Title IV – Rehabilitation Act. Title 1, Vocational Rehabilitation Services	YES
	Native American Programs, DEED American Indian Liaison	WIOA Title 1 – Native American Programs	NO
	Minnesota State Colleges and Universities including Rochester Community and Technical College,	Post-Secondary Vocational Education	Carl D. Perkins Career and Technical

MN State Southeast, Riverland College, South-Central Technical College	Programs Career and Technical Education	Education	
Motivational Education and Training (MET)	National Farmworker Jobs Program (NJFP)	National Farmworker Jobs Program	NO
	Senior Community Service Employment Program (SCSEP)	Older Americans Title V – Senior Community Service Employment Program	NO
Community Action Agencies SEMCAC and Three Rivers CAA	Community Services Block Grant	Community Services Block Grant – Employment and Training	NO
Southeastern Minnesota Multi-County Housing and Redevelopment Authority (SEMMCHRA)	Housing	Department of Housing and Urban Development (HUD) – Employment and Training Programs	NO
Previously Incarcerated Taskforce of the WDB and South Central College	Second Chance Act Programs	Second Chance Act, Chapter 212	YES
<p>Specific roles and resource contributions are also defined in the MOUs, which are included as Attachment H (One Stop MOU), Attachment I (Regional MOU), and Attachment L (JPB MOU).</p>			

17. Describe and assess the type and availability of adult and dislocated worker employment and training activities in the local workforce development area.

In our local workforce development area adult and dislocated worker employment and training activities include the following:

Universal Services for Career Seekers: All career seekers will have access to Universal Services, a core set of basic services that can be accessed at all CareerForce locations, as well as satellite Workforce Development, Inc. locations. Each location offers access to equipment: fax machines, copy machines, printers, computers for online applications,

job search websites, typing tests, computer training with Northstar Digital Literacy, and assessments - both academic and career interest in Career Labs that are staffed by Customer Service Specialists. The offices all create space for career seekers to access community resources and information regarding employer events, job leads, wage information, and skill requirements. Career seekers can speak to Career Planners on the phone, via technology, or schedule an in-person appointment for an initial assessment to determine potential eligibility for eligibility-specific programs and career services, or for referrals to the appropriate internal or external partner Career Planners provide access to career counseling, up to date labor market and career information, work readiness classes, job skills training and information on eligibility/funding for certified training programs.

Universal Services for Businesses: Local businesses are able to hold employer events at local CareerForce offices allowing applicants to meet with their human resource representative, learn about available positions and the education and skill requirements, access applications for completion, and often on-site, on the spot, interviews. Employers share their job postings, skill requirements, and hiring event information with CareerForce staff. Local businesses are able to reach out for qualified applicant referrals from Career Planners and Employer Outreach Specialists. Employers have access to updated local, state, and national labor market information. Businesses can access career services, funding for individuals eligible for on the job training and work experience opportunities, information on American's with Disabilities Act, and assistance will employability skills training.

Eligible Career Seekers: All eligible career seekers contacting or entering a CareerForce or WDI affiliate office have access to resources, information, and services from partner organizations such as Workforce Development, Inc. (WDI), Job Service, and Vocational Rehabilitation, along with access to Unemployment Insurance resources. WDI's Career Planners offer eligible career seekers access to a variety of career services: career counseling, staff assisted assessments, individual plan development, work readiness services, and work experiences (providing an employment experience with basic job training). Career seekers can begin the work toward their employment goals. They can access support and referrals as needed for obtaining education and job training. Examples of training offerings include: ESL training, GED training, non-credential training (ex. computer software, first aid training, OSHA classes, forklift training, etc.), credentialed training, customized training (designed to meet special requirements of an employer or group of employers, and CLIMB training for dislocated workers who seek to be entrepreneurs owning and operating their own.

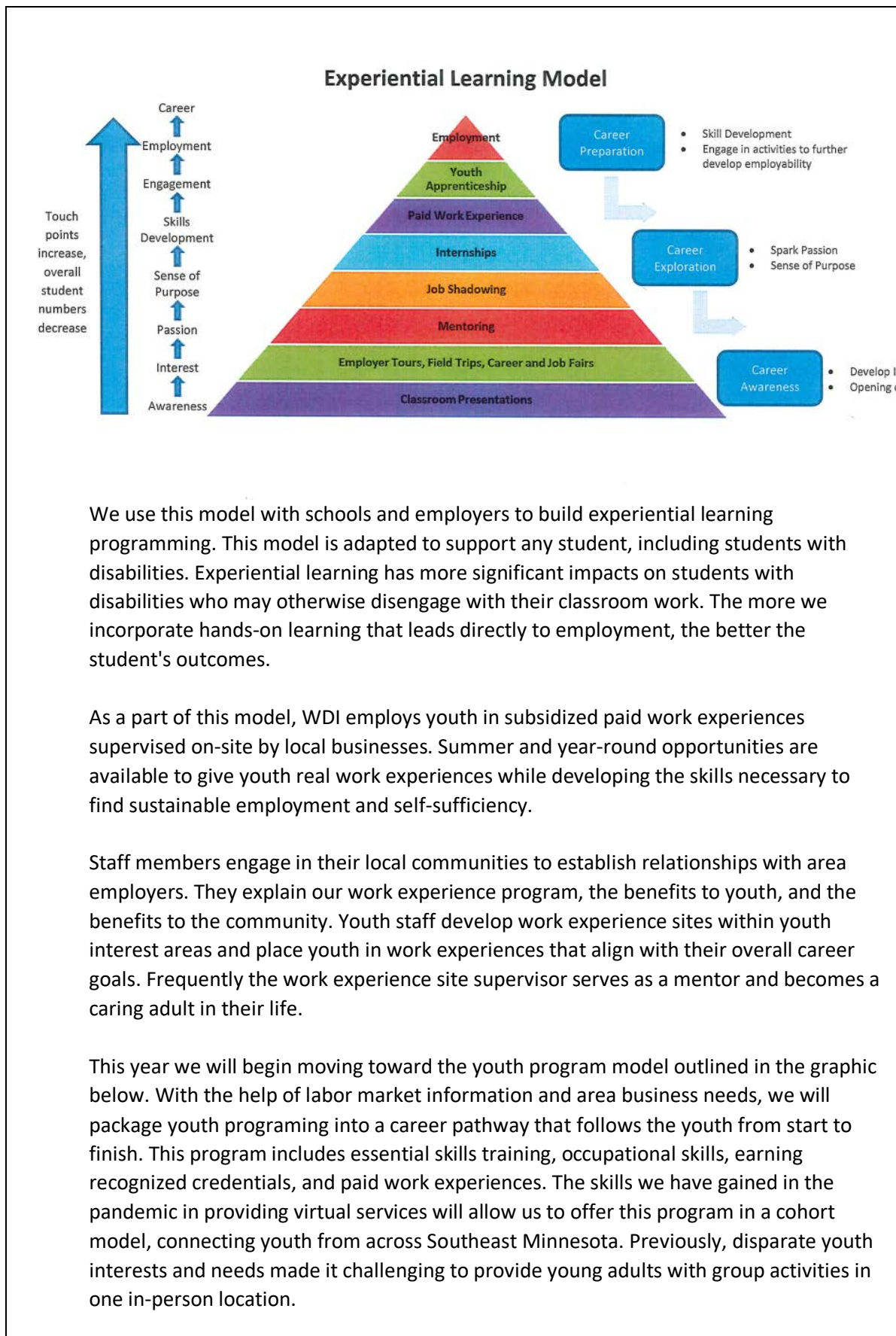
18. Describe and assess the type and availability of youth workforce investment activities in the local workforce development area, including youth with disabilities, which description and assessment shall include an identification of successful models of such youth workforce development activities.

The Universal and Career Services noted above are not exclusive to adults; these services are also available to youth, including youth with disabilities.

The WDB provides holistic wrap-around services designed to meet all participant needs as they begin to construct and identify their career path. We start by assessing the young person's interests and barriers. Once we understand their needs, we create a plan designed to overcome employment obstacles and obtain the skills necessary to become employed in living-wage work. Activities included in the employment plan are varied based on each person's unique needs. In every case, youth participate in one or more elements in each section of the following graphic.

Enrollment	Team Building and Orientation	Work Readiness Training	Career Pathways	Work Experience	Conclusion
Activities Assessment Counseling/Navigation Goal Setting and Plan Development Community Involvement Leadership Development	Attend Meet and Greet and Orientation Introductions, Team Building Activities, Program Overview Goal setting: What would you like to accomplish in this program?	Work Readiness training Job Search class Interviewing Financial Literacy Entrepreneurial Training College Tour Business Tour	Introduction to Career Pathways Programs Skills Assessment Education Plan Development Connection to Employers Labor Market Education on local employers and programs for high-growth, in-demand careers	Complete 150-200 hours of paid work experience Must complete training goals assigned to work experience Attend monthly meetings/events Must attain positive evaluation from worksite Develop list of employment references	Attainment of employment in paid worksite Explore expanded Career Pathways and future training opportunities Enroll in Career Pathways Training Opportunities Celebrate Success!
Responsibilities Meet with counselor once each month Complete individual employment plan Attend Meet and Greet Complete each Road Map Activity Complete leadership activities	Career Pathways exploration Networking Activities Community Services Activities	Leadership Training Participate in Youth Advisory Activities			

Youth programs utilize an experiential learning model that exposes area youth to Career Exploration through hands-on activities. This model results in engaging youth in a career pathway program leading to technical skills and industry-recognized credentials. This model is pictured below.

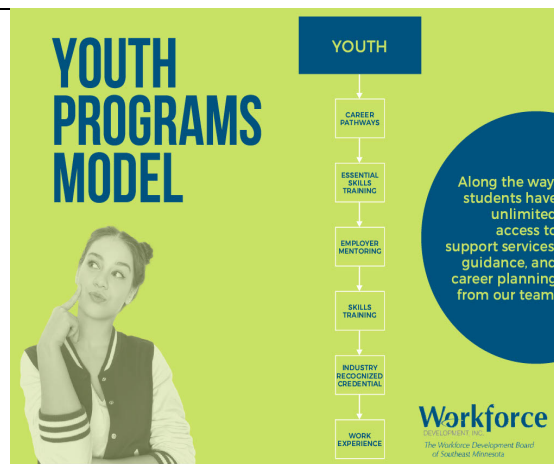


We use this model with schools and employers to build experiential learning programming. This model is adapted to support any student, including students with disabilities. Experiential learning has more significant impacts on students with disabilities who may otherwise disengage with their classroom work. The more we incorporate hands-on learning that leads directly to employment, the better the student's outcomes.

As a part of this model, WDI employs youth in subsidized paid work experiences supervised on-site by local businesses. Summer and year-round opportunities are available to give youth real work experiences while developing the skills necessary to find sustainable employment and self-sufficiency.

Staff members engage in their local communities to establish relationships with area employers. They explain our work experience program, the benefits to youth, and the benefits to the community. Youth staff develop work experience sites within youth interest areas and place youth in work experiences that align with their overall career goals. Frequently the work experience site supervisor serves as a mentor and becomes a caring adult in their life.

This year we will begin moving toward the youth program model outlined in the graphic below. With the help of labor market information and area business needs, we will package youth programming into a career pathway that follows the youth from start to finish. This program includes essential skills training, occupational skills, earning recognized credentials, and paid work experiences. The skills we have gained in the pandemic in providing virtual services will allow us to offer this program in a cohort model, connecting youth from across Southeast Minnesota. Previously, disparate youth interests and needs made it challenging to provide young adults with group activities in one in-person location.



We assess our programming by tracking our clients' unsubsidized employment, high school completion, overall quarterly earnings, and who enters registered apprenticeship programs or post-secondary education. Of the participants who completed our program in 2019, over 70 percent entered and maintained unsubsidized employment or went on to post-secondary education.

More information can be found in our detailed Combined Youth WIOA and MYP (Minnesota Youth Program) plan, as required. This document is a separate planning document that is specific to youth and young adult programming.

Vocational Rehabilitation Services, in collaboration with local educational agencies, are responsible for providing statewide access to Pre-Employment Transition Services for all students with disabilities who are between the ages of 14 through 21. Pre-Employment Transition Services are intended to prepare students for life after high school by planning for postsecondary education or training, employment, and independent living. Services are individualized and can include activities in 5 areas including: Job exploration counseling, Work-based learning experiences, Counseling on opportunities for enrollment in postsecondary education programs, Workplace readiness training, and Instruction in self-advocacy. VRS has 2 staff assigned to each school in Minnesota.

19. Describe how the local area board will coordinate education and workforce investment activities carried out under this title with relevant secondary and post-secondary education programs and activities to coordinate strategies, enhance services, and avoid duplication of services.

As the primary service provider, our Career Planners work directly with local school districts and post-secondary institutions across the region. Leaders in secondary and postsecondary education are part of our Career Pathways subcommittee, where they provide guidance and current information on opportunities for partnership, enhance services and help avoid duplication of services. A detailed overview of the Career Pathways programming available is included in 13C.

We also work closely with secondary and post-secondary partners when discussing local and regional economic and business needs. We serve on a number of planning committees and boards with our secondary and post-secondary partners, and we have

ongoing conversations about programming, expansion of programming, new programming to fit changing workforce needs, etc. We also have these partners written into several competitive grant sources as direct contributors to our programming and funding. It's difficult to outline the depth of our relationships, but it is accurate to state that we work hand-in-hand with our education partners to maximize programming, avoid duplication, and to utilize our funding and resources to best serve the needs of the region.

20. Describe how the local area board will coordinate education and workforce investment activities carried out under this title with public transportation and other appropriate supportive services.

The WDB has an internal policy letter (Attachment G and Attachment K) that addresses all support services, including public and other transportation. Our local area covers a large geographic area and it's important for our Career Planners to have the resources at hand to assist individuals with transportation. These services are very different depending on location, so we rely on local staff to be the experts in their community resources. Other support services are vital to individuals' success as well – childcare assistance, clothing for work, rental assistance, emergency assistance, etc. are all common requests for support. Sometimes a very small request, such as a \$50 electric bill, will be the difference between someone achieving success in an education program or job opportunity.

21. Describe the plans and strategies for, and assurances concerning, maximizing coordination of service provided by the state employment service under Wagner-Peyser Act, and services provided in the local workforce development area through the one-stop delivery system, to improve service delivery and avoid duplication of services.

Monthly meetings of the One-Stop Committee provide in-person communication and coordination among the WDA core title providers, including Wagner-Peyser, to help improve service delivery and avoid duplication of services. Details are clearly defined in the "Article IV: Programs, Services, Activities & Method of Referrals" section of the MOU (Attachment H).

Monthly meetings of the management staff of the One-Stop partners, including Wagner-Peyser, are also important for communication on efforts. State-wide leadership meetings occur monthly as well, where local directors work with DEED on aligning programming and services.

22. Describe how the local area board will coordinate workforce investment activities carried out under this title in the local workforce development area with the provision of adult education and literacy activities under title II, including a description of how the local area board will carry out, consistent with subparagraphs (A) and (B)(i) of section 107(d)(11) and section 232, the review of local applications submitted under title II.

As stated above, monthly meetings of the One-Stop Committee provide in-person communication and coordination among the WDA core title providers, including the broadest array of education representatives, to help improve service delivery and avoid duplication of services. Details are clearly defined in “Article IV: Programs, Services, Activities & Method of Referrals” section of the MOU (Attachm. Career Pathways subcommittee of WSA #8 focuses on convening partnerships as well as identifying and developing career pathway solutions for area in-demand occupations. A Regional Career Pathways Coordinator works to identify and develop cooperative service opportunities across the region. Any agreements are reviewed by the Workforce Development Board.

ABE providers submit their local plans for review and upon approval are designated by the local WDB as providers for the region. We currently have board representation from Adult Basic Education on the WDB, this person represents the ABE directors from across the region. They gather input from the regional ABE providers and bring any issues or concerns forward to the WDB.

Local ABE entities are an essential ingredient to our work, particularly our Career Pathways programming. We co-enroll, refer to and receive referrals from, and develop programming together throughout our region. We also work alongside them to create targeted programs for their area, including Career Pathways that meet the workforce needs of their area. The Bridges to Careers model is one of the longest-standing and most successful pathways. This critical partnership includes ABE, Community and Technical Colleges, community-based organizations locally, and WDI. Classes are taught at the ABE and colleges and WDI Career Navigators provide career services and support. One of our newer pathways include the Bridges to Office Support Specialist Careers, and Bridges to Public Sector Careers, which were developed to meet the workforce needs identified by our county partners and other public-sector employers across the region.

Another example of partnership is in our Rice and Steele Counties where we have established collaborations through grants and community projects. In Rice County, the Faribault Education Center for adult learners works closely with WDI Career Planners on the Pathways to Prosperity (P2P) grant. South Central College(SCC) in Faribault is the lead organization. It provides career pathways training for underrepresented populations such as ESL learners, people of color, low income, and individuals with an identified disability. The program offers an on-ramp, bridge course, and integrated training courses through SCC. The entry level pathways are Healthcare, Human Services, Manufacturing and Carpentry. WDI is responsible for outreach, recruitment, intake, enrollment, and case management. Students are referred to the FEC for academic assessment and registration. Both the On-ramp and Bridge classes are at the FEC while Integrated takes place at SCC.

In addition to P2P in Faribault, we collaborate on a Community Training Project for Daikin Applied. WDI provides Employability Skills classes for one hour a day and the program offers two weeks of preemployment training. The instructors are volunteer employees (that work for Daikin). The training is skills based training: hand tools, measuring, blueprints, and electrical wiring basics. The trainees go through the ABE for initial assessments, registration and orientation. The hope is to invite other manufacturers to join this project in the future.

In Steele County, Both WDI and the Owatonna Chamber partnered with United Way to form SteelCoWorks. The SteeleCoWorks partnership and WDI partner with the Owatonna ABE on the EL Civics grant. This is an opportunity to assist underrepresented populations in accessing career guidance and employment while receiving education and training from our ABE partners in Owatonna.

23. Describe the replicated cooperative agreements (as defined in section 107(d)(11)) between the local area board or other local entities described in section 101(a)(11)(B) of the Rehabilitation Act of 1973 (29 U.S.C. 721(a)(11)(B)) and the local office of a designated state agency or designated state unit administering programs carried out under title I of such Act (29 U.S.C. 720 et seq.) (other than section 112 or part C of that title (29 U.S.C. 732, 741) and subject to section 121(f)) in accordance with section 101(a)(11) of such Act (29 U.S.C. 721(a)(11)) with respect to efforts that will enhance the provision of services to individuals with disabilities and to other individuals, such as cross training of staff, technical assistance, use and sharing of information, cooperative efforts with employers, and other efforts at cooperation, collaboration, and coordination.

Details are clearly defined in the One-Stop MOU (Attachment H).

24. Describe and identify the entity responsible for the disbursement of grant funds described in section 107(d)(12)(B)(i).

The WDB is responsible for the disbursement of grant funds. The WDB also delivers the programs, in accordance with the duties assigned to them by the Joint Powers Board of Local Elected Officials via a Memorandum of Agreement. (See Attachment L)

25. Describe the competitive process to be used to award the sub-grants and contracts in the local workforce development area for activities carried out under this title.

The WDB ensures that any RFP set forth includes detailed expectations for the scope of the project, target audience, and outcomes. As a grantor, the WDB provides support, guidance, and oversight for RFP projects throughout the life of each project.

26. Describe how the local levels of performance negotiated with the Governor and chief elected official will be used to measure the performance of the local workforce development area and to be used by the local area board for measuring the performance of the local fiscal agent, eligible providers under subtitle B and the One-stop delivery system.

The WDB follows and adheres to the local levels of performance as set forth by the Governor. In addition, we utilize an annual fiscal audit to ensure that we are following appropriate accounting/fiscal guidelines and policies.

Details of our local performance outcomes can be found in 11C above.

27. Describe the actions the local area board will take toward becoming or remaining a high-performing board, consistent with the factors developed by the state board.

Our state partners have released a document that outlines guidelines for high performing boards: [Strategic Governance Reference Guide \(mn.gov\)](https://www.mn.gov/Portals/0/Strategic%20Governance%20Reference%20Guide.pdf)

Within this document, the following outline is found:

The emphasis on high performing and strategic workforce boards is new with WIOA. The law is an opportunity to take a fresh look at a broader, more strategic role for workforce boards to achieve success for a state workforce development system. High performing workforce boards at every level are asked to expand beyond quantitative transactional measures such as number of customer's served to transformational measurements. Transformational measures can include training in an in-demand occupation and consistent, long-term employment while earning or exceeding the area's identified family sustaining wage level, or supporting the development of high-quality partnerships with industry, and across government agencies.

High performing workforce development boards ,,

- Focus on strategy through the state, regional and local plans
- Use data for informed decision-making, performance tools for accountability and establish dashboards for continuous improvement goals and progress milestones
- Formulate policies and make recommendations for systems funding and planning

- Provide leadership to the workforce development system to create sustainable change Minnesota’s four critical roles for high-performing workforce development boards:
 1. Embrace and communicate the vision for workforce development
 2. Support and lead employer-led quality sector partnerships
 3. Prioritize solutions for racial and economic disparities in education and employment
 4. Achieve outcomes and results through alignment with system partners and leveraging of federal, state and philanthropic resources

We follow the guidelines in this document and mirror the statewide priorities and goals with our own. Our local area is unique from other areas and therefore we develop local goals and priorities, however they always align back to our state goals and priorities. Our sector-led partnerships are our niche in our region, but we also rely on our state partners for guidance on areas such as performance tools for accountability and dashboard for continuous improvement.

28. Describe how training services under chapter 3 of subtitle B will be provided in accordance with section 134(c)(3)(G), including, if contracts for training services will be used, how the use of such contracts will be coordinated with the use of individual training accounts under that chapter and how the local area board will ensure informed customer choice in the selection of training programs, regardless of how the training services are to be provided.

As the service provider, the WDB does not utilize individual training accounts. Our Career Planners help customers investigate training options and make informed decisions. We utilize a Targeted Training list, which is updated bi-annually, to provide information to our customers about demand occupations across the region. (See Attachment M)

29. Describe the process used by the local area board to provide opportunity for public comment; and input into the development of the local plan, prior to submission of the plan.

The local plan will be posted on our website (www.workforcedevelopmentinc.org) for thirty days prior to submission. The WDB reviews the plan, provides input and comment on the plan, and approves the final plan.

30. Describe how the one-stop centers are implementing and transitioning to an integrated, technology-enabled intake and case management information system for programs carried out under this Act and programs carried out by one-stop partners.

Our one-stop centers utilize Workforce One (WF1) as our case management system, and universal customers are tracked through Cybrarian data. WF1 is a technology-enabled intake and case management system for the WIOA, TANF, State and local program enrollments. Cybrarian is a state managed customer tracking system. Unfortunately, these two systems do not communicate and data collection and evaluation continue to be a challenge across the system.

The WDB and One-Stop Committee are interested in transitioning to an integrated, technology-enabled intake and case management system that includes all WIOA partners, but is waiting for guidance from DEED before undertaking this initiative. Ideally we would have an integrated, technology-enabled system across partnerships, including post-secondary and adult basic education, however these advances are far into our future.

31. Describe how the workforce needs of your area have been impacted as result of the COVID-19 pandemic. What specific industry sectors and what specific populations (by race/ethnicity, age, and educational attainment) have been most affected and how?

The COVID-19 pandemic brought with it a number of challenges to workforce development, but where there were challenges there were also opportunities. Southeast Minnesota is still in a dire workforce shortage with a large percentage of workers leaving the workforce for retirement, young workers leaving the area, fewer young workers overall, and young workers entering the workforce later. These challenges have remained the same over the last year, and were only masked or delayed by the impact of COVID-19. At the start of the pandemic and throughout the summer, there were a large number of individuals unemployed, but many of them were hopeful they would return to work, and unemployment benefits provided financial security through the initial crisis in many cases. As fall came around, we saw an increase in anxiety and career seekers starting to make moves to different careers. We also saw many individuals leaving the workforce all together, due to staying home with school-aged children, childcare challenges, and an overall fear for their health and safety. Today, we are still working with all of these different types of challenges and issues. Just in the last month or so, many of the temporary layoffs are starting to turn permanent, businesses who have been hanging on with a thread are finally closing their doors, and individuals who were waiting out the storm are now seeking more assistance. Over the course of the next several months, the impact will be exponentially felt and our services will once again need the ability to flexibly change and adapt as the need changes.

(See Attachment N)

Where there were challenges, there were also opportunities. In many ways, the pandemic has forced us to make changes that were well overdue and to learn new ways of doing business and better serving our customers. Virtual work worlds, online appointments, technology and software upgrades and training, staff training, social media expansion, and various other initiatives have all occurred over the last year. We've been able to better serve our customers in a deeper and more meaningful way by connecting with them where they are at, shifting the power dynamic, and allowing flexibility for them to handle their most basic needs and priorities first. We've learned to work differently, and more successfully, by offering hybrid customer service models. We plan to use these opportunities to continue to evolve, improve, and enhance the customer experience.

Regarding specific sectors, Olmsted County in particular has a high hospitality and tourism sector which was most affected by the pandemic. Bars and restaurants continue to struggle, and many have closed. Career seekers are looking at new careers where they feel safer and have the flexibility to work while taking care of their young children who may be distance learning. Add the overall workforce shortage mentioned above, and this sector is hit hard. Healthcare has been as well, as individuals are choosing personal and family safety over working. While there are jobs readily available, there are not currently enough job seekers to fill them, particularly in these two sectors.

Unfortunately, individuals of color are disproportionately represented in these sectors that have been hit the hardest, and also have higher percentages of unemployment in our region. The WDB continues to work towards finding solutions to these challenges and developing methods for improving our outreach and communication on available programs and services.

32. What is the board's strategy to coordinate efforts to address workforce needs as a result of the COVID-19 pandemic? Describe the methodology for outreach to industry sectors and populations most affected.

The coordination efforts for outreach to various populations and industries affected by COVID-19 have been focused on both local and regional efforts. We work with a number of partnering community-based organizations and utilize the resources and connections of our Chambers of Commerce and Economic Development agencies. Our Employer Outreach Specialists focus on outreach efforts targeted businesses. Career Planners focus on outreach efforts to under-served populations across our region. We work with our CareerForce partners to coordinate efforts with their outreach strategies.

One targeted approach that we've developed over the last year is assigning one Employer Outreach Specialist to serve each county in our service area. This person is responsible for staying in tune with the needs of businesses, but also tailoring our services to the individual needs of businesses in their area. These individuals have been essential during this pandemic, to coordinate the sharing of information with our businesses, addressing their needs as they arise, and getting them connected to other partners in the system. We've had a number of layoffs in our area and as the local

service provider, we are able to act quickly, address employer needs, and connect them with local resources both for their business and their employees. Each community has such vastly different community resources; it's imperative that we have this local approach to best identify and serve the challenges employers are facing.

For example, in 2012 we began to see an influx of individual's from Southeast Asia beginning to call Austin and Albert Lea home. By 2015 we found it difficult to have enough interpreters available to properly serve these individuals and we hired on a Southeast Asian Outreach Specialist whose role is to connect with the Southeast Asian community, provide them with resources and connections to our office and work as an interpreter when needed. In 2018 we applied for, and received, the first round of Southeast Asian Economic Disparities Relief grant funding from The Minnesota Department of Employment and Economic Development and we have received subsequent grants since. With grant funding we've served over 200 individuals in 3 years and worked to reduce the racial disparities and the large economic gaps affecting Minnesotans of Southeast Asian communities. Through education and training, subsidized and unsubsidized employment opportunities, outreach and support services we've begun to make an impact on the disparities gap. The COVID 19 pandemic has hit the Southeast Asian community especially hard; particularly with multiple barriers including language, cultural norms, etc. – now students are trying to learn from home, jobs have been impacted, and challenges are magnified and multiplied. Our Southeast Asian Outreach Specialist, along with our Career Planners, had to shift focus for a while and help our participants find a new normal by providing guidance and support. In addition to having conversations about training opportunities, employment vacancies and future goals, we had train on how to connect to Zoom, or Google Classroom, so that children could continue going to school. We had to be a liaison between the school and the parents to help them advocate for their children's needs.

We have also made a dedicated effort to hire Career Planners who represent the populations we serve. Career Planners provide a valuable connection to under-served populations and share information about existing programs and services, as well as provide guidance on changing needs and barriers. We currently have Career Planners who speak American Sign Language, Anuak, Arabic, Karen/Karenni, Somali, and Spanish.

33. State the Local Board's vision for utilizing the area's workforce development system to address employment disparities based on race/ethnicity, age, or educational attainment in your area. Please also include the following in this statement: strategies to address disparities; strategies to address diversity and inclusion among your workforce system's staff; strategies to ensure inclusion in the operation and service of the workforce system in your area.

The Workforce Development Board has a number of initiatives to address employment disparities in Southeast Minnesota. Our recently-formed subcommittee entitled Employment and Equity is researching data, pulling together resources, and advising the full board on potential initiatives that would have impact on our region's employment equity.

This last fall, a demographic report outlining disparities for our region was released. Our board reviewed this in detail and developed the subcommittee to start discussions on ways we can make a positive impact. Previously, our board's Diversity and Inclusion taskforce assisted with providing training to area employers, directing our board and organization on best practices on diversity and inclusion, and hosted a number of events in our region. This worked has changed over the last several years, and our board has adopted a new subcommittee structure. The new Employment and Equity subcommittee will replace this work and one of the goals of the group is to look at disparities through the lens of employment, and how our Workforce Development Board can make an impact on equity in our area.

Our region has hosted a number of Equity Logic series trainings for area employers and community organizations, which include not only information and resources but also having a deeper conversation about disparities, cultural differences, respect, language, and many other topics. These series have been hosted in partnership with the Rochester Area Chamber of Commerce, Diversity Council, Workforce Development, Inc., and DEED. Below is a list of the sessions included:

SESSION 1: Inclusivity: Core Elements of Proficiency; Integrating Muslim Employees

SESSION 2: Inclusivity: Growing and Retaining a Global Workforce; Immigration Law

SESSION 3: Essential Intercultural Dynamics; Formerly Incarcerated Workforce

SESSION 4: Intercultural Dynamics and Workforce Climate; Reframing Accommodations

SESSION 5: Common Language: Communicating with Respect; Gender Equity and Respect

SESSION 6: Inclusive Language and Effective Teams; Workforce Panel Discussion

Our Non-Profit Consortium recently developed a Commitment to Action towards Racial Justice, of which Workforce Development, Inc. has signed onto, and the City of Rochester recently developed the Joint Council/Mayoral Proclamation on Anti-Hate, of which WDI signed onto. These documents and the deliverables included as a part of the process will only further our commitment in the region to address issues of equity and work together as a city/county/region to develop solutions. We will use data for informed decision-making, performance tools for accountability and establish dashboards for continuous improvement goals and progress milestones.

The Employment and Equity subcommittee is exploring the expansion of the Inclusive Workplace Employer (I/WE) program to our region. This initiative started in Northwest Minnesota and we've had a number of meetings with them to learn about their process and begin developing our own local practice and guidelines. We look to initiative this program in 2021 in Southeast Minnesota.

One last initiative includes showcasing and replicating programs that work and those that are already providing equitable employment opportunities and expanding diversity. Our Bridges to Careers program, for example, has an overall diverse hiring rate of 79%. We need to further develop programming like this that works, and where there are areas for expansion, continue to work with community partners and our WDB to use these as solutions to equity.

LOCAL PLAN- PROGRAM OPERATIONS

1. A. How does the local workforce development area ensure staff comply with the policies and procedures for Rapid Response as communicated on DEED's website?

Our Dislocated Worker Coordinator is in communication with the Rapid Response Team and it is her responsibility to ensure that WDI staff are complying with the policies and procedures for Rapid Response. The DW Coordinator receives WARN notices when businesses have reported closures and or layoff events. This person and her team gather local information on reported activity in our area resulting in impending layoffs and or company closures. The DW Coordinator provides information keeping the Rapid Response team, WDI staff, Area Managers, and the Workforce Development Board updated with employment and business concerns in our area.

- B. How does the local workforce development area inform the state Rapid Response team within 24 hours about an actual or potential dislocation event when there is possibility of a mass layoff (50 or more dislocations)?

In WDA#8 the Dislocated Worker Coordinator uses a variety of methods for acquiring information on potential mass layoffs. At times, this is from other businesses in the same industry seeking confirmation about potential layoffs, television news, and newspaper articles. Most commonly WDI staff contact her with information about an actual or potential dislocation event. They receive the news from customers, social media, local news articles, and living in the communities they serve. Once the DW Coordinator has been notified, this person informs the Rapid Response Coordinator.

This information to the Rapid Response Coordinator will include the name of the business and any corresponding information such as: how the information was acquired, details relating to whether it's a closure with potential permanent layoffs, the number of employees expected to be impacted, if any jobs were being lost to foreign competition. Rapid Response will then contact the business to make them aware of possible services available to them and their impacted employees. Rapid Response team members will visit the business and meet with the employees to give them an assessment. The assessment gives Rapid Response an opportunity to gather information regarding how many of the employees are interested in the dislocated worker program and accessing services. The results of the assessment will indicate whether the event will move on to become a competitive process with 50 or more impacted employees seeking services. If it is determined that there will be no competitive project, the Rapid Response team will invite the impacted employees and WDA's Dislocated Worker Career Planners to an informational session on resources. The DW Career Planners role at these meeting is to give the employees an overview of the dislocated worker program services, the locations where they are able to access service, and the benefits of other programs available to them.

- C. Describe how the local area board will coordinate workforce investment activities carried out in the local workforce development area with statewide rapid response activities.

The SE MN WDB has a Dislocated Worker Coordinator, who serves as our Rapid Response liaison. This person works in cooperation with the Rapid Response team sharing information pertaining to potential mass layoffs in WDA#8. The coordination of a project begins with the ability for Rapid Response to meet with the business and gain a better understanding of the company's current situation. Once Rapid Response has gained access to the impacted employees and gathered information from the completed surveys, they are able to decide on next steps. Their process is to find out whether the company knows about the dislocated worker program. Also, to determine the possibility that the company was trade affected. Rapid Response will schedule group informational sessions for the employees to receive information about unemployment insurance and the dislocated worker program if there is no competitive process followed. Should the layoff be deemed a TAA event a DEED TAA representative will attend the information session too. If surveys indicate 50 or more will likely choose to receive services, the Dislocated Worker Coordinator can apply for start-up funding to begin serving the employees impacted. If the competitive process begins, the Dislocated Worker Coordinator will submit a letter of intent and answer the RFI. The company will have chosen a Planning and Selection Committee that will ultimately go over the submissions and over an in-person interview to the DW Coordinator. The Planning and Selection Committee will determine which organization will serve their employees

- D. Complete **Attachment B – Local Workforce Development Area Contacts.**

2. A. How does the local workforce development area inform the state Trade Act staff of companies that are potentially TAA certifiable?

The SE MN Workforce Development Board has a process to notify the State TAA staff of an impending layoff. Our DW Coordinator gathers information such as a public announcement of the layoff, the name of the business, reason for the layoffs, a permanent closure, a layoff due to jobs lost to foreign competition, any local contact information and notify TAA staff via email. All the information gathered would be emailed to TAA to assist with the TAA petition on behalf of the employees that were impacted by the layoff.

- B. How does the local workforce development area cooperate with the state Trade Act staff where the layoff involves a company that the DOL trade-certified?

The Dislocated Worker Coordinator is typically contacted by a Rapid Response team member when the layoff is a designated TAA event. The informational session scheduled will involve TAA Representatives, Rapid Response, and local WDI DW Career Planners. They will approach the meeting as an opportunity to provide the employees with resources and information regarding UI, Dislocated Worker Program services, and the benefits of enrolling in the TAA program. The employees are made aware that they are to enroll in the DW Program before they are eligible to enroll in TAA. The employees can receive basic career services prior to enrollment while still working for the current employer before their employment separation. However, after employment separation they are invited to attend a WDI DW Orientation session. DW Career Planners will schedule individual intake appointments with each of the employees. After program enrollment DW Career Planners can assist TAA-certified eligible participants with their TAA application. They can help with individualized employment plans involving education, training, employer-based training (On-the-Job), apprenticeship, and job search where WDI Career Planners can assist program participants with local employer contacts in their chosen industry.

C. Is the local workforce development area willing to participate in TAA Counselor Training and TAA Participant Training when a trade-certification occurs?

Yes X

3. A. The local workforce development area has developed and implemented local Supportive Service policies that are consistently applied for all participants.

Yes X

B. Describe the steps taken to ensure consistent compliance with the policy.

On-going file reviews are conducted to ensure consistent compliance with local policies. Training is provided as needed. The Supportive Services Policy is included in Attachment G.

4. How is the local board planning to prioritize WIOA Adult program services to recipients of public assistance, individuals who are basic skills deficient, or those identified as being low-income as outlined in TEGL 7-20?

Due to limited funding, all WIOA Adult enrollees fit a priority of service category of either being a veteran or eligible spouse; a recipient of public assistance; being an individual who is basic skills deficient; or having been identified as low income.

We follow the priority of service identified in TEGL7-20 using categories i, ii, or iii in nearly every instance.

“Priority must be provided in the following order:

- i. First, to veterans and eligible spouses who are included in the groups given statutory priority for WIOA Adult formula funding. This means that veterans and eligible spouses who are also recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient receive first priority for services with WIOA Adult formula funds for individualized career services and training services.
- ii. Second, to non-covered persons (that is, individuals who are not veterans or eligible spouses) who are included in the groups given priority for WIOA adult formula funds.
- iii. Third, to veterans and eligible spouses who are not included in WIOA’s priority groups.
- iv. Fourth, priority populations established by the Governor and/or Local WDB.
- v. Last, to non-covered persons outside the groups given priority under WIOA.”

The local Priority of Service Policy was recently revised and approved by the WDB in November 2020. Training was provided to program staff on the use and application of this policy. Priority of service is reviewed prior to enrollment into the WIOA Adult program. Any use of categories iv or v would need prior approval from the WIOA Adult Program Coordinator.

Partners and staff meet regularly to review program policy and share expertise around the needs of specific populations. TANF and SNAP services are provided in our CareerForce and WDI locations across the region which allows for significant outreach, enhanced career planning and WIOA co-enrollment of area public assistance recipients and low-income adults.

CareerForce and WDI locations are staffed with professional, trained Career Planners who have earned the Global Career Development Certification. They are skilled in career and education planning and knowledgeable about regional and local labor markets. Employer Outreach Specialists meet regularly with employers and they bring relevant and timely information about the local labor market back and employment opportunities to career planners and job seekers.

SECTION D: SYSTEM OPERATIONS AND ATTACHMENTS

1. The local workforce development area has processes in place to assure non-duplicative services and to avoid duplicate administrative costs.

Yes X

2. A. The local workforce development area and their partners are aware of the responsibilities of the Equal Opportunity Officer, including attending DEED sponsored EO Training?

Yes X

- B. The local workforce development area is aware and conducts annually a physical and program accessibility review?

Yes X

4. Does the local workforce development area have in place an agreed upon WIOA Discrimination complaint process per the regulations?

Yes X

5. A. Does the local workforce development area have in place an agreed upon WIOA Program Complaint Policy per the regulations?

Yes X

6. How do you identify current or former Military Service Members coming into your CareerForce Center?

CareerForce staff provide multiple opportunities to identify current or former Military service members/Veterans. Receptionists greet all customers and complete a brief series of questions to determine the best way to meet each customer's needs. One of those questions is "Are you a veteran?" Career Planners also ask each of their customers if they are a veteran, and the application for services asks customers to confirm veteran status. Often, veterans identify themselves immediately as veterans and ask to meet with the local Veterans' Representative. Since most of the offices are not regularly staffed by a Veterans Representative, contact information is provided and when possible, a soft hand-off is made. To provide immediate assistance the veteran is referred to a WDI Career Planner.

7. How do you inform current or former Military Service Members coming into your CareerForce Center about “Veteran Priority of Service?”

Once a veteran has been identified by our staff, they are immediately informed of their priority of service status. In addition, signage at our front desks indicates that veterans receive priority of service. (See attached Veterans & Eligible Persons Intake Process, Attachment K)

8. If your CareerForce Center has a presence on the internet (outside of the CareerForce Center site) how do you promote Public Law 107-288, “Veterans Priority of Service” to veterans on that website?

WDI’s web site has a page dedicated to Veteran’s where it is clearly noted that Veterans are eligible for Priority of Service for all WDI programs.
www.workforcedevelopmentinc.org

9. How do you identify current or former Military Service Members with “significant barriers to employment?”

We utilize an assessment with all of our customers to help determine any barriers to employment. This includes any current or former Military Service Members.

10. When a current or former Military Service Member with a significant barrier to employment is identified, how do you refer them to an appropriate intensive service provider when there is no Disabled Veteran Outreach Program (DVOP) specialist in your CareerForce Centers?

Once the barrier is identified, WDI staff (the intensive service provider in this area) makes any referrals necessary or appropriate to other service providers/resources.

11. How are DVOP and/or Local Veterans Employment Representatives (LVER) staff integrated into the overall service delivery strategy in your CareerForce Centers?

When DVOP and LVER staff are available, they work closely with the CareerForce staff. WDI and CF staff make referrals to the DVOP and LVER staff as necessary.

12. Are all WIOA-funded partners complying with the guidance provided in the TEGE regarding Selective Service?

Yes X

13. What is your strategy to ensure that job-ready job seekers enrolled in your programs (including non-program universal customers) are registering in MinnesotaWorks.net and are making their resumes viewable to employers?

WDA staff has been trained on the use of Minnesotaworks.net and regularly refers customers to the virtual CareerForce classes on resume writing and interviewing. Customer Service Specialists encourage all job seekers (including non-program Customers) to register with Minnesotaworks.net, and either assists job seekers with writing and posting their resumes or refers customers to the local Job Service representative who is providing virtual services. We encourage all of our job seekers to develop professional resumes with the help of the Career Planner, and assist them in posting their resumes to Minnesotaworks.net, as well as other web-based job-search tools. We are able to provide that information and assistance virtually as well as when meeting customers in person.

14. **Conflict of Interest and Integrity:** Local area boards must make decisions in keeping with several laws and regulations. Indicate below that your local area board is aware of DOL Training and Employment Guidance Letter 35-10 and Minnesota OGM 08-01 and its relevant federal laws and regulations.

Yes X

15. The local workforce development area's conflict of interest policies are in compliance with the above two references?

Yes X

16. A. The local workforce development area is aware of the referenced statute on Government Records.

Yes X

B. The local workforce development area is aware of the requirement to retain documentation for six years.

Yes X

17. **Handling and Protection of Personally Identifiable Information:** The local workforce development area is complying with the guidance provided in TEGL 39-11.

Yes X

18. **Human Trafficking:** The local workforce development area is aware of TEGL 09-12 and will follow the procedures for working with trafficked persons.

Yes X

19. **Gender Identification:** The local workforce development area is aware of TEGL 37-14 and will follow the procedures for developing a similar policy including key terminology, and have in place regarding working with customers who may be lesbian, gay, bisexual and transgender. Local workforce development areas will also participate in any related training.

Yes X

20. **Uniform Guidance:** The local workforce development area is aware of TEGL 15-14 regarding Uniform Guidance.

Yes X

21. A. Briefly describe the local area board's policy and timetable for filling vacancies, replacing/reappointing individuals whose terms have come to an end.

The terms of office for SE MN WDB members shall be fixed at three years from the time of election and staggered for continuity. Upon expiration of the term, a successor shall be selected in the manner prescribed by the Memorandum of Agreement between the corporation and the Workforce Development Joint Powers Board of County Governments. The Executive Director of the Corporation shall be responsible for notifying the Joint Powers Board when Council members' terms expire. All members shall serve until their successors are selected and seated.

B. Is your local area board currently in compliance with WIOA?

Yes X No
_____ _____

If No, what steps will be taken to bring your local area board into compliance?

C. Complete **Attachment C – Local Area Board Membership List.**

D. Complete **Attachment D – Local Area Board Committee List.**

22. If applicable, complete **Attachment E - Local Workforce Development Area Sub-Grantee List.**

25. If applicable, complete **Attachment F - Local Workforce Development Area Non-CFC Program Service Delivery Location List.**

CERTIFICATIONS

By signing and submitting this plan, the local area board is certifying on behalf of itself and the subgrantee, where applicable:

- A. That this ***Regional and Local Workforce Development Area Plan*** was prepared and is in accordance with all applicable titles of the WIOA Act of 2014, Title V of the Older Americans Act, applicable Minnesota state statutes and that it is consistent with Minnesota's current and future state plans;
- B. that it has provided at least a thirty day period for public comment and input into the development of plan by members of the local area board and the public (including persons with disabilities) and has provided information regarding the plan and the planning process, including the plan and supporting documentation, in alternative formats when requested and that any comments representing disagreement with the plan are included with the local plan forwarded to DEED (as the Governor's representative) Section 118(c); Section 108 (d)
- C. that the public (including individuals with disabilities) have access to all of the local area board's and its components' meetings and information regarding the local area board's and its components' activities;
- D. that fiscal control and fund accounting procedures necessary to ensure the proper disbursement of, and accounting for, funds paid through the allotments funded through the contract/master agreement issued by DEED have been established;
- E. that it is, and will maintain a certifiable local area board;
- F. that it will comply with the confidentiality requirements of WIA Section 136 (f)(3) and WIOA Section 116 (i)(3)
- G. that it will ensure that no funds under its discretion are used to assist, promote, or deter union organizing;
- H. that this plan was developed in consultation with the local area board;
- I. that it acknowledges the specific performance standards for each of its programs and will strive to meet them;
- J. that the local area board members will not act in a manner that would create a conflict of interest as identified in 20 CFR 667.200(a)(4), including voting on any matter regarding the provision of service by that member or the entity that s/he represents and any matter that would provide a financial benefit to that member or to his or her immediate family;
- K. that local area board and staff are aware of local CareerForce Center services, and are working with and referring to the CareerForce Center services as appropriate;
- L. that all staff are provided the opportunity to participate in appropriate staff training;
- M. that, if applicable, the local area board must maintain the currency of its information in the System Award Management until submission of the final financial report or receive the final payment, whichever is later;
- N. that sponsored (in whole or in part) conferences are charged to the grantee as appropriate and allowable; and
- O. that funds are not used for the purpose of defraying costs of a conference unless it is directly and programmatically related to the purpose of the award.
- P. that the local area board and its sub-grantees must also adhere to the same certifications and assurances that DEED must assure.

SIGNATURE PAGE

Local Workforce Development
Area Name

Workforce Development Area 8

Local Area Board Name

Southeast Minnesota Workforce Development Board

Name and Contact Information for the Local Area Board Chair:

Name Cheryl Gustason

Title Administrator

Organization Field Crest Center and Assisted Living

Address 1 318 2nd Street NE

Address 2

City, State, ZIP Code Hayfield, MN 55940

Phone 507-477-3266

E-mail

Name and Contact Information for the Local Elected Official(s):

Name Dan Belshan

Title Commissioner

Organization Freeborn County, District 2

Address 1 84856 157th Street

Address 2

City, State, ZIP Code Glenville, MN 56036

Phone 507-448-3332

E-mail dbelshan@co.freeborn.mn.us

We, the undersigned, attest that this submittal is the Local Plan for our Workforce Development Board and Local Workforce Development Area and hereby certify that this Local Plan has been

prepared as required, and is in accordance with all applicable state and federal laws, rules and regulations.

Local Area Board Chair

Name Cheryl Gustason

Title Local Area Board Chair

Signature

Date

Local Elected Official

Name Dan Belshan

Title Freeborn County Commissioner

Signature

Date

REGIONAL OVERSIGHT COMMITTEE**Regional Workforce Development Area**

Regional Workforce Development Area 6

Local Workforce Development Area

Local Workforce Development Area 8

MEMBER	ORGANIZATION
Jinny Rietmann	Workforce Development, Inc.
Laura Pettersen	Winona Workforce Development Board
Fatima Said	Project FINE
Glen Groth	Private farm owner, Winona Farm Bureau
Carol Ehlinger	Benedictine Living
Cheryl Key	Wabasha County Commissioner, District 5
Jeff Custer	Xcel Energy, Inc.
Cheryl Gustason	Field Crest Care Center

LOCAL WORKFORCE DEVELOPMENT AREA CONTACTS

ROLE	Contact Name	Phone	Email	Reports to (name only)
Rapid Response Liaison for Mass Layoffs	Sonji Davis	507-338-0078	sdavis@wdimn.org	Wanda Jensen
Equal Opportunity Officer	Wanda Jensen	507-884-1067	wjensen@wdimn.org	Jinny Rietmann
Program Complaint Officer	Wanda Jensen	507-884-1067	wjensen@wdimn.org	Jinny Rietmann
Records Management/Records Retention Coordinator	Michelle Breamer	507-369-1477	mbreamer@wdimn.org	Wanda Jensen
ADA Coordinator	Wanda Jensen	507-884-1067	wjensen@wdimn.org	Jinny Rietmann
Data Practices Coordinator	Michelle Breamer	507-369-1477	mbreamer@wdimn.org	Wanda Jensen
English as Second Language (ESL) Coordinator	Jakki Trihey	507-529-2701	jtrihey@wdimn.org	Wanda Jensen

LOCAL AREA BOARD MEMBERSHIP LIST

Regional Workforce Development Area

Regional Workforce Development Area 6

Local Workforce Development Area

Local Workforce Development Area 8

MEMBER	POSITION/ORGANIZATION	TERM ENDS
REPRESENTATIVES OF BUSINESS IN LOCAL WORKFORCE DEVELOPMENT AREA	REPRESENTATIVES OF BUSINESS IN LOCAL WORKFORCE DEVELOPMENT AREA	TERM ENDS
Dalila Amaya	Human Resources Coordinator, Hormel Foods	2022
Jess Anderson	Workforce Development Program Manager, Mayo Clinic	2022
Dan Belshan	Commissioner and Farmer, Freeborn County – District 2 (Private)	2021
Aaron Benike	President, Benike Construction	2021
Shelly Caldwell	Regional Sales Manager, Marco	2021
Jeff Custer	MW Director of Design and Construction, Xcel Energy, Inc.	2021
John Devlin	CEO, Medical Innovations International	2021
Rick Gnemi	Commissioner and Business Owner, Steele County – District 3, Gnemi Appraisal	2022
Cheryl Gustason	Administrator, Field Crest Care Center	2021
Jim Kingsley	Vice President of Operations, Wenger Corporation	2021
Amanda Mickelson	Vice President of Human Resources, McNeilus Truck & Manufacturing	2023
Jim Root	Vice President of Human Resources, St. Elizabeth's Medical Center	2021
Phil Sayles	Human Resources Manager, Viracon	2022
Diane Simon	Human Resources & Safety Manager, Mrs. Gerry's Kitchen, Inc.	2021
Geoff Smith	President, IBI Data	2022
Marvin Urias	Human Resources Manager, K&G Manufacturing, Inc.	2022

LABOR & COMMUNITY-BASED ORGANIZATIONS		TERM ENDS
Mike Bambrick Laurie Brownell Marleen Lundberg Erin Main Vicki McKay Michelle Pyfferoen Dee Sabol Sheldon Steele Joy Watson	Apprenticeship Instructor, IBEW 343 - SC MN JATC Executive Director, Southeastern Minnesota Area Agency on Aging Job Service Area Manager, MN DEED Vocational Rehabilitation Services Manager, MN DEED Director of Human Resources, Houston County Human Services Dean, Small Business Development Center (RCTC) Executive Director, Diversity Council Political Coordinator, Laborers District Council of MN & ND Executive Director, Rice County Housing & Redevelopment Authority	2023 2023 2021 2021 2021 2021 2022 2021 2021
GOVERNMENT		
Dan Belshan Rick Gnemi	Commissioner and Farmer, Freeborn County – District 2 (Private) Commissioner and Business Owner, Steele County – District 3, Gnemi Appraisal	TERM ENDS 2023 2022

CONTACT INFORMATION

NAME	ADDRESS/PHONE/EMAIL
CHAIR Cheryl Gustason	318 2 nd Street NE, Hayfield, MN 55940 507.477.3266 cherylg@fieldcrestcare.com
VICE CHAIR Jim Kingsley	555 Park Drive, Owatonna, MN 55060 507.455.4100 jim.kingsley@wengercorp.com
SECRETARY Dee Sabol	1130 1/2 7th St NW # 204, Rochester, MN 55901 507.282.9951 dees@diversitycouncil.org

Attachment C

LOCAL AREA BOARD SUBCOMMITTEE LIST

Regional Workforce Development Area

Regional Workforce Development Area 6

Local Workforce Development Area

Local Workforce Development Area 8

Committee Name	Objective/Purpose
Executive (Management) Committee	To oversee operations of the programs and services, and the overall Workforce Development Board, approve the fiscal report and budgets, program reports, and advise on the operations of the board and service delivery.
One Stop Operating Partners Committee	To collaborate and advise on all partnerships within the One-Stop, including both on-site and off-site partnerships. Oversee One-Stop operator functions.
Employer Engagement Subcommittee	Engage with area employers and utilize business and industry feedback to ensure alignment of programs and services with the needs of business in our region.
Emerging Workforce Subcommittee	Engage with regional partners to advise and oversee youth programs operations; develop and oversee youth initiatives that address the needs of the region.
Career Pathways Subcommittee	Collaborate, advise, and implement existing Career Pathways programs, explore new pathways based on industry information, develop partnerships to address targeted populations and sectors.
MaxAbility Employment Taskforce	Develop programs and services that support employment opportunities for individuals with disabilities. Collaborate with community partners to ensure adequate resources and opportunities are available for this population.
Salute Southern MN Veterans Network Taskforce	Develop programs and services that support employment opportunities for veterans. Collaborate with community partners to ensure adequate resources and opportunities are available.
Previously Incarcerated Individual Taskforce	Develop programs and services that support employment opportunities for individuals previously incarcerated. Collaborate with community partners to ensure adequate resources and opportunities are available.
Employment & Equity Taskforce	Inform board members and employers on employment disparities in the region, research best practices for addressing equity in employment, share research, data, and advise on targeted initiatives to take place in SEMN.
Ad Hoc Committees (Legislative, Personnel, RFP, Development/Capital Campaign, Scholarship, Workforce Center Community Advisory Councils, Marketing and Communications)	Committees that meet on an as-needed basis for a specific topic and timeframe. For example, our scholarship committee meets once per year to choose the top candidates to receive scholarship funding.

Attachment E

LOCAL WORKFORCE DEVELOPMENT AREA SUB-GRANTEE LIST

Regional Workforce Development Area

Regional Workforce Development Area 6

Local Workforce Development Area

Local Workforce Development Area 8

Name of Sub-Grantee	Services Provided	Funding Source	Sub-Grantee located in which CFC?	If not in CFC, provide Address, City, State, ZIP Code

Attachment F

LOCAL WORKFORCE DEVELOPMENT AREA NON-CFC PROGRAM SERVICE DELIVERY LOCATION LIST

Regional Workforce Development Area

Regional Workforce Development Area 6

Local Workforce Development Area

Local Workforce Development Area 8

Name and Location (City)	Program Service Delivered
Workforce Development, Inc. – Caledonia	This location is a non-CareerForce location that is operated and serviced by Workforce Development, Inc. All WIOA services are available, and the location is available for all off-site partnering organizations to utilize.
Workforce Development, Inc. – Kasson	This location is a non-CareerForce location that is operated and serviced by Workforce Development, Inc. All WIOA services are available, and the location is available for all off-site partnering organizations to utilize.
Workforce Development, Inc. – Preston	This location is a non-CareerForce location that is operated and serviced by Workforce Development, Inc. All WIOA services are available, and the location is available for all off-site partnering organizations to utilize.
Workforce Development, Inc. – Wabasha	This location is a non-CareerForce location that is operated and serviced by Workforce Development, Inc. All WIOA services are available, and the location is available for all off-site partnering organizations to utilize.

LOCAL WORKFORCE DEVELOPMENT AREA KEY INDUSTRIES IN REGIONAL ECONOMY

Based on your most recent analysis of regional economies, provide a list of the key industries in your regional economy.

The key industry sectors in the Southeast region include Manufacturing, Construction, Professional, Scientific and Technical Services, Health Care and Social Assistance, and Accommodation and Food Services. By far, the largest industry in the region is Health Care and Social Assistance with 64,826 jobs at 1,709 employing establishments according to DEED's Quarterly Census of Employment and Wages third quarter 2020 estimates. Health Care and Social Assistance accounts for over one-quarter of the total jobs in the region. Coming in second place is Manufacturing, which accounts for 15.7% of all regional jobs with 36,571 jobs at 670 firms. Together, just these two industry sectors make up 43.6% of the total jobs in the region. The remaining notable industries make up an additional 13% of total jobs with Accommodation and Food Services having 16,438 jobs at 1,112 firms, Construction seeing 10,485 jobs at 1,488 establishments, and Professional, Scientific and Technical Services accounting for 3,200 jobs at 774 businesses. See Table 1.

Industry Sector	# of Jobs	% of Total Jobs	# of Firms	Quarterly Payroll	Average Annual Wage
Total, All Industries	232,430	100.0%	12,978	\$3,127,127,490	\$53,768
Health Care & Social Assistance	64,826	27.9%	1,709	\$1,086,238,725	\$66,976
Manufacturing	36,571	15.7%	670	\$562,148,034	\$61,464
Accommodation & Food Services	16,438	7.1%	1,112	\$76,050,392	\$18,460
Construction	10,485	4.5%	1,488	\$164,089,256	\$62,556
Professional, Scientific, & Technical Services	3,200	1.4%	774	\$43,015,243	\$53,768

Source: DEED Quarterly Census of Employment and Wages

Average annual wages for most of these sectors is higher than those seen across all industries. Leading the pack is Health Care and Social Assistance with an average annual wage of \$66,976, which is 24.6% higher than the wages seen across all industries. Manufacturing and Construction also have higher average annual wages compared to those across all industries to the tune of 14.3% and 16.3%, respectively. On the other hand, Professional, Scientific and Technical Services wages match those across all industries while the wages for Accommodation and Food Services are much lower (-65.7%) due to the part-time nature of many of the jobs in this industry.

Each of these industry sectors can be broken down into sub-sectors also. There are four sub-sectors in the Health Care and Social Assistance industry, including Ambulatory Health Care Services, Hospital, Nursing and Residential Care Facilities, and Social Assistance, with almost half of the jobs in the industry being in Ambulatory Health Care Services. Manufacturing is made up of 17 sub-sectors, with the highest employment being seen in Food Manufacturing, Computer and Electronic Manufacturing, Machinery Manufacturing and Fabricated Metal Product Manufacturing. Accommodation and Food Services is broken down into two sub-sectors – Accommodation and Food Services and Drinking Places – while Construction is made up of three sub-sectors, including Construction of Buildings, Heavy and Civil Engineering Construction, and Specialty Trade Contractors.

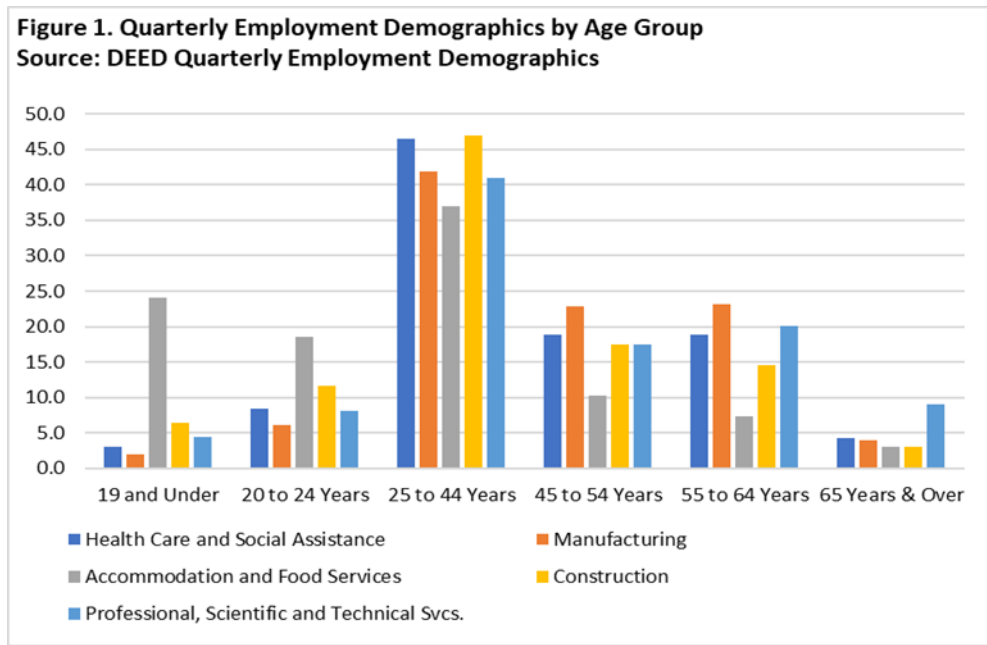
These are certainly unprecedented times due to the COVID-19 pandemic, which has had a major impact on the Southeast region’s labor market. As shows in table 2, there were substantial decreases in the major industries in the region when comparing third quarter 2020 estimates to the same quarter estimates from one and five years ago. Overall, compared to 2019 the region lost 15,732 jobs across all industries, while each of the main industry sectors also lost jobs over the year. The largest loss was seen in the Accommodation and Food Services industry which dropped by 4,256 jobs, a decline of 20.6% followed by Manufacturing which fell by 2,771 jobs or -7%. Health Care and Social Assistance also experienced a notable loss over the year with a decline of 1,857 jobs for a -2.8% loss. See Table 2.

Table 2. Southeast Job Changes (1-Year and 5-Year)							
Industry	3rd Qtr. 2020 Jobs	3rd Qtr. 2019 Jobs	3rd Qtr. 2015 Jobs	1-Year Change		5-Year Change	
				Numeric Change	Percent Change	Numeric Change	Percent Change
Total, All Industries	232,430	248,162	239,193	-15,732	-6.3%	-6,763	-2.8%
Health Care & Social Assistance	64,826	66,683	61,069	-1,857	-2.8%	3,757	6.2%
Manufacturing	36,571	39,342	38,482	-2,771	-7.0%	-1,911	-5.0%
Accommodation & Food Services	16,438	20,694	18,961	-4,256	-20.6%	-2,523	-13.3%
Construction	10,485	10,947	9,704	-462	-4.2%	781	8.0%
Professional, Scientific, & Technical Services	3,200	3,321	3,615	-121	-3.6%	-415	-11.5%

Source: DEED Quarterly Census of Employment and Wages

A somewhat similar scenario is evident when comparing third quarter 2020 job estimates to those from five years ago with three of the industry sectors experiencing job loss. While Manufacturing, Accommodation and Food Services, and Professional, Scientific and Technical Services all experienced job loss over this five-year period, Health Care and Social Assistance actually saw an increase in jobs, jumping by 3,757 jobs or +6.2% while Construction experienced an increase of 781 jobs for a bump of 8%.

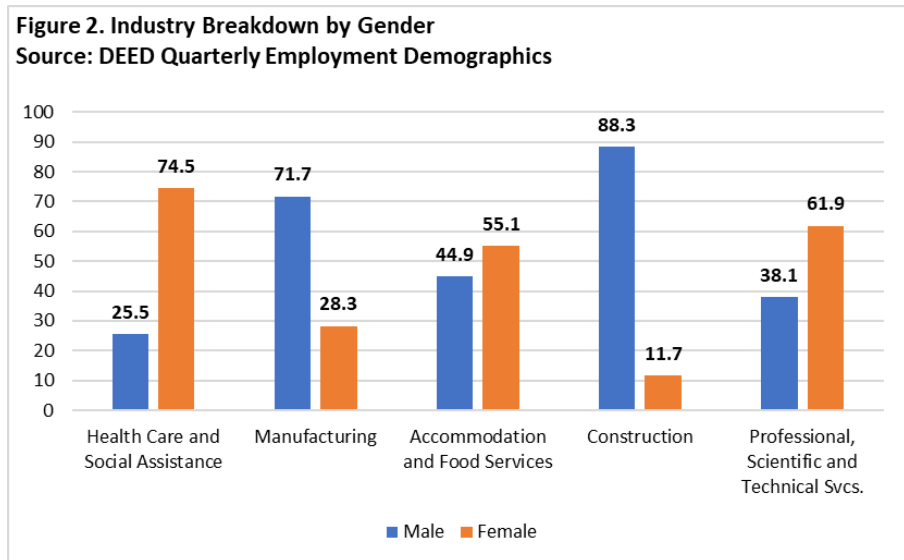
Broken down by age group, we can see that a bulk of the workers in each industry are between 25 to 44 years of age. Similar patterns emerge by age group with the exception of Accommodation and Food Services industry, which sees much higher percentages of employees in the younger age brackets, including



24.1% being 19 years of age or under and an additional 18.5% being between the ages of 20 to 24. On the other hand, the remaining industry sectors see larger percentages of workers in the higher age brackets. For example, Manufacturing sees 22.9% of its workers being between the ages of 45 to 54 and

an additional 23.2% between the ages of 55 to 64, compared to only 2% and 6.1%, respectively, being either 19 years and under or 20 to 24 years. See Figure 1.

Broken down by gender, we see that Health Care and Social Assistance is dominated by female workers, while Accommodation and Food Services and Professional, Scientific and Technical Services also have a higher percentage of female workers compared to males. Comparatively, both Manufacturing and Construction see a much higher percentage of male workers at 71.7% and 88.3%. See Figure 2.



Job vacancy data from DEED’s Job Vacancy Survey shows that there were just over 3,700 vacancies in just these five industries in the second quarter of 2020, making up 38.5% of the total vacancies in the region. The largest number of vacancies were seen in Health Care and Social Assistance (2,152) and Accommodation and Food Services (670). Median wage offers for these vacancies varied from \$11.98 for Accommodation and Food Services vacancies to \$18.54 for Manufacturing openings. The highest percent of these vacancies that were part-time was seen in Accommodation and Food Services (69%) while the largest percent being temporary or seasonal was much lower (8%) and was seen in the Manufacturing industry. Almost half (46%) of the vacancies in Health Care and Social Assistance required post-secondary education while almost half (49%) of the openings in Manufacturing required one or more years of experience. See Table 3.

Table 3. Southeast Industry Job Vacancies (Q2 2020)							
Industry	Vacancies	Median Wage Offer	Percent Part-Time	Percent Temp. or Seasonal	Percent Requires Post-Secondary Education	Percent Requires 1+ Yrs. Experience	Percent Requires Cert. or License
Total, All Industries	9,623	\$15.20	39%	19%	33%	30%	44%
Health Care & Social Assistance	2,152	\$14.97	48%	4%	46%	29%	62%
Accommodation & Food Services	670	\$11.98	69%	7%	12%	24%	15%
Manufacturing	425	\$18.54	1%	8%	23%	49%	20%
Construction	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Professional & Technical Services	454	\$12.81	0%	0%	21%	10%	1%

Source: DEED Job Vacancy Survey

Table 4. Industry Projections (2018-2028)

Projection data from DEED's Employment Outlook shows that all but one of these industries is projected to see job growth from 2018 to 2028 in the Southeast region. The largest numeric growth is anticipated for Health Care and Social

Industry	2018 Estimates	2028 Projections	Percent Change	Total Change
Total, All Industries	273,458	285,010	4.2%	11,552
Health Care & Social Assistance	64,634	72,782	12.6%	8,148
Construction	9,146	10,359	13.3%	1,213
Accommodation & Food Services	19,596	20,381	4.0%	785
Professional & Technical Services	3,818	3,924	2.8%	106
Manufacturing	38,571	38,221	-0.9%	-350
Source: DEED Employment Outlook				

Assistance, which is expected to see almost 8,150 new jobs during this time. However, the highest percent increase is expected for Construction, which is slated to grow by 13.3% or 1,213 openings. Manufacturing on the other hand was the only industry sector that is projected to see negative growth, decreasing by 350 jobs or -0.9%. See Table 4.

WDI Policy letter for:

Workforce Innovation and Opportunity Act and State Dislocated Worker Training and All Youth Training Programs Provision of Supportive Services

Issue Date: March 12, 2002

Revision Date: March 5, 2015

Effective Date: March 5, 2015 (Revised 05/16/2019)

Required Action

Action: WDI policy on the use of supportive services.

Who: All WDI Staff and Workforce Innovation and Opportunity Act (WIOA) Title IB adult service providers.

Policy and Procedures

WIOA Adult, WIOA Dislocated Worker and WIOA Youth, State Dislocated Worker, and all Youth Programs (MYP) allow program providers to provide supportive services when individuals are actively engaged in Title IB activities. Youth programs allow for supportive services while individuals participate in post-exit follow-up services. WIOA Adult and WIOA and State Dislocated Worker programs do not allow supportive services while individuals participate in post-exit follow-up services.

The WIOA Regulations state (20 CFR 663.805):

- “(a) Supportive services may only be provided to individuals who are:
 - (1) Participating in career services, or training services; and,
 - (2) Unable to obtain supportive services through other programs providing such services”
- “(b) Supportive services may only be provided when they are necessary to enable individuals to participate in WIOA Title I and State Dislocated Worker activities.”

Supportive services must be in accordance with a participant's Individual Service Strategy (ISS).

WDI Policy

In accordance with WIOA Regulations (20 CFR 663.800 - 663.810), local WDI will provide supportive services to WIOA Program and State Dislocated Worker Program individuals during active program participation. Supportive services may be provided during the post-placement follow-up period for youth only.

1. These services will include but are not limited to transportation, childcare, dependent care, and housing.
2. Individuals enrolled in WIOA Programs and State Dislocated Worker Programs and MYP are eligible for these support services.

3. An Employment Plan will be developed using WDI-recognized assessment tools including, but not limited to, Personal Budget, Family Income, Cost of Training Plan, College Financial Aid, and individual Emergency Situations.
4. Assurance that the need for supportive services will be documented in the individual participant's file.
5. Supportive Services options will be revisited on a regular basis.

Reference Section

Cites/References:

WIOA Law and Regulations

Contact: Wanda Jensen

507-292-5166

ADDENDUM

for WIOA Adult, WIOA and State Dislocated Worker, WIOA Youth and MYP Programs

Supportive Services are provided to an individual only after an Employment plan is developed using WDI-recognized assessment tools including, but not limited to, Personal Budget, Family Income, Cost of Training Plan, and Individual Emergency Situations. The individual situation is analyzed on a monthly basis to take into consideration any changes in the family situation.

Support Services not allowed:

- Individual memberships
- Union dues
- Fines or reinstatement fees
- Self-employment/farming expenses
- Security deposits
- Food Support

Supportive Services include, but are not limited to:

I. GENERAL TRANSPORTATION GUIDANCE IF PROVIDING FUNDING:

1. Must retain proper documentation of reimbursement or purchase
2. Participant must specify their means of transportation and document costs
3. Participant to provide the following documentation to meet state or federal laws:
4. Copy of valid driver's license
5. Copy of current car insurance for vehicle being used
6. Use of most direct routes-use Google Maps to check mileage (www.google.com)
7. Encourage car pooling
8. Reimbursement to a non-participant for transportation may be provided if the participant does not have transportation as long as the license and insurance documentation is provided

A. Transportation for Training or Job Search

Amount: \$.25 per mile \$20.00 max/day \$500 max/fiscal year

B. Transportation for Local Area Job Interview

Amount: \$.25 per mile

- Travel to formal scheduled job interview **verified prior** to scheduled interview with career counselor
- No meals allowed for local job interviews

C. Out-of-Area Job Search

50 miles or more one-way

1. Transportation

Intra-State Travel: \$500 maximum per fiscal year (recommended)
Inter-State Travel: \$500 maximum per fiscal year (recommended)

- Bus and air fare allowable within established limits
- Mileage to and from interview calculated at \$.25 per mile
- Multiple interviews during one trip considered one job search
- The time of the interviews may be used to determine lodging allowance, but it cannot exceed set limit

2. Lodging – Out-of-Area Job Interview or Training only

Amount: \$50.00 per day Pre-approval by Program Coordinator is required.

- Lodging to be agreed upon with counselor **BEFORE** the interview
- Out-of-Area Job Search with lodging provided at the above daily rate or actual cost of lodging, whichever is less.
- The lodging cost is based upon at least 300 miles round trip or time of scheduled interview/training.

II. CLOTHING

The following process will prevent participants from purchasing unauthorized items or spending up to an un-itemized dollar amount for unnecessary items

- Upon participant request for specific needed clothing items, Career Planner reviews request and approves purchase. Career Planner completes a voucher noting specific items to be purchased and setting voucher limit.

A. Job Acceptance (Pre-approved)

Amount: \$200 max/per program year

- Participant may obtain multiple items (pants, tops, jacket, shoes, dresses) up to the maximum allowed
- Career Planners will follow the voucher process when possible. If in the rare case of a reimbursement request, the individual must provide a receipt for the clothing articles purchased within 30 days from the date the request form was completed. . The original paid receipt must clearly state:
 1. Items purchased and cost of each item
 2. Date of purchase
 3. Name of Business where the items were purchased

B. Interview (Pre-approved)

Amount: \$100 max/per program year

- This is in addition to the \$200 max/per program year clothing allowance for job acceptance.
- **ALL VOUCHERS MUST BE MADE OUT TO THE VENDER.**
- Exceptions must be pre-approved by the Program Coordinator

C. Special Work Related Clothing – required by employer

- **Amount: \$200 max per program year** (recommended)
- Clothing required for employment safety (Employer documentation required)
 - Steel toe work boots 1 maximum
 - Special gloves 1 maximum
 - Outside clothing (jacket, bibs) 1 maximum
 - Special Safety Glasses 1 maximum
 - Other Special 1maximum
- Required clothing can be considered with written confirmation from employer
- Must have documentation from employer that clothing is not provided by the employer
- Complete description of items needed and the actual cost
- No duplicates

III. SELF-EMPLOYMENT

- No capitalization expenses and/or equipment (rental or purchase) will be considered

IV. CHILD CARE (Dependent Care) (CHC)

Amount: \$1000 per semester

A service which helps participants meet their family care needs during participation.

- Prior written approval is necessary for family care by the participants' career planner. The approval of family care will be on a case by case basis.

- Family care provided to assist the individual to participate in program activities.
- Family care provided **only** when all other resources have been examined and documented on an ISS that other funds are not available.
- Provider may be Licensed in home provider or Licensed Family Care Center
- Payment made directly to the provider

V. EFA – EMERGENCY FINANCIAL ASSISTANCE

Amount: \$ \$500 maximum

- **The EFA MUST resolve the problem AND the problem and resulting steps to resolution must be documented in case notes.** For example:
 - participant can replace needed (item) and this resolves the issue.
 - participant has now started employment resolving financial problem.
 - participant will participate in financial planning on (Date).
- Economic analysis of the situation is completed
- Exhausted unemployment benefits (DW only)
- Not meant to be ongoing/continuous – one time only – problem resolved with this assistance.
- Needs based payments are not allowed

VI. HOUSING

Amount: \$800 maximum

- One type per year
- May not be used on security deposits
- Voucher/payment made to mortgage company or landlord
- Must provide copy of lease/monthly rent statement or mortgage statement.

VII. CAR REPAIR – NOT FOR DISLOCATED WORKER PROGRAMS

Amount: \$500 per year, unless prior coordinator approval

- Written estimate must be provided
- Vehicle must be repaired by and payment made to an approved vendor
- Evaluate whether the vehicle repair is a wise investment – use Blue Book Value when in doubt
- Proof of insurance must be provided
- Proof of ownership must be provided
- All repairs must be necessary for safe operation of vehicle
- Vehicle repair parts may be paid to participant if original receipts included, with Program Coordinator approval

Memorandum of Understanding Local Workforce Development Area 8 One-Stop Service Delivery System

The purpose of this Memorandum of Understanding (MOU) is to define the roles and responsibilities as mutually agreed by the parties for the operation of the One-Stop Service Delivery System in Local Workforce Development Area #8 Southeast Minnesota as required under the Workforce Innovation and Opportunity Act of 2014 (WIOA).

Parties to this Agreement include:

Partners			
Partner Name	Program	Program Authority	On-Site
Workforce Development, Inc.	WIOA Adult and Dislocated Worker Programs	WIOA Title I B – Adult and Dislocated Worker Programs	YES
Workforce Development Board (WDB) #8 & Joint Powers Board	WIOA Youth/Young Adult Programs YouthBuild	WIOA Title 1 B - Youth Programs	YES
	MN Dislocated Worker Program	MN Statute 116L.17 – State Dislocated Worker Program	YES
	MN Young Adult Program	MN Statute 116L.56 - Minnesota Youth Program	YES
County Human/Community Services Agencies throughout the Region	Minnesota Family Investment Program (TANF)	Social Security Act – part of Title IV programs (TANF)	YES
County Human/Community Services Agencies throughout the Region	SNAP Employment and Training Program	Food & Nutrition Act of 2008	YES
Adult Education and Literacy Providers throughout the Region	Adult Education and Literacy	WIOA Title II – Adult Education and Literacy	YES
Minnesota Department of Employment and Economic Development	Wagner Peyser (Job Service)	WIOA Title III – Wagner Peyser Migrant and Seasonal Farmworker Programs (MSFW)	YES
	Veteran’s Services	Chapter 41 Title 38; Jobs for Veterans	YES
	Unemployment Insurance (UI)	Unemployment Insurance programs authorized under state law	YES
	Trade Adjustment Assistance (TAA)	Trade Act, Title II Chapter 2	YES
	Rehabilitation Services State Services for the Blind	WIOA Title IV – Rehabilitation Act. Title 1, Vocational Rehabilitation Services	YES

Minnesota State Colleges and Universities including Rochester Community and Technical College, MN State Southeast, Riverland College, South-Central Technical College	Post-Secondary Vocational Education Programs Career and Technical Education	Carl D. Perkins Career and Technical Education	NO
Motivational Education and Training (MET)	National Farmworker Jobs Program (NJFP)	National Farmworker Jobs Program	NO
	Senior Community Service Employment Program (SCSEP)	Older Americans Title V – Senior Community Service Employment Program	NO
Community Action Agencies SEMCAC and Three Rivers CAA	Community Services Block Grant	Community Services Block Grant – Employment and Training	NO
Rice County HRA (Regional representative)	Housing	Department of Housing and Urban Development (HUD) – Employment and Training Programs	NO
Previously Incarcerated Taskforce of the WDB and South Central College	Second Chance Act Programs	Second Chance Act, Chapter 212	YES

Article I: One-Stop System Description

Area's One-Stop system consists Comprehensive CareerForce Rochester and 4 Affiliate CareerForce Locations:

Comprehensive CareerForce	Address
Rochester	2070 College View Road East, Rochester, MN 55904
All required one-stop partner programs are accessible on site at the comprehensive Rochester CareerForce Center per 20 CFR §678.305.	
Affiliate CareerForce	Address
Albert Lea	2200 Riverland Drive, Albert Lea, MN 56007
Austin	1600 8 th Avenue NW, Austin, MN 55912
Faribault	201 Lyndale Avenue South Suite 1, Faribault MN 55021
Red Wing	1606 West 3 rd Street, Red Wing, MN 55066

B. Administrative Structure

1. State Workforce Agency: Minnesota Department of Employment & Economic Development, 332 Minnesota Street, Suite E200, St. Paul, MN 55101.
2. Administrative Entity: Workforce Development, Inc. 2070 College View Road East, Rochester, MN 55904
3. Fiscal Agent: Workforce Development, Inc. 2070 College View Road East, Rochester, MN 55904
4. Chief Elected Official: Commissioner Dan Belshan Joint Powers Board – County Commissioners from each of the ten counties in our WDA (Dodge, Fillmore, Freeborn, Goodhue, Houston, Mower, Olmsted, Rice, Steele and Wabasha)
5. One-Stop Operator: Consortium: Workforce Development, Inc., Job Service, Vocational Rehabilitation Services

Article II: Agreement Period

- A. This MOU will be in effect from July 1, 2020, until June 30, 2023.
- B. A renewal of this MOU will be executed in order to remain compliant with WIOA Section 121(c). In the event that the renewal MOU will not be fully executed and effective on the date this MOU expires, the appeal process described in Article X of this document must be initiated.

Article III: Partner Responsibilities

- A. All parties to this MOU will assume the responsibilities identified below, unless otherwise specified in this Article.
 1. Make the career services provided under the Partner's program available to individuals through the Area's One-Stop delivery system in accordance with Article IV of this MOU.
 2. Participate in cost-sharing activities as described in Article VI of this MOU and use a portion of funds made available to each partner's program—to the extent not inconsistent with the federal law that authorizes each partner program—to:
 - a. Create and maintain a Comprehensive One-Stop Center (i.e. CareerForce Center); and
 - b. Provide the services required under WIOA Section 121(e).
 3. Remain as a party to this MOU throughout the Agreement period identified in Article II in order to participate in a One-Stop Center.

4. Participate in the operation of the One-Stop Centers in accordance with the terms of this MOU.

B. In addition to the minimum responsibilities required under WIOA as identified in Section A of this Article, Partner responsibilities include:

1. Provide priority of service to veterans and covered spouses for any qualified job training program pursuant to the Jobs for Veterans Act as prescribed in 38 USC 4215.
2. Compliance with WIOA and all federal, state, and local laws, rules, and policies applicable to parties in their respective roles under this MOU and as consistent with the rules that govern each partner's respective program. Each partner expressly agrees to notify LWDB of any changes to the rules governing its respective program that impact the partner's performance under this MOU.
3. Each partner must ensure compliance with One-Stop Center policies and procedures published on the DEED policy website.

Article IV: Programs, Services, Activities & Method of Referrals

All required one-stop partner programs are accessible on site at the comprehensive Rochester CareerForce Center per 20 CFR §678.305.

Partner Services: This identifies the services each required partner will provide and the method(s) of service delivery and referrals each partner will use.

Program Name: Adult and Dislocated Worker (WIOA Title IB)

Partner Name: Workforce Development, Inc.

Services Provided: Provide employment and training services to eligible customers to prepare for, enter & keep employment. WIOA Career Services and Training.

Service Delivery Method: Direct case management of individual customers available on site at CareerForce One Stop Locations across the region and by appointment or remote access.

Method of Referral: Program staff will make direct contact with other program staff for referrals via telephone or written correspondence, sharing allowable information about the customer.

Program Name: Youth (WIOA Title IB)

Partner Name: Workforce Development, Inc.

Services Provided: Provide employment and training services to eligible young adults.

Service Delivery Method: Direct case management of individual customers available on site at CareerForce One Stop Locations across the region and by appointment or remote access.

Method of Referral: Program staff will make direct contact with other program staff for referrals via telephone or written correspondence, sharing allowable information about the customer.

Program Name: Adult Basic Education (WIOA Title II)

Partner Name: Adult Basic Education throughout the counties of the region.

Services Provided: Provide instruction in basic literacy skills needed for employment, ESL, GED test preparation and basic computer skills. WIOA Core Services,

Service Delivery Method: Direct Digital Literacy Instructor coaches & instructs learners on-site at CareerForce Rochester comprehensive one-stop. Referrals are made from CareerForce locations to ABE locations across the region.

Method of Referral: Program staff will make direct contact with other program staff for referrals via telephone or written correspondence, sharing allowable information about the customer.

Program Name: Job Service/Wagner Peyser Act (WIOA Title III)

Partner Name: Minnesota Department of Employment & Economic Development

Services Provided: Provide labor exchange and employment services to business and unemployed customers.

Service Delivery Method: Direct access to Minnesota Works, Resource Rooms, work tests, Job search tools, workshops on site at CareerForce One Stop Locations across the region and by appointment or remote access.

Method of Referral: Program staff will make direct contact with other program staff for referrals via telephone or written correspondence, sharing allowable information about the customer.

Program Name: Vocational Rehabilitation Services (WIOA Title IV)

Partner Name: Minnesota Department of Employment & Economic Development Rehabilitation Services

Services Provided: Provide employment & training services to eligible customers to prepare for, enter & keep employment.

Service Delivery Method: Direct case management of individual customers available on site at CareerForce One Stop Locations across the region and by appointment or remote access.

Method of Referral: Program staff will make direct contact with other program staff for referrals via telephone or written correspondence, sharing allowable information about the customer.

Program Name: Unemployment Insurance Programs

Partner Name: Minnesota Department of Employment & Economic Development

Services Provided: Reemployment assistance to laid-off customers

Service Delivery Method: Direct group workshops with individual follow-up services available on site at CareerForce One Stop Locations across the region and by appointment or remote access.

Method of Referral: Program staff will make direct contact with other program staff for referrals via telephone or written correspondence, sharing allowable information about the customer.

Program Name: Veterans

Partner Name: Minnesota DEED - Veteran's Services

Services Provided: Provide employment services and training for Veterans through priority of service referrals. WIOA Core Services.

Service Delivery Method: Direct case management of individual customers available on site at CareerForce One Stop Locations across the region and by appointment or remote access.

Method of Referral: Program staff will make direct contact with other program staff for referrals via telephone or written correspondence, sharing allowable information about the customer.

Program Name: Carl D. Perkins Career & Technical Education

Partner Name: Minnesota State Colleges and Universities including Rochester Community and Technical College, MN State Southeast, Riverland College, South-Central Technical College

Services Provided: Skill training, certificates, degrees and career pathways.

Service Delivery Method: Direct classroom instruction and online services available at regional college locations. Three of the regions CareerForce locations are located on the college campuses.

Method of Referral: Program staff will make direct contact with other program staff for referrals via telephone or written correspondence, sharing allowable information about the customer.

Program Name: Senior Community Service Employment Program

Partner Name: Motivational Employment Training (MET)

Services Provided: Provides subsidized employment & training services for eligible seniors.

Service Delivery Method: Direct case management of individual customers available on site at at CareerForce One Stop Locations across the region and by appointment or remote access.

Method of Referral: Program staff will make direct contact with other program staff for referrals via telephone or written correspondence, sharing allowable information about the customer.

Program Name: Trade Adjustment Assistance

Partner Name: Workforce Development, Inc.

Services Provided: Co-enrollment into Dislocated Worker program for all TAA eligible participants in the region or formerly employed in regional businesses.

Service Delivery Method: Direct case management of TAA and Dislocated Worker co-enrolled participants available on site at at CareerForce One Stop Locations across the region and by appointment or remote access.

Method of Referral: Program staff will make direct contact with other program staff for referrals via telephone or written correspondence, sharing allowable information about the customer.

Program Name: Minnesota Youth Programs

Partner Name: Workforce Development, Inc.

Services Provided: Employment and training services for eligible youth

Service Delivery Method: Direct case management of individual customers available on site at CareerForce One Stop Locations across the region and by appointment or remote access.

Method of Referral: Program staff will make direct contact with other program staff for referrals via telephone or written correspondence, sharing allowable information about the customer.

Program Name: National Farmworker Jobs Program

Partner Name: Motivational Employment Training (MET)

Services Provided: Provides employment & training services for eligible participants in the national Farmworker Jobs Program.

Service Delivery Method: Direct case management of individual customers available on site at CareerForce One Stop Locations across the region and by appointment or remote access.

Method of Referral: Program staff will make direct contact with other program staff for referrals via telephone or written correspondence, sharing allowable information about the customer

D. **Additional Partner Services:** WIOA Section 121(b)(2)(B) describes the types of programs that may be included as "additional" programs in the One-Stop Delivery system. This section identifies the services each additional partner will provide and the method(s) of service delivery each partner will use.

Program Name: Temporary Assistance for Needy Families – Minnesota Family Investment Program (MFIP) and Diversionary Work Program (DWP)

Partner Name: Regional County Community Services

Services Provided: Provide employment & training services for eligible customers receiving cash assistance.

Service Delivery Method: Direct case management of individual customers available on site at CareerForce One Stop Locations across the region and by appointment or remote access.

Method of Referral: Program staff will make direct contact with other program staff for referrals via telephone or written correspondence, sharing allowable information about the customer.

Program Name: SNAP E&T

Partner Name: Regional County Community Services

Services Provided: Provide employment & training services for eligible customers receiving food support assistance.

Service Delivery Method: Direct case management of individual customers available on site at CareerForce One Stop Locations across the region and by appointment or remote access.

Method of Referral: Program staff will make direct contact with other program staff for referrals via telephone or written correspondence, sharing allowable information about the customer.

Article V: Programmatic Accessibility

All partners agree to utilize methods to ensure that the needs of workers, youth, and individuals with barriers to employment, including individuals with disabilities, are addressed in providing access to services, including access to technology and materials that are available through the one-stop delivery system. Method descriptions include but are not limited to:

Technology – Accessible technology for those who are visually impaired in Career Labs; use of CareerForce.com to share program and activity information; e-mail blasts and communication of training, employment and Career Services to universal customers, registrants of the system and partners; communications on activities of the LWDB; and the use of other on-line resources and social media to promote the system.

Materials – Printed materials about services at partner locations and printed materials in multiple languages.

Article VI: Funding/Resource Sharing

Infrastructure Funding Agreements (IFAs) for the 5 Career Force Centers are attached to this MOU. These documents are serving as interim IFAs for the first six months of the time period of this MOU per part (c) of [20 CFR 678.715](#).

A. One-Stop Funding/Resource Sharing Requirements:

1. WIOA section 121 (c) and 20 CFR 662.270 require that the funding arrangements for services and operating costs of the One-Stop Centers must be described in this MOU.
2. The methodologies described herein must be allowable under each partner's respective program and under all applicable federal and state rules—including the Office of Management and Budget (OMB) Circulars applicable to each partner's type of organization. Per 66 Fed. Reg. 29638, this MOU must identify:
 - a. The shared One-Stop Center costs.
 - b. The methodologies that will be used to determine each party's proportionate "fair" share of those costs
 - c. The methodologies that will be used to allocate each party's fair share of costs across the cost categories.
 - d. The method(s) each party will use to fund its fair share of costs, which may include cash contributions, contributions of staff time, equipment, and/or other resources, or in-kind contributions from a third party.

B. One-Stop Operating Costs:

1. The shared One-Stop Center(s) operating costs, the projected cost amounts, and each party's method of funding its fair share of those costs are identified in the cost sharing agreements, which are attached to this MOU and hereby incorporated.

C. **Changes to cost sharing agreements:**

1. All parties expressly understand and agree that the initial costs listed in the cost sharing agreements will be subject to change as actual costs are incurred and paid throughout the effective period of this MOU.
2. Updates to the cost sharing agreements will require an amendment to this MOU.
3. Any time a cost sharing agreement is modified, the LWDB must provide all parties with notice of the modification and a copy of the modified Agreement.

Article VII: Termination/Separation

A. **MOU Termination:** This MOU will remain in effect until the end date specified in Article II, Section A, unless:

1. All parties mutually agree to terminate this MOU.
2. WIOA regulations are repealed.
3. Local area designations are changed.

B. **Partner Separation:** As stated in the Recitals, WIOA Section 121(c) mandates the execution of this MOU between the LWDB and partners. However, any single partner may request to terminate its participation as a party to this MOU. In such an event, the LWDB will provide written notice within sixty (60) days of the request to all remaining partners. The LWDB will amend this MOU per Article VIII if the termination request is granted. The termination of one or more partner's participation as a party will not result in a termination of this MOU unless the number or contribution of the terminating partner(s) is so substantial that it necessitates the negotiation of a new MOU.

C. **Effect of Termination:** Per WIOA Section 121 and 65 Fed. Reg. 49294, 49312, any partner that terminates its role as a party to this MOU is no longer eligible to participate as a partner in the One-Stop system and will not be permitted to serve on the LWDB as a One-Stop partner representative.

D. **Partner Disqualification:** An entity identified as a required partner at the time of execution of this MOU that subsequently loses funding or the authority to administer the federal or state program in the Area and therefore no longer qualifies as a required partner under WIOA Section 121 must send written notice of the change in status to the LWDB as soon as possible. LWDB will forward the notice to DEED. In such an event, a formal amendment to this MOU per Article VIII will be required. The entity may continue as an additional partner if mutually agreed by the LWDB, chief elected officials, and the remaining partners.

Article VIII: Amendment and Renewal

A. This MOU may be amended upon mutual agreement of the parties that is not inconsistent with federal, state, or local laws, plans, or policies; or for one or more of the following reasons:

1. The addition or removal of a partner from this MOU.
2. Removal or addition of program responsibilities for any partner that administers more than one federal program.
3. A change in the One-Stop Operator or Fiscal Agent or a change in the physical location of a One-Stop center.
4. A change in the services, service delivery methods currently utilized, or referral methods.
5. A change in a cost sharing agreement.
6. If funding cuts by one or more programs are so substantial that One-Stop operations cannot continue as specified herein and a new MOU must be negotiated.

B. All parties agree that amendments need only be signed by authorized representatives of the LWDB, the Chief Elected Officials, and the affected partner(s). All amendments will involve the following process:

1. The party seeking an amendment will submit a written request to the LWDB that includes:
 - a. The requesting party's name.
 - b. The reason(s) for the amendment request.
 - c. Each Article and Section of this MOU that will require revision.
 - d. The desired date for the amendment to be effective.
 - e. The signature of the requesting party's authorized representative.
2. If the request is approved, the LWDB will notify the remaining parties of the intent to amend and will provide each remaining party fifteen (15) days from the date of the notice (unless another timeframe is specified in the notice) to review the anticipated changes and to submit a response to LWDB. Failure by a party to respond within the prescribed timeframe will be deemed that party's approval of the proposed changes.
3. In the event that a remaining party has questions and/or concerns regarding the proposed amendment, the party must list its questions and/or concerns in writing and submit the list to LWDB within the specified timeframe.
4. LWDB will review the listed questions/concerns and will issue a response within thirty (30) days of receipt of the list. If LWDB deems it necessary, the listed questions/concerns will be sent to all other parties and/or a meeting with all parties will be scheduled to discuss the proposed changes and to achieve consensus on a final amendment draft.
5. The final, approved amendment draft will be signed by authorized representatives of the affected partners, then submitted to LWDB for the final signature.
6. LWDB will distribute copies of the fully executed amendment to all parties and to DEED upon execution.

C. This writing constitutes the entire agreement among the parties with respect to each party's role and responsibility in the Area's One-Stop system. All parties agree that any amendments to any applicable laws or regulations cited herein will result in the correlative modification of this MOU without necessitating a formal, written amendment.

- D. All parties agree to communicate details of the amendment to their respective staff members whose responsibilities may be impacted by changes and further agree to ensure that their respective staff members are referencing or utilizing the most current version of the MOU and attachments in the performance of responsibilities under this MOU.
- E. The MOU will be reviewed, and if substantial changes have occurred, renewed, not less than once every 3-year period to ensure appropriate funding and delivery of services

Article IX: Confidentiality

- A. All parties expressly agree to abide by all applicable federal, state, and local laws regarding confidential information.
- B. Each party will ensure that the collection and use of any information, systems, or records that contain personal identifying data will be limited to purposes that support the programs and activities described in this MOU as part of the One-Stop service delivery system.
- C. Each party will ensure that access to software systems and files under its control that contain personal identifying information will be limited to authorized staff members who are assigned responsibilities in support of the services and activities provided as part of the One-Stop system and who must access the information to perform those responsibilities. Each party expressly agrees to take measures to ensure that no personal identifying information is accessible by unauthorized individuals.

Article X: Impasse—Dispute Resolution

In the event that all reasonable attempts to resolve the impasse at the local level are unsuccessful, the following process must be followed:

- 1) The LWDB and partners must document the negotiations and efforts that have taken place in the MOU. The State Board, One-Stop partner programs, and the Governor may consult with the appropriate Federal agencies to address impasse situations related to issues other than infrastructure funding after attempting to address the impasse. Impasses related to infrastructure cost funding must be resolved using the State infrastructure cost funding mechanism described in 20 CFR 678.730.
- 2) The LWDB must report failure to execute an MOU with a required partner to the Governor, State Board, and the State agency responsible for administering the partner's program (20 CFR 361.510).
- 3) If necessary, the State Board will act as mediator to assist all parties to come to agreement on an MOU.
- 4) If after mediation an impasse still exists, the State Board will approve an MOU that will be binding to all parties included in the MOU.

Article XI: Limitation of Liability

To the extent permitted by law, each party agrees to be responsible for any liability that directly relates to any and all of its own acts or omissions or the acts or omissions of its employees. In no event will any party be liable for any indirect or consequential damages caused by actions or omissions of another party or by the employees of another party.

Article XII: General Provisions

The laws and regulations listed in this Article XII are generally applicable to most publically-funded programs administered by DEED. The laws and regulations listed herein do not encompass all of the laws and regulations that govern the parties in their respective roles under this MOU. All parties expressly agree to comply with the federal laws and regulations listed below unless the laws and regulations that govern their particular program state otherwise:

- A. **Jobs for Veterans Act.** As stated in Article III B 1, each party agrees to provide priority of service to veterans and covered spouses for any qualified job training program pursuant to 38 USC 2813.
- B. **Americans with Disabilities.** Each party, its officers, employees, members, and subcontractors hereby affirm current and ongoing compliance with all statutes and regulations pertaining to The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973.
- C. **Drug-Free Workplace.** Each party, its officers, employees, members, subrecipient(s) and/or any independent contractors (including all field staff) associated with this MOU agree to comply with 29 CFR 94 and all other applicable state and federal laws regarding a drug-free workplace and to make a good faith effort to maintain a drug-free workplace. Each party will make a good faith effort to ensure that none of each party's officers, employees, members, and subrecipient(s) will purchase, transfer, use, or possess illegal drugs or alcohol or abuse prescription drugs in any way while working or while on public property.
- D. **Ethics Laws.** Each party certifies that by executing this MOU, it has reviewed, knows and understands the State of Minnesota's ethics and conflict of interest laws. Each party further agrees that it will not engage in any action(s) inconsistent with Minnesota Ethics laws.

Article XIII: Partial Invalidity

This MOU will be governed, construed, and enforced in accordance with all applicable federal, state, and local laws. Should any portion of this MOU be found unenforceable by operation of statute or by administrative or judicial decision, it is the intention of the parties that the remaining portions of this MOU will not be affected as long as performance remains feasible with the absence of the illegal or unenforceable provision(s).

Article XIV: Counterpart

This agreement may be executed in one, or more than one counterpart and each executed counterpart will be considered an original, provided that the counterpart is delivered by facsimile, mail courier or electronic mail, all of which together will constitute one and the same agreement.

**MEMORANDUM OF UNDERSTANDING
LOCAL AREA #8
ONE-STOP PARTNERS**


Signature Page

By signing below, all parties mutually agree to the terms prescribed herein.

Core Partners

Workforce Development, Inc.

Title I, WIOA Adult, Dislocated Worker, Youth, MYP, TANF/MFIP, SNAP E&T

DocuSigned by:

Jinny Rietmann, Executive Director 6/9/20
Date


Dan Belshan, County Commissioner (Local Elected Official) Date


DocuSigned by:


Cheryl Gustason, SE MN Workforce Development Board Chair 6/5/20
Date

Minnesota Department of Employment & Economic Development (DEED)

Wagner Peyser (Job Service), Unemployment Insurance, Rehabilitation Services, State Services for the Blind, Trade Adjustment Assistance (TAA)

DocuSigned by:

Lorrie Janatopoulos, (DEED) WIOA Title III Wagner-Peyser/Jobs for Veterans State Grants 6/5/20
Date

DocuSigned by:

Blake Chaffee, Unemployment Insurance 6/30/20
Date


DocuSigned by:

Marc Majors, Trade Adjustment Assistance 6/30/20
Date

Dee Torgerson, WIOA Title IV Vocational Rehabilitation Services Date

DocuSigned by:

Natasha Jerde, WIOA Title IV State Services for the Blind 6/9/20
Date

Rochester and Community Technical College (RCTC) (regional representative)
Carl Perkins Career and Technical Education

DocuSigned by:

Dr. Jeffrey Boyd
President, RCTC 6/5/20
Date

Hawthorne Education Center (regional representative)
Title II Adult Education and Family Literacy

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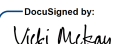
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Nadine Holthaus, Adult Literacy Program Manager 6/18/20
Date

Community/Human Services (regional representative)
TANF/MFIP

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John Pugleasa, Houston County Human Services Director 6/15/20
Date

Community Action Agency
Community Services Block Grant

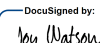
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Vicki McKay, Three Rivers Community Action 6/5/20
Date

Motivational Employment and Training (MET)
Title V SCSEP, National Farmworker Jobs Program (NFJP)


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Stacy Taylor, Executive Director 6/8/20
Date

Housing & Urban Development (regional representative)

DocuSigned by:

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Joy Watson, Rice County 6/9/20
Date

South Central College - Second Chance Act (regional representative)

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Jim Hanson, South Central College 6/8/20
Date

Attachment I

Southeast Minnesota Regional Workforce Development Partnership

Memorandum of Understanding

This Memorandum of Understanding (MOU), effective June 1, 2020 is entered into by the Southeast MN Workforce Development Board (WDA 8) and the Winona Workforce Development Board (WDA 18). Each of the Boards shall hereby be known as a "Party", or collectively as the "Parties."

I. PURPOSE

Whereas the Workforce Innovations and Opportunities Act of 2014 (WIOA) instructs local Workforce Development Boards to engage in a regional planning process for the purposes of: 1.) preparing a regional plan, 2.) establishing regional service strategies, 3.) developing sector strategies, 4.) collecting regional labor market data, 5.) pooling of administrative costs, where appropriate, 6.) coordinating support service policy, 7.) coordinating economic development services, and 8.) negotiating WIOA performance levels with the State; and,

Whereas the Department of Employment and Economic Development (DEED) of the State of Minnesota has defined the six regions within the State to include the 11 county area of Southeast Minnesota, connecting Workforce Development Areas #8 and #18;

Therefore, be it resolved, the officers of the SE MN Workforce Development Board (#8) and the Winona Workforce Development Board (#18) have come together to formally establish a regional WIOA partnership.

II. RULES OF ENGAGEMENT

The joint partnership will consist of three (3) officers of the Workforce Development Board, or the Local Elected Officials, of each party, as well as the Executive Director of each party, for a total voting membership of eight (8) members in the partnership. A quorum for any official vote will be four (4) members, and must include at least two (2) members from each party. Regular meetings will be held, with the location rotating between the parties. It shall be the responsibility of the meeting host party to issue the meeting notices, provide space and staff support, and issue the follow-up meeting minutes.

III. WORK PLAN

The Parties will combine resources and expertise to: 1.) identify critical career pathways in the region, 2.) support regional K-12 schools with information and services for career planning and vocational education, and 3.) identify collaborative opportunities for outreach and employment support of diverse populations, including veterans, older workers, offenders, women and minorities.

To inventory the assets and identify the gaps that are preventing the region from developing the workforce of the future, and to suggest innovative solutions to meet the dynamic needs of our region, the SE MN Regional Workforce Development Partnership will combine State and federal funding to hire a Regional Career Counseling Coordinator. Workforce Development, Inc. has been identified as the agency to be the employer of record of this employee, and to provide space and administrative support.

Once a year the parties will jointly host a regional event, and a report of regional workforce development activities and opportunities will be developed; this report will be shared with each of the parties, the Governor's Workforce Development Board, and members of the State Legislature.

IV. REGIONAL IDENTITY

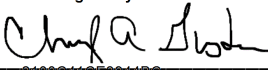
The Southeast Minnesota region is defined by 11 rural counties served by the Southeast Minnesota and Winona Workforce Development Boards. The counties include Dodge (pop. 20,822), Fillmore (pop. 21,058), Freeborn (pop. 30,444), Goodhue (pop. 46,403), Houston (pop. 18,578), Mower (pop. 40,011), Olmsted (pop. 156,277), Rice (pop. 66,523), Steele (pop. 36,803), Wabasha (pop. 21,645), and Winona (pop. 50,825). The total 11 county regional population is estimated to be some 509,389, with a total labor force of 275,027.


V. TERMS OF UNDERSTANDING:

The undersigned parties commit to fulfill the responsibilities of their organization during the life of this agreement. The term of this Memorandum of Understanding is for a period of forty-eight [48] months from the effective date of this agreement and may be extended upon written, mutual agreement. It shall be reviewed at least every six months to ensure that it is fulfilling its purpose and to make any necessary revisions. Any Party may terminate this Memorandum of Understanding upon 30 days written notice to all other Parties without penalties or liabilities.

VI. SIGNATURES

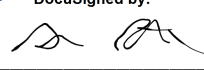
We, the undersigned, commit to fulfill the responsibilities of our respective organizations during the life of this agreement, effective this **1st day of June 2020**:

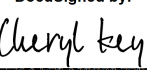
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Chair, SE MN Workforce Development Bd (#8)

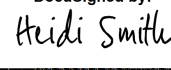
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Chair, Winona Workforce Development Bd (#18)

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Officer, SE MN Workforce Development Bd (#8)

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Officer, Winona Workforce Development Bd (#18)

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LEO, SE MN Joint Powers Board (#8)

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Officer, Winona Workforce Development Bd (#18)

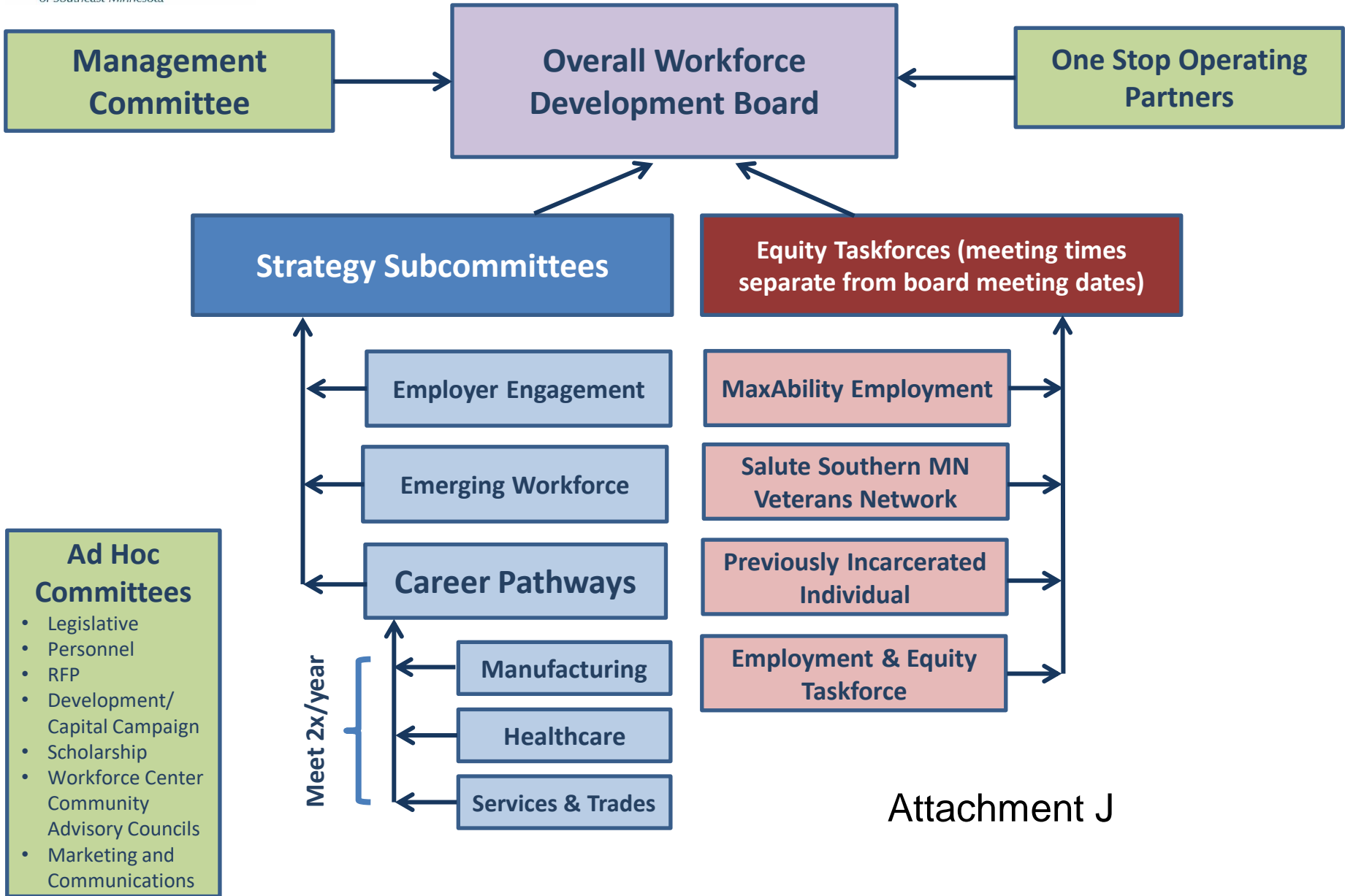
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Ex Dir, SE MN Workforce Development Bd (#8)

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Ex Dir, Winona Workforce Development Bd (#18)

SE MN Workforce Development Board Committee Structure



Attachment K

Workforce Development, Inc.
Policy and Guidance Letter Revisions
Fall 2020

1. [Allowable Activities: Created](#)

The allowable activities policy details what activities customers can be enrolled in and gives an overview of support services, training, and the various levels of career services.

2. [Assessments: Updated](#)

WDI created this policy in the fall of last year. The policy received minor updates this year that included remote testing options due to the COVID 19 pandemic.

3. [Case Management: Created](#)

The Case Management policy identifies the types of communication a Career Planner should have with their participant, how the communication should be tracked and how frequently it should occur. This policy also outlines privacy details.

4. [Data Entry Timeliness: Created](#)

The Data Entry Timeliness policy details the way data should be entered into WorkforceOne, and the timelines the agency must follow for that data entry. It also details Measurable Skills Gains and Credentials to help Career Planners better track valuable data.

5. [Dislocated Worker Eligibility Policy and Definitions: Updated](#)

The Dislocated Worker Eligibility Policy and Definitions policy was updated to provide clarification. Additionally, terms and program titles were updated. (For example, Displaced Homemaker is now the Minnesota Family Resiliency program).

6. [Exit Policy: Created](#)

This brief policy outlines when a person is required to be exited due to lack of contact. It overviews the “Employed, Pending Exit” activity and also revisits Data Entry Accountability as it relates to program exits.

7. [Individualized Service Strategy \(ISS\): Created](#)

This policy was created to provide specific guidance on the Individual Service Strategy (ISS). The ISS is a vital component in the career planning process and is used as a sort of contract between the participant and the Career Planner.

8. [One Stop Partners Consortium Reporting Policy: No edits or changes](#)

9. [Procurement and Request for Proposal System: No edits or changes](#)

10. [Self-Sufficiency and Income Exclusions: Edited and Expanded](#)

WDI previously had a “Self-Sufficiency” policy. Through edits this policy has been expanded and clarified to more closely reflect DEED policies. Language was also changed to clarify roles/relationships and to be more inclusive.

11. [Support Services Policy: Revised](#)

The revisions of this policy letter include additional guidance on technology assistance for customers, updating the travel components to reflect the use of fuel cards for customers, and adjusting the spending caps on certain categories based on increased need. This policy now also includes an addendum specific to Adult Career Pathways programming and the support services available within those programs.

12. [Training and Education Eligibility: Revised](#)

This policy was revised to add additional guidance on one-time poor performance, consent for training release of information, and to clarify components of the policy on training eligibility.

13. [WIOA Adult Eligibility and Priority of Service: Updated](#)

This policy received slight revisions to clarify language and update definitions.

WDI Policy letter for:

Workforce Innovation and Opportunity Act Adult, and WIOA and State Dislocated Worker

1. Allowable Activities for WIOA Adult and Dislocated Worker

Issue Date: October 16, 2020

Revision Date: October 16, 2020

Effective Date: November 5, 2020

Summary

This policy outlines the Career, Training, and Supportive Services activities for the WIOA Adult and Dislocated Worker Programs, including Mass Layoff Projects and the State Dislocated Worker program. Individuals who are eligible for and are enrolled in the WIOA Adult program and/or Dislocated Worker program may also be eligible to receive one or more of the following: career services, training services and supportive services.

Career Services

Individuals who meet the eligibility criteria for and are enrolled in the WIOA Adult program and/or Dislocated Worker program are eligible to receive career services. There are three types of career services: basic (no enrollment required), individualized, and follow-up. There is no sequence requirement for these services under the Workforce Innovation and Opportunity Act (WIOA), except that follow-up services may only be provided after an individual has exited to employment (for up to 12 months). Counselors can choose to provide them in any order to best meet the needs of the participant.

Basic Career Services

Basic career services do not require participant enrollment. Basic career services are universally accessible and must be made available to all individuals seeking employment and training services in at least one CareerForce Location per local area. Generally, these services include activities such as eligibility determination, initial skill assessments, labor exchange services, provision of information on programs and services, and program referrals.

Individualized Career Services

The provision of individualized career services must be based on the employment needs of the individual as determined jointly by the participant and the career planner. Local providers must have a written policy that identifies the assessments used to identify the individual's employment needs and the need for additional assistance in order to obtain or retain employment, consistent with state and federal policy. The need for these services must be clearly justified in that participant's ISS.

Individualized Career Services can include:

1. Comprehensive and specialized assessments of the skill levels and service needs which may include diagnostic testing and use of other assessment tools (whether provided individually by the career planner or through a group workshop); and in-depth interviewing and evaluation to identify employment barriers and appropriate employment goals
2. Development of an Individual Service Strategy (ISS) to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve his or her employment goals, including the list of, and information about, the eligible training providers

3. Group counseling
4. Individual counseling
5. Career planning
6. Short-term pre-vocational services including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct services to prepare individuals for unsubsidized employment or training. In some instances, pre-apprenticeship programs may be considered as short-term pre-vocational services. Workshops covering topics such as resume writing, interviewing techniques, online job searches, LinkedIn, networking, career exploration or interest assessments are examples of pre-vocational services. Job Clubs and Career Fairs are also considered pre-vocational services
7. Internships and work experiences that are linked to careers, including transitional jobs. Contact the Program Coordinator to learn more about this option.

Transitional Jobs (20 CFR 680.190 and 680.195): Transitional jobs are a type of work-experience and are considered an individualized career service. They are time-limited and wage-paid work experiences that are subsidized up to 100%. They are jobs in the public, private or nonprofit sectors and are ONLY available for individuals with barriers to employment who are also chronically unemployed or have an inconsistent work history.

- ❖ The Program Provider typically acts as the employer in the context of the Transitional Jobs relationship, and this service must be combined with career and supportive services. Unlike on-the-job training (OJT), there is no requirement that the employer retains the individual upon completion on the transitional job; however, retention of the worker would be the preferred outcome where appropriate.
 - ❖ Local providers may use up to 10% of their combined total of adult and dislocated worker funds to provide transitional jobs.
 - ❖ Local providers are required to adopt policies governing Transitional Jobs which identify appropriate employers and include plans on the amount of reimbursement for the jobs (up to 100% of the wage), which supportive services must be included, and the limits on the duration of the transitional job. This policy must also include the definitions of "chronically unemployed" and "inconsistent work history".
8. Workforce preparation/Work Readiness Services designed to help an individual acquire a combination of basic academic, critical thinking, digital literacy, and/or self-management skills are considered work readiness services. These include services that build competencies in:
 - ❖ Utilizing resources
 - ❖ Using information
 - ❖ Working with others
 - ❖ Understanding systems
 - ❖ Skills necessary for successful transition into and completion of postsecondary education or training, or employment
 - ❖ Other employability skills that increase an individual's preparation for the workforce
 - ❖ **Work Readiness Services are considered Career services unless they are part of an Integrated Education and Training Program, which is a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation for the purpose of educational and career advancement. Work Readiness Services include OSHA 10 trainings, CPR/First Aid classes, SERV Safe courses, basic computer classes, and other short-term courses that do not end in a credential and are not industry specific.**
 9. Financial literacy services

10. Out-of-area job search assistance

Follow-up Career Services

Local providers must provide follow-up services for adults and dislocated workers who are placed in unsubsidized employment, for up to 12 months after the first day of employment.

- ❖ Providers must offer follow-up services for 12 months following the date of employment
- ❖ Case note both the offer and any service delivered in Workforce One

Participants in the WIOA Adult program and/or the Dislocated Worker program are eligible to receive follow-up services after starting unsubsidized employment for up to 12 months after their exit date. Follow-up services do not extend the date of exit in Workforce One. The participant's exit date should be the last day that they received any services, other than follow-up services, from their provider. Providers must inform all participants exiting to employment of the availability of follow-up services on or before their exit from the program.

Support services do not qualify as a follow-up service and are not allowed after a participant exits the WIOA Adult and/or Dislocated Worker programs. No support service payments can be issued after program exit.

Examples of appropriate follow-up services include, but are not limited, to:

- ❖ Counseling about the workplace
- ❖ Peer support groups/job clubs
- ❖ Assistance with work-related problems that may arise
- ❖ Information about additional educational opportunities
- ❖ Referral to supportive services available in the community

Training Services

All participants interested in attending training must first complete a training proposal in consultation with their Career Planner. Training proposals determine if a particular training is needed. 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.

These services must be documented in the participant's ISS. A participant is not required to receive career services before receiving training services, however, there must be sufficient documentation in the participant's case notes to justify providing training services alone.

As part of this process, an individual must receive, at a minimum, a documented interview, evaluation or assessment AND career planning or other means by which eligibility for WIOA-funded training services can be determined.

Training services may be provided if the participant:

- ❖ is unlikely or unable to obtain or retain employment that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment through career services alone; and
- ❖ needs training services to obtain or retain employment that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment; 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, (see Targeted Training List), or in another area to which the individual is willing to commute or relocate; and
- ❖ is determined eligible in accordance with the priority system in effect for adults

WIOA funding for training is limited to participants who:

- ❖ Are unable to obtain grant assistance from other sources to pay the costs of their training; or
- ❖ Require assistance beyond that available under grant assistance from other sources to pay the costs of such training. In making this determination providers may take into account the full cost of participating in training services, including the cost of support services and other appropriate costs.
 - Career Planners should utilize the Training Cost Calculator to determine allowable training funding
- ❖ Providers must coordinate training funds available and make funding arrangements with one-stop partners and other entities. One-stop centers/providers must consider the availability of other sources of grants to pay for training costs such as Temporary Assistance for Needy Families (TANF), State-funded training funds, and Federal Pell Grants, so that WIOA funds supplement other sources of training grants.
- ❖ A WIOA participant may enroll in WIOA-funded training while his/her application for a Pell Grant is pending as long as the one-stop center/provider has made arrangements with the training provider and the WIOA participant regarding allocation of the Pell Grant, if it is subsequently awarded. In that case, the training provider must reimburse the one-stop center/provider the WIOA funds used to underwrite the training for the amount the Pell Grant covers, including any education fees the training provider charges to attend training. Reimbursement is not required from the portion of Pell Grant assistance disbursed to the WIOA participant for education-related expenses.

Additionally, a determination should be made whether the participant:

- ❖ is currently waiting for a Trade Adjustment Assistance petition determination. If the petition is denied, the participant can continue training under WIOA.
 - Participants must have the skills and qualifications necessary to successfully participate in the selected program of training serves, and have 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.
 - Training services, when determined appropriate, must be documented on the ISS including funding options. When training is selected the Training Cost Calculator will be in the participant's file.
 - When **WIOA funds** are used to pay for training services the training provider **must** be listed on the State Eligible Training Provider List (ETPL) unless the training is on-the-job training, customized training, or incumbent worker training, which are excluded under federal law. Internships, transitional jobs, or unpaid work experience opportunities, which are career services, are also excluded.
 - Training services paid for using state Dislocated Worker funds must be licensed, registered, or legally exempt by the Minnesota Office of Higher Education (OHE) or other appropriate state agency. It is a best practice to use the ETPL for all training services regardless of the funding source. Any exceptions must be approved by the program coordinator.

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)
- ❖ On-the-job 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
- ❖ Occupationally-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 occupationally-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.

Supportive Services

Supportive services are provided to WIOA Adult and/or Dislocated Worker program participants on a case-by-case basis and are based on individual need. Participants should complete a financial needs analysis during program enrollment with their Career Planner to document their current financial situation and potential needs. Supportive Services payments cannot be made for costs incurred prior to the individual's enrollment, documentation of need, and/or completion of an ISS.

Career Planners must document the type of supportive service(s) and the amount provided in the Case Notes tabs in WorkforceOne. Supportive services cannot be used to extend the date of exit for participants in WorkforceOne.

See WDI Support Services Policy.

Please note: Current DEED and WDI policy prohibits the disbursement of needs-related payments for Adult or Dislocated Worker program participants. Needs-related/based payments are a reoccurring expense not resolved with one support payment. For example: a one-time payment that resolves an emergency (such as an electric bill) is allowable; paying recurring months of that same bill is not allowable.

Relevant Laws, Rules, or Policies

WIOA Section 134

TEGL 19-16

20 CFR Part 680

Contact:

Wanda Jensen WIOA Adult

Sonji Davis Dislocated Worker

Angela Birrittella Youth

WDI Policy letter for:
Adult, Dislocated Worker, Youth and Grant based Programs

2. Assessments

Issue Date: November, 7 2019

Revision Date: October 16, 2020

Change Effective Date: November 5, 2020

Summary

Assessments are required for most employment and training programs operated at Workforce Development, Inc. based on state, federal and other funding source requirements. Per DEED Policy for Adult, Dislocated Workers and Adult Career Pathways, an academic assessment is required prior to enrollment in training.

Policy and Procedures:

I. General Guidelines:

- A. Prior to the administration of any assessment the Career Planner or test administrator must explain the assessment, the content covered, the reasons for administration, where the results will be stored and who has access to the results. Career planners are encouraged to take any assessment prior to administering it for the first time.

B. Eligibility/Enrollment Assessment: All Programs

- ❖ Academic assessments are not required prior to enrollment for all programs except youth.
- ❖ Academic assessments are required prior to the funding of training (or enrollment for youth).
- ❖ Academic assessments are not required for individuals with an Associate's Degree or higher.
- ❖ Academic assessments are used to determine a baseline grade level equivalency and scale score for employment and training programs.
- ❖ When the assessment is used for training eligibility/enrollment purposes it does not need to be certified by the National Reporting System for Adult Education (NRS) based on correspondence received from DEED Youth, Adult and Dislocated Worker staff, as well as [TEGL 21-16](#). Assessments that can be used for training eligibility/enrollment purposes are:
 - [Wonderlic GAIN](#)
 - [Wonderlic BST \(WBST\)](#)
 - CASAS Lifeskills or GOALS [Cross Walk for Grade Level Equivalency](#)
 - [TABE 11/12 Locator](#)
 - [TABE 9/10](#)
 - Other options are available. Please speak with your program coordinator.

- ❖ Career Planners: When filling out the program application mark “Basic Skills Deficient” if the individual has a GLE of less than 9.0 (8.9 or below) regardless of the assessment used.
- ❖ MIS/Career Planners: If the assessment used for enrollment is not an option from the drop-down menus in WF1 the scores can not be entered and must be instead case noted by the Career Planner. If the assessment is available from the drop down menu (varies by program) the score can be entered.
- ❖ If the person has a two-year college degree or higher, or refuses to be tested, enter 88.0. If the person is not tested and his/her reading level is obviously below the 9.0 grade level, enter 87.0.

C. **Measurable Skills Gains Assessments:**

- A. If an assessment is needed to determine a **measurable skills gain** it must be an NRS approved assessment. You must use the same assessment for both the pre- and post-tests for measurable skills gains.
- B. NRS Approved assessments are as follows:
 - ❖ [TABE 11/12 Full Battery](#)
 - ❖ CASAS GOALS (not currently purchased but used by local ABEs)

Measurable Skills Gains Definitions:

- ❖ **Educational Functioning Level:** Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level
- ❖ **Secondary or Post-Secondary Transcript:** Documented attainment of a secondary school diploma or its recognized equivalent (such as a GED); 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
- ❖ **Skills Progression:** 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
- ❖ **Training Milestone:** 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

D. **Utilizing Partner Assessment Data:**

- A. When an individual has already been tested at a partner agency please utilize their testing scores for intake purposes. Score reports can be delivered via the participant or sent from the partner agency. Testing participants multiple times is not necessary. Partner agencies could be Adult Basic Education providers, local jails, etc. The assessment must have been completed within the past 6 months.

E. **Duration of Test Validity**

A. Assessments are valid 6 months from the date the assessment was taken.

F. **Career Assessments and Interest Inventories**

A. Career and Interest assessments can be administered at any time to support career planning for customers. Per DEED Policy for Adult and Dislocated Worker a career assessment or interest inventory is required prior to enrollment in a training program. The results of the career assessment must align with the training objective or program. A copy of the results must be in the file. Examples of career assessment tools available are:

- [Strong Interest Inventory](#)
- [World of Work Inventory \(WOWi\)](#)
- [Career One Stop Interest Assessment](#)

References:

[TEGL 21-16](#)

Resources:

If you need access to one of the above listed assessments please contact Beth Christensen.

Contact:

Beth Christensen- 507-433-0557

bchristensen@wdimn.org

WDI Policy letter for:

Workforce Innovation and Opportunity Act Adult, WIOA and State Dislocated Worker and Youth Training Programs

3. Case Management

Issue Date: September 16, 2020

Revision Date: September 16, 2020

Effective Date: November, 5 2020

SUMMARY

The Department of Employment and Economic Development (DEED) requires service providers to complete and maintain regular ongoing communication with each program participant and document their progress using case notes. In order to demonstrate on-going case management, WDI Career Planners must enter case notes into Workforce One (WF1) unless one of the few exceptions defined below has occurred.

POLICY

In order to effectively serve employment and training participants across programs in the Department of Employment and Economic Development's (DEED's) Employment and Training Programs Division (ETP), this policy provides guidelines for case management and maintaining case notes for the following programs: Workforce Innovation and Opportunity Act (WIOA) Dislocated Worker and Minnesota Dislocated Worker programs, and Trade Adjustment Assistance (TAA), Youth.

Workforce development programs are designed around a case management approach, and case notes are an essential component of effective case management practices. Case notes document and maintain information about participants, their progress, and the process and rationale for providing services to program participants. Case notes also provide information regarding the importance and value of services offered to participants and aid in evaluating and planning future services.

CONTACT WITH PARTICIPANT

Career Planners must attempt to contact each participant at least once every 30 days. The participant must make live contact with the Career Planner at least once every 30 days. The Career Planner should include the results of the attempts and the participant contact in the case notes. Live contact is one-to-one contact between Career Planner and participant in any of the following forms:

- ❖ In-person conversation
- ❖ Telephone conversation (or voicemail from participant);
- ❖ Electronic message including email (may not include mass emails, unless the participant responds directly to a mass email with an update), text message (SMS), instant message (IM), or message sent via social media (e.g., Facebook, Twitter, etc); and/or
- ❖ Postal mail update from participant

CASE NOTES

Case notes must provide a complete, accurate, timely and concise explanation of frequency and type of contact with customers, as well as services provided, and the outcomes associated with those services. Case notes must be written so that the reader has all background information for the participant, as well as the purpose of meetings, and the where, why, and how contact took place.

Case notes must record details of the customer's participation in all activities, including:

- ❖ Details of significant events impacting the participant's participation
- ❖ ISS activities and progress toward goals, including updates and changes in this living document (See ISS policy)
- ❖ Participation in associated programs or activities (e.g. Veterans Program, State Services for the Blind, Trade Adjustment Assistance, Vocational Rehabilitation, etc.)
- ❖ Information provided verbally by service providers about the customer's participation or progress
- ❖ Date and manner of the contact - fact to face, individual group, small group, or phone call
- ❖ Purpose of the contact, information provided, and description of outcomes
- ❖ Activities during the contact
- ❖ Pertinent information provided verbally by the customer
- ❖ Outcomes of the contact - actions taken, decisions made, and assignments of tasks for next steps
- ❖ Information on contacts with other program staff

PRIVACY

In general, all case notes, including all documentation and work conducted with taxpayer dollars, must remain available to DEED and authorized parties. Information specific to an individual must comply with the Minnesota Government Data Practices Act (M.S. 13).

Case notes in Workforce One that do not contain information classified as private by M.S. 13 must be public, unless one of the following occurs, in which case the case note can be marked "private" in WF1:

- ❖ The program participant has disclosed a physical or mental health concern that may result in a barrier to employment, a reason for their individual employment plan to be modified, or a reason for program closure. The case note should be marked private in WF1 if the case manager finds it necessary to include details of the condition.
- ❖ Recording the specific case note will be in violation of HIPAA Privacy Rule, which protects the privacy of individually identifiable health information. When this occurs, mark the case note as private.
- ❖ The program participant feels they are in danger and are concerned for their safety. This includes temporary contact information for the participant if they move to a new location until the concern has ended. Mark the entire case as private.
- ❖ Career Planners are required to maintain a separate paper file with required eligibility and paper documentation maintained about a participant's health, mental health, and/or safety concerns in a locked location. Sensitive medical information should be stored in a sealed envelope within the file, in a locked location.

PARTICIPANT ACCESS TO CASE NOTES

If the participant requests their case notes, Career Planners must provide a copy in paper and/or electronic form as requested. Case notes are subject to subpoena, and can be used during appeal or grievance processes, and in a court of law.

WORKFORCE ONE CASE NOTE ENTRY REQUIREMENT

WDI requires all staff to enter case notes electronically into Workforce One (WF1). Staff must adhere to WDI's Data Entry Timeliness Policy.

RELEVANT LAWS, RULES, OR POLICIES

Workforce Innovation and Opportunity Act; TEGL 17-05; 20 CFR 663.150; Data Entry Timeliness Requirements

Minnesota Data Practices Act; HIPAA Privacy Rule; Individualized Service Strategy Policy

Contact:

Wanda Jensen WIOA Adult
Sonji Davis Dislocated Worker

Angela Birrittella Youth

WDI Policy letter for:

Workforce Innovation and Opportunity Act Adult, Dislocated Worker and Youth Training Programs

4. Data Entry Timeliness

Issue Date: September 16, 2020

Revision Date: September 16, 2020

Effective Date: October 1, 2020

SUMMARY

This policy outlines the data entry standards necessary for the Department of Labor (DOL), the Minnesota Legislature, DEED and WDI to track and allocate program resources appropriately based upon the number of participants enrolled and the services they are receiving. Current DW program enrollment information is especially important for the WIOA Participant Individual Record Layout (PIRL), which governing bodies and program staff use to evaluate demand for program services.

PARTICIPANT ENROLLMENT DATA ENTRY STANDARDS

All participant enrollments must be entered into WF1 within 15 business days of determining the participant's eligibility for the program.

CASE MANAGEMENT DATA ENTRY STANDARDS

- ❖ All services provided to a participant must be entered into that participant's WF1 case record within 15 business days of the event. Required case management data entry includes but is not limited to capturing ISS/Employment Plan dates, services the participant is accessing which are tracked through activities, support services provided, and case notes related to live contact, counselor attempts to contact, and other relevant information received from partnering programs or training institutions.
- ❖ Opening a CLIMB activity in WF1 triggers a different Unemployment Insurance (UI) benefits request process for the DW participant. Participants in CLIMB answer a different set of eligibility questions for their weekly UI benefit based on their entrepreneurial activities and not a search for unsubsidized employment. Due to this requirement, program providers must open the appropriate CLIMB activity in WF1 by close of business Friday in the same week the CLIMB activity becomes part of the participants plan.

Grant closeout data entry procedure: As funding streams exhaust and new begin, activities with the expired funding source need to be closed with the end date of that specific grant close date. If the participant will continue services after the end date of the expired grant, new activities need to be opened with the start date the new funding source began. 100 percent of this grant closeout data entry needs to be completed within 15 business days of the grant end date. Technical Assistance Coordinator will work with Fiscal to determine the appropriate date and communicate with Intake Specialists and Career Planners to ensure completion.

PARTICIPANT MEASURABLE SKILL GAINS (MSG) DATA ENTRY

- ❖ At least one MSG needs to be captured in WF1 every program year for all participants who attended training during their enrollment.

- ❖ MSGs must be entered into WF1 no later than 15 business days after the participant provided proof of their skill gain or within 365 days after the start of the program year, whichever is earlier.

Measurable Skills Gains Definitions:

- **Educational Functioning Level:** Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level
- **Secondary or Post-Secondary Transcript:** Documented attainment of a secondary school diploma or its recognized equivalent (such as a GED); 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
- **Skills Progression:** 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
- **Training Milestone:** 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

PARTICIPANT CREDENTIALS ATTAINED

- ❖ All participants who attend training must provide a copy of their attained credential to the program provider no later than 355 days after they exit the program.
- ❖ The program provider must capture the participant's credential into WF1 within 15 business days of receiving their copy from the participant or within 365 days from the participant's exit date whichever is earlier.

PARTICIPANT EXIT DATA ENTRY STANDARDS

- ❖ All participants must be exited from the program after 90 days has lapsed since last date of service. This includes participants who have not acknowledged receipt of a service in 90 days (no live contact) and participants who are no longer in need of services for 90 days.
- ❖ All participant exits must be entered into WF1 no later than 105 days after the last date of service.
- ❖ The exit date in WF1 is retroactive back to the last date of service.
- ❖ For more detailed information see the Exit Policy.

DATA ENTRY ACCOUNTABILITY

DEED staff will track data entry timeliness and follow-up with providers who are not meeting state standards. Failure to adhere to state standards could result in corrective action as determined appropriate by DEED. WDI has the expectation that staff follow this policy.

RELEVANT LAWS, RULES, OR POLICIES

Performance Standards

Contact:

Wanda Jensen WIOA Adult
Sonji Davis Dislocated Worker

Angela Birrittella Youth

WDI Policy letter for:

Workforce Innovation and Opportunity Act WIOA and State Dislocated Worker Programs

5. Dislocated Worker Eligibility Policy and Definitions

Issue Date: September 16, 2020

Revision Date: September 16, 2020

Effective Date: November 5, 2020

SUMMARY

The Dislocated Worker Program offers employment and training services for eligible workers who are unemployed through no fault of their own. Minnesota operates both a state Dislocated Worker program and a federal (WIOA) Dislocated Worker (DW) program. Documentation verifying the eligibility of participants is mandatory. Eligibility determination must be made prior to enrollment in the Dislocated Worker program and receipt of any career, training, or supportive services.

General Eligibility Requirements

Unless specifically stated (“federal only” or “state only”), the eligibility requirements for the federal and state Dislocated Worker programs are identical. To be eligible for either DW program, an individual must meet all general eligibility requirements and must meet at least one of the eight definitions of a dislocated worker.

Individuals must meet the following eligibility criteria for the Minnesota Dislocated Worker program and/or the WIOA Dislocated Worker program:

- ❖ U.S. citizen or otherwise legally entitled to work in the United States
- ❖ Complies with the Selective Service Registration requirements (see DEED's Selective Service Registration policy)
- ❖ Age 18 or older
- ❖ Resident of Minnesota at the time employment ends or was working in Minnesota at the time employment ended (state DW Program only). There are no residency requirements for the WIOA Dislocated Worker Program
- ❖ Meets one or more of the following 8 definitions of a Dislocated Worker
- ❖ An individual does not need to be employed full-time at the time of dislocation to be eligible for the program. This includes individuals employed at the worksite through a temporary agency contract, as a consultant, or as a seasonal worker whose employment was prematurely ended due to a closure or layoff. An applicant cannot be automatically disqualified from the Dislocated Worker Program because their job of dislocation was not considered a permanent or full-time position. Seasonal, temporary, and/or contract workers whose assignments end according to a pre-determined contract end date or who reasonably anticipate returning to the same position are not considered eligible for the program because these circumstances are not considered dislocation events.

Definitions of a Dislocated Worker

To be eligible for the DW program, an individual must also meet at least one of the following 8 definitions of a dislocated worker.

Additionally, under definitions #1 or #2, the individual must be laid off through no fault of their own from the “job of dislocation”. The job of dislocation is the job from which the individual lost their primary employment, and that any subsequent jobs held after that time are considered interim/stop-gap employment. The primary employment is the job the applicant has worked for at least six of the last thirty-six months (in a single occupation). If the applicant has held more than one occupation in that time, he or she must choose which occupation the program will establish in its records. For purposes of program eligibility, a “previous occupation/industry” relates directly to the job of dislocation, not the most recent job if it is considered interim/stop-gap employment. See the Definitions section of this policy for more information on interim/stop-gap employment.

1. Traditional Layoff/General Dislocation - The individual:

- ❖ Has been terminated or laid off, or has received a notice of termination or layoff from employment; AND
- ❖ Is eligible for or has exhausted entitlement to unemployment compensation, or has been employed for a duration sufficient to demonstrate long attachment to the workforce, but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an employer that were not covered under Minnesota's Unemployment Insurance law; AND
- ❖ Is unlikely to return to a previous industry or occupation; AND
- ❖ Demonstrates a long attachment to the workforce (was employed, at twenty or more hours per week, for at least six of the most recent thirty-six months in a single/primary occupation)

WDI has adopted DEED's definition of "unlikely to return to a previous industry or occupation" Career Planners must cite and include the information supporting the determination of "unlikely to return" to either industry or occupation in the participant's case file. Supporting information may include, but is not limited to:

- ❖ Labor market information projections for occupation/industry
- ❖ Analysis of limited job openings
- ❖ Comparison of individual qualifications required for similar positions (Individual needs additional training and skills to continue in occupation at a level they were previously employed)
- ❖ Unable to perform tasks, duties in current occupation or industry (change in disability status, or newly acquired physical limitations)
- ❖ Evidence of large numbers of layoffs in occupations/industries which create competition for few job openings

Note: Individuals laid off on a temporary basis, with a specific recall date to return to work for 180 days or less only (i.e. the return to work is time-limited, and the individual will be permanently laid off after that time) are

still eligible under this definition. In a temporary recall, the employer still clearly intends to terminate the worker after the recall period has ended. This does not apply to seasonal workers who intend to return to the same occupation when the season work resumes on an ongoing basis (i.e. the layoff would never be considered permanent, only seasonal).

2. Mass Layoff or Closure - The individual:

- ❖ Has been terminated or laid off, or has received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff at, a plant, facility, or enterprise OR
- ❖ Is employed at a facility at which the employer has made a general announcement that such facility will close within 180 days OR
- ❖ For purposes of eligibility to receive only basic career services, is employed at a facility at which the employer has made a general announcement that such facility will close. Individuals cannot access individualized career services, training services or support services under this criteria.

A general announcement may include, but is not limited to, a WARN notice.

An individual does not need to wait until their last day of work in order to receive Dislocated Worker program services. Once the individual has been given an individual layoff letter/notice and has been determined eligible for the program, they are eligible for all DW services. If a worker does not have an individual layoff letter/notice but is employed at a facility where the employer has made a general announcement of a planned closure within 180 days, the worker is also eligible for all services. If the employer has made a general announcement that does not include a specific closure date, or the closure date is more than 180 days in the future, the worker is eligible to receive basic career services only. See WDI's Allowable Activities Policy for more information on available services.

3. Self-Employed - The individual:

- ❖ Was self-employed (including employment as a farmer, a rancher, or a fisherman) but is unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters. This includes individuals working as independent contractors or consultants and as such are not technically employees of a firm.

See WDI Farm Family Dislocated Worker Policy letter

4. Minnesota Family Resiliency Program (Previously known as Displaced Homemaker) - The individual is:

- ❖ An individual who has been providing unpaid services to family members in the home and who—
 - Has been dependent on the income of another family member but is no longer supported by that income; or is the dependent spouse of a member of the Armed forces on active duty and whose family income is significantly reduced because of a deployment, a call or order to active duty pursuant to a provision of law, death or disability of the member and
 - Is unemployed or underemployed and is having trouble in obtaining or upgrading employment

- Is a displaced homemaker (see DEED's "Homemakers Returning to Work" webpage for more information). To be eligible for the state program, the support must have ended while the individual resided in Minnesota.
- See the definitions section below for more information on state versus federal displaced homemaker eligibility requirements.

5. Armed Services Spouse - The individual:

- ❖ Is the spouse of a member of the Armed Forces on active duty, and who has experienced a loss of employment as a direct result of relocation to accommodate a permanent change in 12 duty station of such members OR
- ❖ Is the spouse of a member of the Armed Forces on active duty and who is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment

6. Armed Forces Veteran, National Guard Veteran, or Armed Forces Reserves Veteran - The individual:

- ❖ Is a separated service member with a discharge other than dishonorable in the last 36 months, who has received a notice of separation from the Department of Defense and is therefore unlikely to return to a previous industry or occupation, and is:
 - Unemployed
 - Underemployed or
 - Employed in a job than pays less than 80% of the individual's active duty armed forces salary

7. Long-term Unemployed (State Only) - The individual:

- ❖ Can demonstrate a long attachment to the labor force (see definition below) but is now long-term unemployed and has limited opportunities for employment or reemployment in the same or a similar occupation in the area in which the individual resides. This may include older individuals who may have substantial barriers to employment by reason of age (State only)

8. Underemployed/Interim Employment - The individual:

- ❖ Is otherwise eligible for the Dislocated Worker program but meets the definition of "underemployed". For instance, an individual who is dislocated from a full-time job who has found part-time employment may still be considered a dislocated worker.
- ❖ Is otherwise eligible for the Dislocated Worker program, but accepted a job that provides essential, transitory income while a person participates in the DW program. Interim employment must not be with the employer that originally dislocated the worker, nor with that employer via third party contract or any other basis. Interim employment must be temporary, with a clear intent to leave the work at the completion of the program, in favor of permanent, unsubsidized employment. Interim employment does not have to be part-time; but service providers must be cautious in allowing participants to engage in employment that may preclude effective program participation, particularly if training is involved.

Trade Adjustment Assistance Priority

Any individual receiving a notice of termination from a work site certified for Trade Adjustment Assistance is automatically eligible for DW services. If a TAA-eligible customer seeks DW services, the service provider must enroll them so that they receive immediate services. Even if an individual is already working again, if they were laid off from a trade-certified site, are 50 or older, and are making less than their previous wage and no more than \$50,000, that individual would be eligible for RTAA (Reemployment Trade Adjustment Assistance) and would be eligible for co-enrollment in the Dislocated Worker program. Please see DEED's TAA policy on co-enrollment for additional detail.

Dislocated Worker Eligibility Exclusions (State Only)

Individuals who were, at the time employment ceased, employees of a political committee, political fund, principal campaign committee, or party unit, as defined in Minn. Stat. Chapter 10A, or who were working for an organization required to file with the federal elections commission, are not eligible for the state-funded Dislocated Worker program. Individuals that fall under this category may still be served under the WIOA Dislocated Worker or WIOA Adult programs if they are otherwise eligible for those programs.

Dislocated Worker Eligibility Disqualifications

1. General presumption of continuing eligibility: Unless a customer takes a specific action listed in this section, they remain eligible for the program until they complete the program, exit voluntarily (e.g., relocates and chooses not to continue participating), or exits due to circumstances beyond the customer's control (e.g., death). Providers may pre-emptively exit a customer only for the reasons stated in this policy, or after consultation with state or federal authorities.

2. Compulsory reasons for disqualifying an eligible DW customer: A service provider must immediately exit a customer if it discovers any of the following:

- ❖ The customer no longer meets one or more of the general requirements (right to work, military special service act compliance, age)
- ❖ The customer has undertaken full-time work that does not fall under a reasonable interpretation of interim/stop-gap employment or temporary recall
- ❖ The customer, prior to layoff, accepts a buyout package that essentially qualifies the individual as a voluntary quit (can be confirmed using UI eligibility determination where the individual would be ineligible to receive UI due to a voluntary quit)
- ❖ The customer has provided false or intentionally misleading information that served as the basis for an eligibility determination
- ❖ The customer is not in training yet but has verifiably stopped a serious search for permanent, full-time work.

3. Discretionary reasons for disqualifying an eligible DW customer: WDI may exit a customer, at its own discretion, if it determines either of the following:

- ❖ The customer presents a direct threat to the health or safety of any employees of WDI, or any other customers present at WDI's location

- ❖ The customer is uncooperative with all reasonable attempts to work with him or her on a successful transition to permanent, full-time work

4. Documenting disqualifications: The service provider must carefully document any and all cases of disqualification.

Priority for Services

Priority of service must always be given to veterans and eligible spouses (including widows and widowers) for the state and federal Dislocated Worker programs.

Under WIOA, the priority of service must be applied at all times, not just when funding is limited. This applies to the State Dislocated Worker Program as well. Priority of service should be determined on an individual basis.

Local service providers must have a policy outlining how the priority of service is implemented at the local level. The criteria should apply to all dislocated workers served and ensure availability of program services throughout the program year for those who meet the priority of service.

Participants who are not in a priority of service category but who are actively enrolled in a career or training service should be allowed to complete the activity. It is not expected that non-priority of service participants must give up their place to an individual who is in a priority of service category and beginning a career and/or training service.

Individuals with Barriers to Employment (see definition below) are not included in the Dislocated Worker Priority of Service category.

Participant File Documentation

Career Planners must document in the individual's case file the basis for their Dislocated Worker eligibility. Official government documentation must exist in the individual's file for all general requirements (right to work, military special service act compliance, and age). Per DEED's policy, self-certification of citizenship or right to work is not an acceptable form of verification. For more information on what is considered acceptable documentation for the requirements in this policy, see the "Acceptable Documentation for Program Eligibility" attached to this policy.

Career Planners must also adhere to all of the case management and data entry requirements outlined in Case Management and Data Entry Timeliness policies.

Definitions

Displaced Homemaker: A displaced homemaker has slightly different definitions, depending on whether the service provider plans on using federal or state funding.

A displaced homemaker (federal only) is an individual who has been providing unpaid services to family members in the home and who both:

- has been dependent on the income of another family member but is no longer supported by that income AND
- is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment

A displaced homemaker (state only) is an individual who has spent a substantial amount of years in the home providing homemaker services AND:

- has been dependent upon the financial support of another; and now due to divorce, separation, death, or disability of that person, must find employment to self-support; OR
- derived the substantial share of support from public assistance on account of dependents in the home and no longer receives such support.

Eligible for Unemployment Insurance: An individual who has applied for unemployment insurance and has received confirmation that they will receive benefits under state or federal unemployment insurance laws. An individual does not need to actually draw down benefits to be considered eligible. Individuals who have exhausted unemployment insurance have already proven eligibility for unemployment insurance and are included in this definition. To document UI eligibility in a participant's file, a case manager should provide a document showing specific benefit amounts with a reference to the participant's name or other identifying information. For example, a "determination of eligibility letter" and/or a payment history printout establish UI eligibility.

The intent of including unemployment insurance terminology in DW eligibility policy is to ensure service to those who have truly lost their job through no fault of their own, rather than those voluntarily leaving employment or those discharged from employment for cause.

An exception may be made to allow DW eligibility even if the individual is not eligible for unemployment insurance, if the worker meets all other criteria in this definition and is not eligible for unemployment insurance due to either (a) insufficient earnings in the relevant time period or (b) having worked for an employer not covered by unemployment compensation law.

Individual with Barrier to Employment: A member of one or more of the following populations:

- ❖ Displaced homemakers
- ❖ Low-income individuals
- ❖ Indigenous Populations, Alaska Natives, and Native Hawaiians
- ❖ Individuals with disabilities
- ❖ Older individuals
- ❖ Ex-offenders
- ❖ Homeless individuals or homeless youth
- ❖ Youth who are in or have aged out of the foster care system
- ❖ Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers
- ❖ Eligible migrant and season farm workers

- ❖ Individuals within 2 years of exhausting lifetime TANF eligibility under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.)
- ❖ Single parents (including pregnant women)
- ❖ Long-term unemployed individuals
- ❖ Such other groups as the Governor involved determines to have barriers to employment.

Interim/Stop-Gap Employment: A job that provides essential, transitory income and is accepted by the individual prior to and/or during participation in individualized career services or training services with the intention of ending such employment at the completion of the career or training services in favor of permanent, unsubsidized employment. Interim/stop-gap employment must not be with the employer that originally dislocated the worker, or with that employer via third party contract or any other basis, except for temporary recalls. Interim/stop-gap employment does not have to be part-time; but service providers must be cautious in allowing participants to engage in employment that may preclude effective program participation, particularly if training is involved.

Interim/stop-gap employment may not exceed the higher of either:

- ❖ 80% of their wages at the date of the dislocation or
- ❖ The self-sufficiency threshold established by the WDA

Long Attachment to the Labor Force: Was employed, at twenty or more hours per week, for at least six of the most recent thirty-six months in a single occupation. That occupation may be the applicant's primary occupation. The six months need not be consecutive. See the military service exception for how to treat returning reservists serving in active duty.

An employee of a temporary employment agency, in order to demonstrate a long attachment to the labor force, must have worked on the same assignment for the hours and duration noted above.

Long-Term Unemployed: An individual who is unemployed for at least fifteen of the last fifty-two weeks, with limited opportunity in the individual's local labor market for reemployment in a similar occupation. The individual must still be able to demonstrate a long attachment to the labor force, prior to being unemployed. The fifteen weeks can be consecutive or nonconsecutive.

Military Service Exemption: In this policy refers to military reservists returning from active duty within the last three years prior to program application. Such individuals shall not have any time spent on active duty counted against them, when calculating time parameters anywhere in this policy. For example, a reservist who spent the last four years in active duty, may look back seven years (instead of the usual three) to determine their primary occupation and long attachment to the labor force.

Notice of Termination from Employment: A written notification from the employer, naming one or more individuals and indicating that employment will cease for the individual(s) at a specific future date.

Primary Occupation: The occupation the applicant has worked for at least six of the last thirty-six months (in a single occupation). If the applicant has held more than one occupation in that time period, they must choose which occupation the program will establish in its records, as long as he or she can establish a long attachment to the labor force in that occupation. The service provider must confirm official titles of occupations using labor market information.

Public Announcement: An official communication by an employer stating intent to close a business at a planned future date. This may be a written or verbal acknowledgement of the fact that the business will close. The closure may include a single site of employment, or one or more facilities or operating units within a single site of employment.

For such announcements, program providers must document the impending dislocation event (WARN notice) and support a determination that the facility plans to close. State Rapid Response information resources are available for this purpose.

Self-Employed Individual: An individual who may not report to an authority that can lay him or her off, but whose business circumstances put the individual in a position like a termination of employment. Such circumstances may include, but are not limited to:

- ❖ Failure of one or more businesses to which the self-employed individual supplied a substantial proportion of products or services and/or
- ❖ Failure of one or more businesses from which the self-employed individual obtained a substantial proportion of products or services and/or
- ❖ Substantial layoff(s) from, or permanent closure(s) of, one or more plants or facilities that support a significant portion of the relevant state or local economy and/or
- ❖ Failure of the self-employed individual's farm or business due to general, relevant economic conditions.

Self-employed individuals may include both those leaving the enterprise permanently, and those who are in a transition period as a result of a prolonged effort to save the farm or business. A self-employed individual need not be physically removed from the enterprise, nor must he or she necessarily be in bankruptcy or foreclosure proceedings, in order to be considered under this definition. Family members (spouse or adult offspring) and farm or ranch hands who were active participants and derived their primary income from the enterprise may also fall under this definition.

Temporary Recalls: Requests from an employer for their former workers, who have either received a notice of termination or been terminated from employment, to return to work for 180 days or less. In a temporary recall, the employer still clearly intends to terminate the worker.

Termination of Employment: A permanent situation in which the employer lays off and does not plan to rehire the individual. For purposes of this policy, the following are not considered terminations of employment:

- ❖ Seasonal unemployment where the individual reasonably anticipates returning to the same job
- ❖ A planned or pre-determined end to an assignment through a temporary employment agency, unless it is paired with an unemployment insurance eligibility notification

- ❖ A notice of termination that includes a certain or tentative recall date within 180 days of the initial layoff date. Any non-seasonal layoff projected to last 180 or more days is a termination of employment

A retirement or other voluntary separation from the labor force does not constitute a termination of employment, for purposes of this policy. The intent of this definition is to include only those terminated workers who wish to return to permanent work.

Unlikely to Return to a Prior Occupation or Industry: an individual is unlikely to return to a prior occupation or industry if job opportunities in that occupation or industry are significantly diminished for that individual. The service provider must consider any or all of the following in determining likelihood of return:

- ❖ Official assessments of market demand for the products or services in that occupation or industry
- ❖ Local labor market conditions for that industry or occupation
- ❖ The evolution of skill requirements in that occupation or industry, and whether the individual's skills have kept pace over time; (d) the impact of technology or trade on the industry or occupation
- ❖ The impact of a military service exception (see below)
- ❖ Newly acquired physical limitations or disabilities that limit the individual's ability to perform the job from which they were dislocated and make it unlikely that they can return to that occupation
- ❖ No job offers received even when the individual has been available and looking for work for several weeks. "Number of weeks" might average 15 weeks, depending on other factors relevant to the individual's job search

A service provider must use all reasonable skill assessments, labor market information, and other reliable and established information sources in generating data to support their determination.

Contact:

Sonji Davis Dislocated Worker

WDI Policy letter for:

Workforce Innovation and Opportunity Act Adult, Dislocated Worker and Youth Training Programs

6. Exit Policy

Issue Date: September 16, 2020

Revision Date: September 16, 2020

Effective Date: November 5, 2020

SUMMARY

The Department of Employment and Economic Development (DEED) requires service providers, and in turn WDI requires staff to complete and maintain regular ongoing communication with each program participant and exit them upon completion of the program or if the participant is not in contact for more than 90 days. This policy provides guidelines for exiting participants from the Workforce Innovation and Opportunity Act (WIOA) Dislocated Worker and Adult programs, the Minnesota Dislocated Worker program, and the Trade Adjustment Act (TAA)

LIVE CONTACT WITH PARTICIPANT

Program exit occurs when a participant has not received a service for 90 consecutive calendar days and is not scheduled for future services. The exit date is the last date of service, NOT the date the participant entered employment.

In order to ensure that providers and participants remain compliant with this guidance, program providers must attempt to contact each participant at least once every 30 days. The participant must make live contact with the program provider at least once every 30 days. Program providers must document both attempted and successful live contact in the Workforce One case management system. If the participant has not been in live contact with the program provider for 90 consecutive calendar days, the program provider must exit the participant.

Live contact is defined as one-to-one contact between the service provider and participant in any of the following forms:

- ❖ Any communication initiated by the participant
- ❖ In-person conversation
- ❖ Telephone conversation (or voicemail from participant);
- ❖ Electronic message including email (may not include mass emails, unless the participant responds directly to a mass email with an update), text message (SMS), instant message (IM), or message sent via social media (e.g., Facebook, Twitter, etc); and/or
- ❖ Postal mail update from participant

Attempted contact is outreach from the service provider with no response from the participant.

Third party contact is not considered live contact.

EXIT TO EMPLOYMENT

Use the “Employed, Pending Exit” activity in Workforce One to indicate that the participant has entered employment, but that less than 90 days has elapsed since they began their job. When this activity is open in a participant’s record, you no longer need to maintain live contact every 30 days, and all other activities can be closed. An automatic “tickler” is sent to remind you to exit the participant after 90 days, with an exit date

retroactive back to the date they last received a program service. However, the exit date does not change if the participant receives follow-up services.

DATA ENTRY ACCOUNTABILITY

If it is found that any program participant lacks any of this required content, or that any program participant file has a gap with no information at all for 90 days or more without being exited, WDI will be notified and offered technical support as needed. If participant files have not been updated or exited by the deadline in the notification, DEED will exit the relevant participants. Failure to adhere to state standards could result in corrective action as deemed appropriate by DEED or other appropriate authorities (e.g., DOL).

Contact:

Wanda Jensen, WIOA Adult

Sonji Davis, Dislocated Worker

Angela Birrittella Youth

WDI Policy letter for:

Programs including but not limited to:

Workforce Innovation and Opportunity Act (WIOA) Title 1-B Adult
WIOA Dislocated Worker and Minnesota Dislocated Worker programs
Trade Adjustment Assistance (TAA)
Adult Career Pathways Programs
Youth

7. Individualized Service Strategy (ISS)

Issue Date: March 1, 2012

Revision Date: September 16, 2020

Effective Date: November 5, 2020

SUMMARY

This policy outlines procedures in developing and updating an Individualized Service Strategy (ISS) for all eligibility-based adult and youth workforce development programs. This policy uses the term ISS and covers all local documents that serve this purpose.

POLICY

Action Required

The completion and implementation of an ISS is an integral part of the delivery of employment and training services. Organizations receiving funds to administer programs for job seekers must create an ISS for each enrolled participant. The ISS outlines the responsibilities of both the participant and WDI as the participant prepares to achieve the program goal of full-time, long-term, unsubsidized employment at the most realistic and highest possible wage.

Career Planners must keep the ISS current to ensure all parties involved are accountable for their responsibilities. Training, support services, and intensive services cannot be incurred, obligated, or distributed until after the participant is enrolled AND the participant and Career Planner have signed and dated the ISS.

Definitions

Individualized Service Strategy (ISS): A record of an individual's work plan and goals. This document is an ongoing strategy to identify employment goals, achievement objectives, and an appropriate combination of services including support services.

Objective Assessment: An examination of the capabilities, needs, and vocational potential of a participant.

I. Required Components of a Complete ISS

Participant's full, legal name (including middle name(s)) must be recorded on the ISS. If, while enrolled, the participant's name changes, Career Planner must update the ISS and participant's file must contain legal documentation of the name change. Acceptable documentation includes any one of the following:

- A. legal certificate of name change,
- B. driver's license, or
- C. social security card.

II. Eligibility documentation

A program-specific eligibility document must be completed at intake. This document must be in participant's

file. The program-specific eligibility document must include justification for the participant's enrollment as per program-specific eligibility criteria.

Dislocated Worker (DW) and National Dislocated Worker Grants (NDWG) Only: If determining eligibility for DW (including NDWG), must include documentation attached to ISS, to support "Unlikely to Return" (see DW Eligibility Policy). The Career Planner must make this determination prior to enrollment into the DW program, using regional labor market information which provides justification that the individual will not return to their previous occupation.

III. Objective Assessment

A. All participants must receive an objective assessment. The assessment should include consideration of the participant's:

- ❖ work history
- ❖ education and basic skills
- ❖ occupational skills
- ❖ interests
- ❖ aptitudes (including interests and aptitudes for non-traditional occupations)
- ❖ obsolete skills or skill gaps
- ❖ family or other caregiving needs
- ❖ need for any accommodations
- ❖ support service needs (including transportation or housing needs)
- ❖ legal assistance to reduce job search barriers

B. Method of Objective Assessment: The Career Planner will choose the most appropriate way to conduct the Objective Assessment of the participant. Methods will include at least one of the following:

- structured interviews
- performance tests (e.g. skill and/or work samples)
- observational assessment
- interests and/or attitude inventories
- career guidance instruments
- aptitude tests, and/or
- basic skill assessments (math and reading skills test)

Objective assessment is an on-going process. The Career Planner must review any additional information about a participant as it becomes available and adjust the ISS as appropriate.

C. Skills Assessments: Every participant in pursuit of training who has attained less than an Associate's Degree must take a basic skills assessment (math and reading). The results of their standardized skills assessment must be documented in the participant's case file or ISS prior to beginning the training.

D. A math and reading assessment is required before enrollment into youth programming.

IV. Employment Goal

All participants must have:

- A. a written employment goal, which considers non-traditional employment; and
- B. documented justification for the employment goal; this justification will include action steps and required services; the justification must be on and/or attached to the ISS; and
- C. appropriate intermediate objectives, including training objectives; and

D. documentation to support training (e.g. Occupational Research Packet, LMI data, etc.) and support services planned.

Note: Individual instances of support services are not required on the ISS.

Career Planners must include projected completion dates for each objective and goal on the ISS. **The ISS must be updated when a goal is reached, or the completion date passes and at least annually.**

The Career Planner must develop the ISS jointly with the participant and remain consistent with nondiscrimination and equal opportunity laws and policies. When developing the ISS, the Career Planner must inform the participant whether enrollment in an education program will require the participant to pay a portion of the cost.

Procedure

An ISS is a living document. It must be updated on an on-going basis as a participant's needs or information changes and at least annually. ISS should be stored electronically in WF1 attaching a copy of the ISS with signatures and date of signatures from the participant and Career Planner. Anytime a paper ISS is updated a case note should be entered, and the Career Planner should note the updated plan on WF1 under the Plan tab.

I. Updating the ISS

A. Original Signatures: A signature and date on the original ISS is required from the participant and Career Planner. The ISS is not complete without these dated signatures.

B. The Career Planner should re-evaluate the appropriateness of the participant's training plan, where applicable. This includes an evaluation of the participant's progress in acquiring basic skills and occupational skills as appropriate, and the adequacy of the supportive services provided. The Career Planner must include the results of each monthly live contact in case notes.

C. Annual ISS review: If the participant is or will be enrolled for longer than 365 days, DEED requires the Career Planner to review the ISS formally with the participant on an annual basis (TAA participants exempt).

1. Annual review must include a re-evaluation of the participant's plan. The Career Planner must update the ISS as appropriate.
2. The Career Planner must obtain new dated signatures from the participant.
3. The Career Planner must file documentation of the annual ISS review in the participant's file. Acceptable documentation of the annual ISS review can either be on the original ISS or on a separate updated ISS. If changes to the ISS are not necessary, a notation on the ISS explaining why changes are not required along with the signatures of both participant and Career Planner.
4. The Career Planner must case note the updates and also enter an updated plan on the Plans tab in WF1.

II. Co-Enrollment across other programs

When co-enrolling, one completed ISS for a program will be accepted by other programs. Enrollment in one program does not necessarily guarantee enrollment in any or all other programs. Eligibility and available resources in each of these programs governs co-enrollments. Career Planners should ensure the employment goal, action steps, and appropriate services are kept current on the ISS, and a copy of the participant's ISS is

accessible to all programs in which that participant is enrolled or made available upon request by DEED staff. The ISS must be updated to denote co-enrollment status of participant in other programs.

When co-enrollment occurs within one service provider, coordination of services is strongly encouraged to streamline services and prevent unnecessary duplication of staff time and effort.

Failure to comply with components of this policy could result in disallowed costs to the agency.

RELEVANT LAWS, RULES, OR POLICIES

WIOA Law

Dislocated Worker Eligibility - DEED Policy

Credentials and Training - DEED Policy

Contact:

Wanda Jensen WIOA Adult

Sonji Davis Dislocated Worker

Angela Birrittella Youth

WDI Policy Letter for:

Workforce Innovation and Opportunity Act Adult Training Programs

8. One Stop Partners Consortium Reporting Policy to the SE MN Workforce Development Board

Issue Date: March 12, 2002

Revision Date: March 5, 2015

Effective Date: March 5, 2015

Required Action

Action: SE MN policy on One Stop Partners reporting to the Local Workforce Development Board.

Who: All partners of the One Stop Consortium who receive funding under the Workforce Innovation and Opportunity Act and have signed the Local Memorandum of Agreement.

Background: The Workforce Innovation and Opportunity Act requires a number of reporting criteria to be tracked and tabulated to determine the effectiveness of programs funded under this Act. It is the will of the Local Workforce Board to adhere to these standards and go beyond them to include Return on Investment, total quality management objectives, and new Workforce Excellence Initiatives.

Policy and Procedures

The Workforce Innovation and Opportunity Act requires that each program that is funded by the Act track the participants they serve in a variety of ways. These include but are not limited to the number of people who use WIOA services, the characteristics of people receiving services, what kinds of services, the duration of those services, costs associated with those services, and outcomes of providing those services.

The Southeast Minnesota Workforce Development Board mandates each One Stop Partner that receives WIOA funding to provide this information for that program to the Board on a consistent basis for all Workforce Development Board meetings and program year end reports.

Where applicable this monthly information would include registrants, enrollments, terminations, and placements with starting wage. Numbers of participants enrolled in various activities, the characteristics of those participants and the costs of those activities. Year-end reports would include the same and also any applicable WIOA standards, Return on Investment outcomes, new Workforce Excellence Initiatives, and any other information that would enhance Local services.

Reference Section

Cites/References:

Workforce Innovation and Opportunity Act

Contact: Wanda Jensen
507-292-5180

WDI Policy Letter for:

**Workforce Innovation and Opportunity Act
Adult & Youth Programs**

9. Procurement and Request for Proposal System

Issue Date: April 2, 2009

Revision Date: March 5, 2015

Effective Date: March 5, 2015

Required Action

Action: To issue the policy regarding Procurement and the Request for Proposal System.

Who: WDI Staff/Providers of WIOA Title I

Background: The SE MN Workforce Development Board (WDB) determined that there should be a written sole source and procurement policy for each contract that is subject to the Single Audit act. Secondly, the WDB will have a written policy for determining cost/price reasonableness for all contracts.

Policy and Procedures

The SE MN WDB will issue an RFP (Request for Proposal) for any and all subcontracting. This RFP will be cost reimbursement contracts, which delineate between administration and training cost categories. This RFP will provide open and competitive bidding. It will determine the effectiveness of the potential provider, based on demonstrated performance, a provision for non-duplication of service, and follow all other requirements outlined in the Workforce Development, Inc. Request for Proposal document.

- A. A successful contract on file will contain all proposals, rating sheets, committee minutes and WDB minutes that show evidence of how the contract was awarded.
- B. All contractors returning for a second year will be required to go through the RFP process to ensure that all WDB guidelines are being met.

Reference Section

Cites/References:

None

Contact: Wanda Jensen

507-292-5180

WDI Policy letter for:

Workforce Innovation and Opportunity Act Adult, Dislocated Worker and Youth Training Programs 10. Self-Sufficiency and Income Exclusions

Issue Date: March 1, 2012

Revision Date: September 16, 2020

Effective Date: November 5, 2020

The Workforce Innovation and Opportunity Act (WIOA) requires Dislocated Worker and WIOA Adult program operators to provide workforce development activities that increase economic self-sufficiency for participants. Self-sufficiency must also be taken into account to determine a participant's eligibility for training services; and if a training service will lead a participant to self-sufficient employment. This policy establishes Minnesota's definition of "self-sufficiency" and "low income".

Summary

The Workforce Innovation and Opportunity Act (WIOA) requires Dislocated Worker and WIOA Adult program operators to provide workforce development activities that increase economic self-sufficiency for participants. Self-sufficiency must also be taken into account to determine: Participant eligibility for training services; and if a training service will lead a participant to self-sufficient employment.

This policy establishes WDI's definition of "self-sufficiency" and "low income" and outlines steps to utilize this information to assist participants.

Determining Self-Sufficiency

For the purposes of the WIOA Dislocated Worker Program, State Dislocated Worker Program and the WIOA Adult Program, "self-sufficiency" means, at a minimum, employment that pays at least the lower living standard income level (LLSIL). Current Poverty and LLSIL Guidelines [LLSIL Link](#)

Determining Low-Income

The term "low-income" is defined as:

- ❖ An individual who receives, or in the past 6 months has received, or is a member of a family that is receiving or in the past 6 months has received, assistance through the Supplemental Nutrition Assistance Program (SNAP), the Minnesota Family Investment Program (MFIP)/Diversionary Work Program (DWP) or the Supplemental Security Income (SSI) program, Minnesota General Assistance (GA), Refugee Assistance
- ❖ Is in a family with total family income that does not exceed the higher of –
 - The poverty line; or
 - 70 percent of the lower living standard income (LLSIL)
- ❖ Is a homeless individual, or a homeless child or youth
- ❖ Receives or is eligible to receive a free or reduced-price lunch
- ❖ Is a foster child on behalf of whom State or local government payments are made; or
- ❖ Is an individual with a disability whose own income meets the income requirements of "low income" but who is a member of a family whose income does not meet this requirement

Current Poverty and LLSIL Guidelines for the Midwest Region [LLSIL Link](#)

To use the LLSIL to determine the minimum level for establishing self-sufficiency or low-income criteria, locate the corresponding number of family members in the appropriate column below. That figure is the minimum figure that is set for determining whether employment leads to self-sufficiency or qualifies an individual as low-income.

Determining Family Income

To determine low-income status and family size, a family is defined as two or more people related by blood, marriage, or degree of court who are living in a single residence and are included in one or more of the following categories:

- ❖ A married couple and dependent children (same-sex spouses are included within this definition)
- ❖ A parent(s) or guardian(s) and dependent children
- ❖ A married couple (same-sex spouses are included within this definition)

The phrase “living in a single residence” with other family members includes temporary, voluntary residence elsewhere (e.g. attending school or college or visiting relatives). It does not include involuntary temporary residence elsewhere (e.g. incarceration or placement because of a court order).

A person not meeting the definition of “family” is considered to be an individual (also known as a “family of one”). A person with a disability is also considered a family of one for eligibility purposes.

In determining whether an individual without a disability can be considered a family of one, providers should consider the following:

- ❖ An individual 14 years of age or older, not living with his/her family, and receiving less than 50 percent maintenance from the family in the 6-month period prior to program application
- ❖ An individual 18 years of age, living with his/her family, receiving less than 50 percent maintenance from the family in the 6-month period prior to program application, and is not the principal earner nor the spouse of the principal earner.

Family income includes all income actually received by the member of the program participant’s family during the income determination period, which is 6 months prior to the application for services. Only the income for the individuals included in the participant’s family is considered when determining family income (for example, an adult child living outside of the home would not count towards the family’s income).

Inclusions when Determining Family Income

- ❖ **Gross wages and salaries before deductions:** The full amount, before payroll deductions, of wages and salaries, overtime pay, commissions, fees, tips and bonuses, and other compensation from work performed as an employee. If a family’s only source of income were from wages and salary payments, family income would be equal to gross wages and salary received.
- ❖ **Income from non-farm self-employment:** Net income (gross receipts minus operating expenses) from a person’s own unincorporated business or other non-farm enterprise in which a person is engaged on his/her own account. If the business or enterprise has suffered a loss, this loss will be allowed to offset wage earnings. However, expenditures for business expansion or amortization of capital indebtedness cannot be used as deductions in determining net income. An allowance for depreciation of assets used in a business or profession may be deducted, based on straight line depreciation, as provided in Internal Revenue Service regulations. Any withdrawal of cash or assets from the operation of a business or

profession is to be included in income, except to the extent the withdrawal is reimbursement of cash or assets invested in the operation by the family.

- ❖ Income from farm self-employment: Net receipts from farm self-employment (receipts from a farm which one operates as an owner, renter, or sharecropper, after deductions for farm operating expenses). If the farm has suffered a loss, this loss will be allowed to offset wage earnings. Money received under the Agricultural Crop Stabilization Program is considered income.
- ❖ Interest, dividends, and other net income from real or personal property: Expenditures for amortization of capital indebtedness cannot be used as deductions in determining net income. An allowance for depreciation is permitted only as authorized by the Internal Revenue Service. Any withdrawal of cash or assets from an investment will be included in income, except to the extent the withdrawal is reimbursement of cash or assets invested by the family.
- ❖ Child Support Payments
- ❖ State and Federal Unemployment Insurance Compensation
- ❖ Money received from such periodic sources as:
 - Governmental and non-governmental pensions (including military retirement pay)
 - Social Security Disability Insurance (SSDI) payments (Title II of the Social Security Act, Federal Old Age, Survivors and Disability Insurance)
 - Regular payments from Old Age, Survivors and Disability Insurance (OASI) benefits received under Section 202 of the Social Security Act
 - Railroad retirement benefits
 - Strike benefits from union funds
 - Workers' compensation
 - Regular training stipends
 - Alimony
 - Military family allotments or other regular support from an absent family member or someone not living in the household (except child support payments and military payments listed below which are both excluded from family income calculations)
 - Regular insurance or annuity payments
 - College or university scholarships (not needs-based), grants (excluding Pell Grants), fellowships, and assistantships
 - Net royalties
 - Periodic receipts from estates or trusts
 - Net gambling or lottery winnings

Exclusions when Determining Family Income

- ❖ Non-cash benefits such as:
 - Employer paid or union paid portions of fringe benefits
 - Food or housing received in lieu of wages
 - Medicare benefits
 - Medicaid benefits
 - SNAP

- School lunches
- ❖ Housing assistance
- ❖ Housing and Urban Development: Rental subsidies such as Section 8 programs
- ❖ Scholarship Assistance: Assistance that is needs-based
- ❖ Financial Assistance: Assistance under Title IV of the Higher Education Act (i.e. Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Work-Study programs, PLUS, Stafford and/or Perkins loans). Loans are considered to be “debt” and not “income”
- ❖ Capital gains/losses
- ❖ Assets drawn down as withdrawals from banks
- ❖ Cash welfare payments: Payments received under a Federal, State, or local income-based public assistance program such as:
 - TANF/MFIP
 - Supplemental Security Income (SSI)
 - Emergency Assistance money payments
 - General Assistance/Work Readiness
 - Refugee Cash Assistance
- ❖ Cash Payments under Title V of the Older Americans Act:
 - Experience Works
 - Senior Community Service Employment Program (SCSEP)
- ❖ Job Corps payments
- ❖ The sale of property, house, or an automobile
- ❖ Tax refunds
- ❖ One-time gifts
- ❖ Loans
- ❖ Lump sum inheritances
- ❖ One-time insurance payments, or compensation for injury
- ❖ IRA withdrawals
- ❖ Cash value of food and fuel produced and consumed on farms
 - Imputed value of rent from owner-occupied non-farm or farm housing
 - Income earned by any person while serving on active duty and income derived from certain other veterans’ benefits:
 - Compensation for service connected disability

- Family compensation for service-connected death
- Vocational rehabilitation
- Education Assistance

- ❖ Payments received under the Trade Readjustment Act of 1974 as subsequently amended

- ❖ Black Lung payments received under the Benefits Reform Act of 1977

- ❖ Terminal leave pay; severance pay or a cash-out of unused accrued vacation time

- ❖ Payments to volunteers under the Domestic Volunteer Act of 1973:
 - AmeriCorps
 - Volunteers in Service to America (VISTA)
 - Retired Senior Volunteer Program
 - Foster Grandparent Program
 - Youthful offender incarceration alternatives
 - Senior companions

- ❖ Allowances, earnings, and payments to participants under the National and Community Service Act of 1990

- ❖ Allowance, earnings, and payments made to individuals participating in WIOA programs or any other workforce development program for which eligibility is based upon a need and/or income test

- ❖ Payments or allowances made under the U.S. Department of Health and Human Services Low-Income Home Energy Assistance Program

- ❖ Earned income tax credit refund payments received on or after January 1, 1991, including advanced earned income credit payments

- ❖ Any amount of crime victim compensation (under the Victims of Crime Act) received through crime victim assistance (or payment or reimbursement of the cost of such assistance) as determined under the Victims of Crime Act because of the commission of a crime against the applicant under the Act

- ❖ Payments made by the State and/or local on behalf of a foster child

Cites/References: WIOA Law & Regulations

Contact:

Wanda Jensen WIOA Adult
 Sonji Davis Dislocated Worker
 Angela Birrittella Youth

WDI Policy letter for:

**Workforce Innovation and Opportunity Act (Adult, Dislocated Worker and Youth);
State Dislocated Worker; All other Youth Programs**

11. Provision of Supportive Services

Issue Date: March 12, 2002

Revision Date: September 16, 2020

Effective Date: November 5, 2020

Required Action

Action: WDI policy on the use of supportive services.

Who: All WDI Staff and Workforce Innovation and Opportunity Act (WIOA) Title IB adult service providers.

Policy and Procedures

WIOA Adult, WIOA Dislocated Worker and WIOA Youth, State Dislocated Worker, and all Youth Programs (MYP) allow program providers to provide supportive services when individuals are actively engaged in Title IB activities. Youth programs allow for supportive services while individuals participate in post-exit follow-up services. WIOA Adult and WIOA and State Dislocated Worker programs do not allow supportive services while individuals participate in post-exit follow-up services.

The WIOA Regulations state (20 CFR 663.805):

“(a) Supportive services may only be provided to individuals who are:

- (1) Participating in career services, or training services; and,
- (2) Unable to obtain supportive services through other programs providing such services”

“(b) Supportive services may only be provided when they are necessary to enable individuals to participate in WIOA Title I and State Dislocated Worker activities.”

Supportive services must be in accordance with a participant's Individual Service Strategy (ISS).

WDI Policy

In accordance with WIOA Regulations (20 CFR 663.800 - 663.810), local WDI will provide supportive services to WIOA Program and State Dislocated Worker and Youth Program individuals during active program participation. Supportive services may be provided during the post-placement follow-up period for youth only.

1. These services will include but are not limited to transportation, childcare, dependent care, and housing. See Addendum for specific examples and funding requirements and restrictions.

2. Individuals enrolled in WIOA Programs, State Dislocated Worker Programs and Youth programs are eligible for these support services.
3. An Employment Plan will be developed using WDI-recognized assessment tools including, but not limited to, Personal Budget, Family Income, Cost of Training Plan, College Financial Aid, and individual Emergency Situations.
4. Assurance that the need for supportive services will be documented in the individual participant's file.
5. Supportive Services options will be revisited on a regular basis.

Reference Section

Cites/References:

WIOA Law and Regulations

Contact: WIOA Adult - Wanda Jensen

Dislocated Worker – Sonji Davis

Youth – Angela Birrittella

ADDENDUM

for **WIOA Adult; WIOA and State Dislocated Worker; WIOA Youth and other Youth Programs**

Supportive Services are provided to an individual only after an Employment plan is developed using WDI-recognized assessment tools including, but not limited to, Personal Budget, Family Income, Cost of Training Plan, and Individual Emergency Situations. The individual situation is analyzed on a monthly basis to take into consideration any changes in the family situation. Career Planners should work with the individual to ensure that other available resources have been explored.

Support Services not allowed:

- ❖ Individual memberships
- ❖ Union dues
- ❖ Fines or reinstatement fees
- ❖ Self-employment/farming expenses
- ❖ Security deposits
- ❖ Food Support
- ❖ Meals

Supportive Services include, but are not limited to:

GENERAL TRANSPORTATION

- ❖ General transportation assistance is provided in the form of a voucher
- ❖ Must retain proper documentation of reimbursement or purchase
- ❖ Participant must specify their means of transportation and document costs
- ❖ Participant to provide the following documentation to meet state or federal laws:
 - Copy of valid driver's license
 - Copy of current car insurance for vehicle being used
- ❖ Use of most direct routes-use Google Maps to check mileage (www.google.com/maps)
- ❖ If a participant does not have access to their own transportation, a voucher can be provided to the participant, or reimbursement can be provided to the non-participant. The driver's license and insurance information of the non-participant must be in the file.

Transportation for Training, Job Search or Local Area Job Interview

- ❖ Use Google Maps to determine mileage/funding needed
- ❖ Utilize the WDI Gas Calculator to determine the amount of gas voucher allowable per week based on the travel distance and cost of gas (<http://bit.ly/wdifuel>)
- ❖ Fuel Cards are distributed in \$20 increments. Use the gas calculator to determine how long \$20 should last as used for training and employment and distribute the \$20 cards accordingly.

Transportation for Out-of-Area Job Search/Interview/Training – 50+ miles one way

Pre-approval by Program Coordinator is required.

Intra-State Travel:	\$500 maximum per fiscal year (recommended)
Inter-State Travel:	\$500 maximum per fiscal year (recommended)

- ❖ Bus and air fare allowable within established limits
- ❖ Multiple interviews during one trip considered one job search
- ❖ Utilize the WDI Gas Calculator to determine the amount of gas voucher allowable per week based on the travel distance and cost of gas (<http://bit.ly/wdifuel>)

- ❖ The time of the interviews may be used to determine lodging allowance, but it cannot exceed set limit

Lodging for Out-of-Area Job Search/Interview/Training – 150+ miles one way

Amount: \$100.00 per day Pre-approval by Program Coordinator is required.

- ❖ Lodging to be agreed upon with counselor **BEFORE** the job search/interview/training
- ❖ Out-of-Area Job Search with lodging provided at the above daily rate or actual cost of lodging, whichever is less.
- ❖ The lodging cost is based upon at least 300 miles round trip or time of scheduled job search/interview/training.

CLOTHING

Upon participant request for interview or work clothing/shoes, Career Planner reviews request and approves purchase. Career Planner completes a voucher noting specific items to be purchased and setting voucher limit.

Interview and Job Acceptance - Clothing/Shoes

- ❖ Vouchers must be made out to the vendor (preferred), or as a reimbursement to the individual with proper documentation. The original paid receipt must clearly state:
 - Items purchased and cost of each item
 - Date of purchase (must be within the dates of enrollment)
 - Name of Business where the items were purchased
 - Voucher must be written within 30 days of the purchase date

Special Work-Related Clothing

- ❖ Clothing required for employment may include, but is not limited to:
 - Steel toe work boots
 - Special gloves
 - Outside clothing (jacket, bibs)
 - Special Safety Glasses
 - Professional work clothing

SELF-EMPLOYMENT

- ❖ No assets and/or equipment (rental or purchase) will be considered

FAMILY CARE

Amount: \$1000 per semester

A service which helps participants meet their family care needs during participation:

- ❖ Prior written approval is necessary for family care by the participants' career planner. The approval of family care will be on a case by case basis.
- ❖ Family care provided to assist the individual to participate in program activities.
- ❖ Family care provided **only** when all other resources have been examined and documented on an ISS that other funds are not available.
- ❖ Provider may be Licensed In-Home Provider or Licensed Family Care Center
- ❖ Payment made directly to the provider
- ❖ Provider must furnish their TIN, EIN or SSN

EMERGENCY FINANCIAL ASSISTANCE (EFA)

Amount: \$500 maximum

- ❖ **The EFA MUST resolve the problem AND the problem and resulting steps to resolution must** be documented in case notes. For example:
 - participant can replace needed (item) and this resolves the issue.
 - participant has now started employment resolving financial issue.
 - participant will participate in financial planning on (Date).
- ❖ Economic analysis of the situation is completed
- ❖ Not meant to be ongoing/continuous – one time only – problem resolved with this assistance.
- ❖ Needs-based, recurring payments are not allowed. For example, a one-time utility payment that resolves the issue for the participant would be considered Emergency Financial Assistance and is allowable. Continuing to pay for the same bill month after month would be considered needs-based payments and is not allowable.

HOUSING

Amount: \$800 maximum

- ❖ One time per year, housing support payment must resolve the issue and the issue and resulting steps to resolution must be documented in case notes.
- ❖ May not be used on security deposits
- ❖ Voucher/payment made to mortgage company or landlord
- ❖ Landlord must furnish their TIN, EIN or SSN
- ❖ Must provide copy of lease/monthly rent statement or mortgage statement

CAR REPAIR

Amount: \$500 per year, unless prior coordinator approval

- ❖ Written estimate must be provided
- ❖ Vehicle must be repaired by and payment made to an approved vendor
- ❖ Evaluate whether the vehicle repair is a wise investment – use Blue Book Value when in doubt
- ❖ Proof of insurance must be provided
- ❖ Proof of ownership must be provided
- ❖ All repairs must be necessary for safe operation of vehicle
- ❖ Vehicle repair parts may be paid to participant if original receipts included, with Program Coordinator approval

TECHNOLOGY

Computer Technology:

This guidance is to be used in determining the degree to which the WIOA Adult and Dislocated Worker programs' support services and/or training budgets can financially support the purchase of computer hardware and/or similar technology to assist in successful completion of training intended to secure employment. WDI and DEED understand that it can be difficult to pursue certain training programs without ready access to a computer, this policy will govern the process for these expenditures.

- ❖ WIOA Adult and Dislocated Worker program funds may pay for or reimburse a purchase of the participants' expenditures for computer hardware and/or similar technology purchases.
- ❖ Career Planner and participant must show:
 - The computer is required
 - The customer does not otherwise have access to a required computer
 - The price is reasonable
 - Applies to all types of training – in-class training, on-line courses, on-the-job training if the need for requested technology can be shown. If used for training the expense should be written out of training.
 - Career Planner must document the need for use of a computer/technology in the customer's files/WF1 case notes
 - Career Planner will use the voucher process to obligate the funds and work with the Fiscal Director to place order. Reimbursement directly to the customer would need prior approval and would require a detailed receipt and confirmation of reasonable price
 - Whenever possible, and when cost-efficient, WDI may enter into purchase arrangements with the student's school in which the school acquires the computer and then seeks reimbursement, as long as the school (on the student's behalf) meets the above requirements
 - If a student does not complete the training which requires the computer and/or other similar technology, local service providers reserve the right to reacquire the tool and/or to bill the individual for overpayment.
 - Rental or leasing of computers/other technology is not encouraged.

Internet Access:

- ❖ Vouchers should be written under Support, "Other Services" in VPAC
- ❖ Payable directly to internet vendor or on reimbursement basis
- ❖ All available options have been researched

Cell Phone Access:

- ❖ Vouchers should be written under Support, "Other Services" in VPAC
- ❖ Payable directly to cell phone vendor or on reimbursement basis
- ❖ Monthly minutes or a disposable cellular phone may be purchased
- ❖ All available options have been researched

ADDENDUM

for Adult Career Pathway (ACP) Programs and outside grant recipients

Supportive Services are provided to an individual only after an Employment plan is developed using WDI-recognized assessment tools including, but not limited to, Personal Budget, Family Income, Cost of Training Plan, and Individual Emergency Situations. The individual situation is analyzed on a monthly basis to take into consideration any changes in the family situation.

Support Services not allowed:

- Individual memberships
- Union dues
- Fines or reinstatement fees
- Self-employment/farming expenses
- Security deposits
- Food Support
- Meals

ACP-Specific Support Service Guidance includes:

1. General Transportation Guidance:

The previously mentioned guidance remains in place for ACP customers with these exceptions:

- Out of area Job Search travel/lodging expenses are NOT an allowable cost
- Gas-only cards may be used for travel expenses in lieu of vouchers

2. Clothing

The following process will prevent participants from purchasing unauthorized items or spending up to an un-itemized dollar amount for unnecessary items

- Upon participant request for specific needed clothing items, Career Planner reviews request and **must pre-approve purchases**. Career Planner completes a voucher noting specific items to be purchased and setting voucher limit.

3. Technology

Please see above.

WDI Policy letter for:

Workforce Innovation and Opportunity Act 2014 Adult, Dislocated Worker and Youth Training Programs

12. Training and Education Eligibility

Issue Date: June 3, 2004

Revision Date: September 16, 2020

Change Effective Date: November 5, 2020

Required Action

Action: The Workforce Innovation and Opportunity Act 2014 (WIOA) Title I and the State of Minnesota require Workforce Delivery Areas (WDAs) to establish local eligibility and priority of service policies for training services. WDAs must review and revise policies to be consistent with policies of the State of Minnesota and WIOA Programs.

Who: Program Providers of WIOA Adult, WIOA and MN Dislocated Worker, WIOA Youth Programs

Background: The Workforce Innovation and Opportunity Act 2014 (WIOA) Title 1 requires WDAs to provide training services. These training services must be provided through the one-stop delivery system. To be eligible for services, an individual must meet the eligibility criteria for the Adult, Dislocated Worker and Youth Programs, State Policies, and any local WDA policies adopted by the local Workforce Development Board.

There may be times during the draw down process when WIOA Program Funding will be impacted by unanticipated restrictions for access to funds. When these events occur, WDI training policies may change or be suspended.

Policy and Procedures:

I. Training Services

A. Definition

Training services may include:

- ❖ Classroom training, credentialed training, occupational skills training, including training for nontraditional employment
 - (NOTE: This does NOT include short-term one-course seminars that provide instruction in specific types of computer software. These seminars are considered to be work readiness services.)
- ❖ On-the-job training
- ❖ Registered apprenticeships
- ❖ Programs that combine workplace training with related instruction, which may include cooperative education programs
- ❖ Training programs operated by the private sector
- ❖ Skill upgrading and retraining
- ❖ Entrepreneurial training

- ❖ Adult education and literacy provided in combination with services described in the above bullets
- ❖ Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training
- ❖ Certification or board certification testing as long as it is leading toward a career goal that has been designed and written in the individuals' career plan (ISS)
- ❖ Funds can be used for the last two years of a training program if a participant has already completed portions of a training program.

B. Eligibility

An individual, who has been determined eligible is able to receive training services if:

- ❖ A comparable wage job is not likely to be found without additional training, and
- ❖ The goals in the individual's service strategy (ISS) can be met with the proposed training and
- ❖ Based on available labor market information, there is a reasonable expectation that there are opportunities for full-time employees with the proposed training where the participant will (or is willing to) reside upon completion of the program and
- ❖ The average wage for employees with this training can lead toward higher wages and self-sufficiency and
- ❖ The participant is unable to obtain grant assistance from other sources to fully cover the comprehensive cost of such training and
- ❖ The participant possesses the necessary aptitude for the job they are seeking to be trained, as determined by a formal basic skills assessment conducted by the Career Planner, and
- ❖ The participant can meet the requirements for admission into the training program and
- ❖ There is a reasonable expectation that the participant will complete the training program based on the participant's current assessment
- ❖ Participant must meet license or certification requirements of the training program and career. For example, requirements via background check and/or work history for those targeted priority jobs that require licensure or certification, including but not limited to nursing, teaching, law enforcement, security, and truck driving.

C. Adult Eligibility Priority

Priority for training services will be given to those individuals who:

- ❖ meet the above basic criteria and
- ❖ are economically disadvantaged and/or are on public assistance.

D. Factors of Ineligibility for Training Services

- ❖ Defaulted on student loan
- ❖ Last job held was one of the targeted priority jobs (a statement of hardship due to disability, lack of available employment locally, lack of comparable wage, may remove this factor of ineligibility. Seek coordinator approval.)

E. Limitations on Training

- ❖ All classroom training programs using WIOA Funds must be approved via the WIOA Training Program Certification Process. [WIOA Certification Process](#)

- ❖ All training providers, whether for credentialed or non-credentialed training, must be listed on the Eligible Training Providers List. [Minnesota Eligible Training Provider List \(ETPL\)](#) See DEED Policy Below
- ❖ Work Readiness services are considered a Career Service and not training. They do not need to be on the ETPL. An example of work readiness services is a basic computer class not leading to a credential.
- ❖ All classroom training programs must have an estimated end date less than one year from the start of training, except for targeted priority jobs, which may have an estimated end date of up to two years from the date of training program beginning.
- ❖ Any on-the-job training reimbursements will be limited to the extraordinary costs associated with learning significantly new skills, based upon the participant's prior work experience and the employment plan. (See OJT Policy Letter.)

F. Training Funding Guidelines

- ❖ The WIOA Funding Calculator shall be used to determine funding amounts taking into consideration Federal (PELL) and State grants. Loans are not included in the calculation. Program Coordinators approve funding amounts based on the calculation.
- ❖ Only the targeted priority jobs will qualify for the training voucher up to a maximum of \$8,000 per program year (limited to actual costs of tuition, fees, and books) per participant for up to two program years. Funds of up to \$8,000 may only be obligated at \$4,000 maximum per semester (limited to actual costs of tuition, fees, and books)
- ❖ Training programs not included in the targeted priority jobs are limited to a maximum voucher of up to \$2,500 (limited to actual costs of tuition and fees) for one year.
- ❖ These funds of \$2,500 may only be obligated at \$1,250 maximum per semester unless approved in writing by the Program Coordinator.
- ❖ Training programs on the "Not Allowed" list will not have a WDI voucher issued for their training.

G. WIOA Non-credentialed Training

To better utilize Workforce Innovation and Opportunity Act (WIOA) funding, procedures for spending WIOA funds for training are as follows:

- ❖ Training includes certification or board certification testing as long as it is leading toward a career goal that has been designed and written in the individuals' career plan (ISS).
- ❖ When using WIOA Funds, all training providers, whether for credentialed or non-credentialed training, must be listed on the Eligible Training Providers List. [Minnesota Eligible Training Provider List \(ETPL\)](#)
- ❖ Training must be completed in 16 weeks or 150 non-credit hours or less. Time frame for course/training completion is preferably three months or less, but no longer than six months.
- ❖ Total credits must be 11 or less. For non-credit courses, it must be 150 hours or less.
- ❖ Maximum spending is \$2,500.00 per program year.
- ❖ Non-credentialed WIOA Adult or Youth training funds are not to be used in combination with the Dislocated Worker funding.
- ❖ Completion of the education/training must lead toward a position where the possibility of being hired is likely (based on latest Labor Market information) and/or the SE MN WDB's list of Targeted Priority Jobs.
- ❖ In certain circumstances, funding may be used for pre-requisites for a program into which a person will be accepted upon completion of those pre-requisites if, and only

if, other funding is not available to pay for those classes. The individual for whom this is approved will be going into a career on the Targeted Priority Jobs list. The career path must still be completed in a two-year time frame.

I. One Time Poor Performance (Training, OJT, Apprenticeships)

WDI will allow a one-time poor performance leniency in supported training and On the Job training/Apprenticeship programs before dropping the individual from the program.

WDI approves training for a participant on the basis that the participant can 1) benefit from the training and 2) the participant is qualified to undertake and complete such training. As part of the overall approval process and in accordance with its accountability functions, WDI monitors periodically participant progress towards training completion.

Grade requirements are clearly stated on the ISS “Participant must maintain at least a “C” average and not be on academic probation in order to maintain funding eligibility.” These requirements are covered by Career Planners prior to approval of training.

WDI is especially concerned when a participant fails to complete satisfactorily a quarter/semester of training. This means the participant has been unsuccessful in fulfilling the agreed-upon learning plan. Recognizing possible extenuating circumstances, WDI can grant a one-time leniency in certain circumstances where the training institution has issued the following grades to the participant:

- ❖ **A course with a grade of less than a "C" or equivalent; or**
- ❖ **A semester/quarter with a grade point average of less than a "C" or equivalent where every coursework received a grade of at least a "D" or equivalent.**
- ❖ **Academic Probation if a plan is in place to remove designation.**

In order to take advantage of this allowance, a participant in such a situation must contact the Career Planner as soon as the participant becomes aware of the deficient grades. The participant will need to explain to the counselor the reason(s) why the grades were low and what action the participant intends to take to improve them.

Possible extenuating circumstances can include health problems, and family or financial situations. Based on this conversation, as well as other appropriate factors, the Career Planner will determine whether the participant can succeed in the training program. The Career Planner will consult with the Program Coordinator to make a final determination. If there is a joint decision that the individual will be able to succeed, then the individual can continue with supported training.

If it is determined that the individual is unlikely to improve performance, no further training funding will be provided.

WDI will treat a dropped course or a withdrawn course as a course with a grade of less than "C" where the drop occurred after program funds have already paid for it. If the drop occurred before this time, WDI will not penalize the individual if the individual is taking the program-required amount of credits without the dropped course.

On-the-Job Training and Registered Apprenticeships programs

The one-time poor performance leniency can be applied to participants taking part in On the Job Training (OJT) and Apprenticeship programs in the situation that the training is not being conducted as defined in the approved contract. A participant must notify the Career Planner of the situation and provide full details on the circumstances leading to inadequate achievement. The Career Planner will work with the participant to verify that the participant has contributed due diligence to complete the OJT /Apprenticeship program and to determine the participant's capacity for completing the OJT /Apprenticeship with a different employer.

J. Consent to share information for training records and completion

WDI must obtain a signed and completed "Consent to share information for training records and completion" form from all participants who will enroll in training before disbursing training funds. This step will help WDI meet their credential attainment measure.

This applies to all programs and need to be completed annually. WDI must retain the signed consent form in the participant's case file to authorize WDI and the eligible training provider to exchange information with regard to the participant's training progress and credential completion results.

State monitors, as part of their regular monitoring visits, will verify the presence of signed consent forms in files of participants who are pursuing training.

Attachment A – Current Targeted Priority Jobs List at [Targeted Jobs List](#)

RELEVANT LAWS, RULES, OR POLICIES

[Minnesota State Statute 13.09 Penalties](#)

[WIA Certification for Training Programs](#)

[Credentials and Training](#)

Contact:

Adult - Wanda Jensen

Dislocated Worker – Sonji Davis

Youth – Angela Birrittella

DEED POLICY

WORKFORCE INNOVATION AND OPPORTUNITY ACT

Eligible Training Provider List and WIOA Certification for Training Programs

SUMMARY

The Workforce Innovation and Opportunity Act (WIOA) requires that every state maintains an Eligible Training Provider List (ETPL), which is administered by the Department of Employment and Economic Development (DEED). A training program or course whose completion results in a recognized credential must be WIOA-certified in order to get credit for that credential in performance measures. Local WIOA Title I service providers, interested eligible training providers, and their partners should comply

RELEVANT LAWS, RULES, OR POLICIES

[Workforce Innovation and Opportunity Act, Sec. 122](#)

[Minnesota Statutes Chapter 136A - Higher Education](#)

[Training and Employment Guidance Letter 41-14, including attachments](#)

[Training and Employment Guidance Letter 8-19, including attachments](#)

[Training and Employment Guidance Letter 17-05, including attachments](#)

[WIOA Adult and Dislocated Worker Allowable Activities](#)

EFFECTIVE DATE

7/1/2015

LAST UPDATED

4/24/2020

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POLICY

Action

The Workforce Innovation and Opportunity Act (WIOA) requires that every state maintains an Eligible Training Provider List (ETPL), which is administered by the Department of Employment and Economic Development (DEED).

A training program or course whose completion results in a recognized credential must be WIOA-certified in order to get credit for that credential in performance measures. **Program providers can pay for non-credentialed (non-WIOA-certified) training using WIOA funding.** Local WIOA Title I service providers, interested eligible training providers, and their partners should comply with this policy to ensure high-quality training experiences for customers of WIOA Title I programs.

Program providers may continue to use training programs or courses that are not WIOA-certified under many circumstances. These programs or courses carry a "non-credentialed training" flag on

the ETPL. **Non-credentialed training does not count for or against program performance for the credential attainment rate.**

Background

The WIOA certification requirement for a training program providing a credential has been in existence since the Workforce Investment Act (WIA, the law preceding WIOA). This requirement (outlined in WIOA Section 122) involves extensive data requirements designed to display program accomplishments.

For guidance on allowable activities, including training services, please review the WIOA Adult and Dislocated Worker Allowable Activities. (See Related Links section.)

General Requirements for Becoming an Eligible Training Provider

An eligible training provider must be licensed, registered, or legally exempt (from licensure) by the Minnesota Office of Higher Education (OHE) or other appropriate state agency, as applicable, to be listed on Minnesota's ETPL. No training provider or their programs are required to be listed on the ETPL. It is completely voluntary. For programs to receive WIOA certification, the eligible training provider and its programs must be listed on Minnesota's ETPL. DEED serves as the coordinating agent for Minnesota's ETPL and WIOA certification within Minnesota.

Only eligible training providers who are located in Minnesota – in effect, either have a physical location or offer postsecondary degree programs to Minnesota residents – may be listed on Minnesota's ETPL.

If an eligible training provider has no physical location in Minnesota, and a program it offers is listed on another state's ETPL, Minnesota will recognize the designation (WIOA-certified or some other non-credentialed training) of that state. However, DEED will not list the program or institution on the Minnesota ETPL unless the eligible training provider meets Minnesota's ETPL criteria listed above.

Any Registered Apprenticeship sponsor in Minnesota whose program is registered with the Minnesota Department of Labor and Industry (DLI) can request listing on Minnesota's ETPL. Per federal regulations, any out-of-state Registered Apprenticeship sponsor whose program is registered with the US Department of Labor (DOL) can be included on any state's list of eligible training providers. All Registered Apprenticeship sponsors must follow DEED's procedures in order to be included on Minnesota's ETPL.

Pre-apprenticeship programs that are not registered with DLI or DOL must follow the registration, licensure or exempt (from licensure) process with the Minnesota Office of Higher Education or other appropriate state agency.

Out-of-state training providers, except for out-of-state Registered Apprenticeship sponsors, will not be included on Minnesota's ETPL. The Eligible Training Provider Lists from all states can be found on the linked map graphic at the America's Service Locator page. (See Related Links section.)

General Requirements for WIOA Training Certification

In order to be eligible to be WIOA-certified, a training program or course must be delivered by an eligible training provider. The provider must provide an industry-recognized credential upon successful completion of that program or course. The receipt of the credential must depend on the successful completion of the certified program. Eligible training providers may apply for an institution and user account on DEED's Training Provider Portal in order to add programs or courses and request WIOA-certification. (See Related Links section.)

WIOA certification happens at the program level. Being an eligible training provider is a necessary, but not sufficient, condition for offering WIOA-certified training. An eligible training provider may have a mix of programs that are WIOA certified, non-credentialed, or neither. Each program submitted from each eligible training provider is considered independently for designations (WIOA certified, non-credentialed training, neither of these) on Minnesota's ETPL.

Inclusion of an Industry-Recognized Credential

Trainings must include an industry-recognized credential upon successful completion to be WIOA-certified. If passing an exam is not necessary to receive the credential, the training can be WIOA-certified, as long as the student receives an industry-recognized credential upon successful completion of the training. Some credentials require the successful passage of an exam. If passing an exam is necessary to receive the credential, and the exam, and any cost associated with the exam, is part of the training program, the training can be WIOA-certified. If passing an exam is necessary to receive the credential, and the exam is not part of the training, but rather taken independently by the student after the training is completed, then the training cannot be WIOA-certified.

In cases where the exam or credential is external to the program, WIOA program providers may still pay for the training; it will be entered as "non-credentialed training" in Workforce One, as the student will not receive the credential as part of the training.

Program providers may still use WIOA funds to provide training in non WIOA-certified programs or courses, as long as the eligible training provider and its programs and courses are listed on Minnesota's ETPL. However, this training will not count toward a credential (see Performance Reporting section below).

How to Request Listing on the Eligible Training Provider List & WIOA Certification

The process for getting a program active on the ETPL and WIOA-certified occurs in three steps.

1. Ensure that the eligible training provider is licensed, registered, or otherwise exempt by the Minnesota Office of Higher Education or, depending on the training provider, approval by another state agency or licensing board. Please see link below for OHE's current list or registered institutions of higher education, licensed career schools and other occupation specific agencies and licensing boards.
2. Create an account on DEED's online Training Provider Portal, where eligible training providers may enter and/or update information on all programs and courses to be listed for inclusion on the state's ETPL.
3. Submit documentation for ETPL administrative review on specific training programs. Request WIOA certification for a particular training, including indicating the resulting credential(s) of the training.

Training providers whose programs or courses are denied WIOA certification will have appeal rights.

Data Requirements

Under WIOA, states are required to collect data relating to eligible training programs listed on the ETPL. Required data under the law includes information on recognized postsecondary certificates, degrees or credentials received by participants, information on cost of attendance for participants (including tuition and fees), and information on the program completion rate of participants. DEED will generally acquire as much information (e.g., entered employment rate, wages) through existing data collection processes, without necessitating any paperwork from the training provider. Periodically, DEED may request certain information from providers in an effort to comply with federal law.

WIOA requires training providers to update their information at least every two years. DEED will reach out to training providers to request that they update their data with a 30-day deadline. If a training provider then fails to do so, DEED may remove that institution from the ETPL. Being removed from the ETPL will also remove WIOA certification. Training institutions, along with their courses or programs, removed from the ETPL are eligible for reinstatement after providing all necessary information in an effort to comply with federal law. Training providers are required to consent to a terms of use when creating an institution and user account. These terms of use ensure eligible training providers are following federal laws regarding equal opportunity and Americans with Disabilities Act (ADA), certifying that their organizations are not disbarred from receiving federal funds, and that they consent to any reporting as required by WIOA law.

Performance Reporting for Training

All WIOA-certified training must be entered into Workforce One as a credentialed training activity, and the credential documented upon completion. Credentials not entered into Workforce One as a credentialed training activity will not be included in WIOA reports on the credential attainment measures.

If the training is receiving any federal funds, or is reallocated into federal funds:

- The training must be WIOA-certified to document a credential.
- A non-credentialed training may be funded, but it must be categorized as "non-credentialed training" in Workforce One. It cannot be categorized as "classroom training" or any other credentialed training activity.
- Providers cannot claim a credential for non-credentialed training.
- DEED strongly encourages use of programs that are active on Minnesota's ETPL, both WIOA-certified (credentialed) and non-credentialed trainings.
- ETPL program listings that are not WIOA certified or noncredentialed training, the program listing has been verified to be actively licensed/registered/exempt with OHE or the appropriate state licensing agency and have a location in Minnesota.

Role of Local Workforce Development Board

Local Workforce Development Boards (WDBs) ensure that sufficient and diverse eligible training providers are aware of the ETPL and have agency to encourage providers to apply for program approval to the ETPL.

Local Workforce Development Boards (WDBs) may further restrict the Eligible Training Provider List, excluding apprenticeship programs, by adding additional local requirements for programs. It is the responsibility of WDBs to collaborate with DEED when considering additional requirements to ensure that informed customer choice (the WIOA participant) is not adversely limited by restrictions of the ETPL. DEED encourages WDBs to utilize the full ETPL to increase participant choice in advancing their careers.

If a WDB has a concern with a provider offering services in its area, it should contact the training provider and DEED with the relevant concerns and supporting documentation. DEED will investigate the concerns, may contact the training provider, and will transmit a decision to the pertinent WDB and the training provider within 30 calendar days of the receipt of the original concern. Local WDBs are under no obligation to use one certified training program or course over another.

Revocation of ETPL, Eligible Training Provider, and WIOA-Certified Status

DEED retains the right to revoke WIOA-certified status of an program or course, or listing of an eligible training provider on the state's ETPL, provisional or permanent, should (a) the program, course, or provider fail at any point to meet the requirements and/or definitions contained within this policy, and/or if (b) DEED determines, using data and/or customer testimonials, that the eligible training provider cannot or will not provide a consistent, quality experience for program customers. Quality experience includes compliance with the provisions outlined in DEED's terms of use, as required by the United States Department of Labor and the Minnesota Department of Employment and Economic Development (DEED), who administers the Minnesota Eligible Training Provider List and its policies. Compliance with DEED's terms of use include compliance with all nondiscrimination and equal opportunity provisions of applicable state and federal civil rights laws (Section 188 of WIOA and 29 CFR part 38), information and reporting requirements, and Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion (Part 200 Unified Guidance, 200.213 Suspension and Debarment).

Definitions

Continued eligibility: All programs are subject to review and renewal at least every two years; failure to provide and update data may result in removal from the ETPL and loss of WIOA certification. Programs certified under WIA were grandfathered in under WIOA and were not subject to initial eligibility, but all training providers listed on the ETPL will need to provide any required information for continued eligibility for these programs at least every two years.

Courses: One or more organized learning experiences with a specified curriculum in a specific field of study.

Credential: A credential is the formal recognition of an individual's attainment of measurable technical or occupational skills necessary to obtain employment or advance within an occupation. These technical or occupational skills are generally based on standards developed or endorsed by employers. Educational credentials are most commonly termed diploma, certificate, and

degree. *Credentials are industry-recognized; a certificate of completion normally does not count as a credential.* The range of different types of credentials includes:

1. Educational diplomas, certificates, and degrees;
2. Registered apprenticeship certificates;
3. Occupational licenses (typically awarded by state government agencies);
4. Industry-recognized or professional association certificates; and
5. Other certificates of skills completion.

Eligible training provider: an organization that is (a) offering training courses or programs to students based in Minnesota, and (b) licensed, registered, or deemed otherwise exempt by the Minnesota Office of Higher Education (or another state agency if appropriate) in accordance with Minnesota Statutes Chapter 141. According to the U.S. Department of Labor (Training and Employment Guidance letter 17-05, Attachment B). The provider may have a statewide industry group as a sponsor, rather than a conventional educational institution; however, state policy will still require that the provider be licensed, registered, or deemed otherwise exempt as outlined above. Being an eligible training provider does not guarantee that all training programs or courses are WIOA-certified.

Eligible training provider list (ETPL): Minnesota's ETPL lists eligible training providers (as defined above) that have requested listing. Trainings fall into three categories: WIOA-certified, non-credentialed training, or neither. Trainings will be flagged if they are either WIOA-certified or non-credentialed. The ETPL also includes additional information about programs.

Initial eligibility: Initial eligibility refers to the first year a program applies for listing on the ETPL. When providers apply for WIOA certification of their training program(s) and are approved, the program is initially eligible. Providers must submit federally required information for any programs under consideration for certification (see the Training Provider Portal; also TEGL 41-14 and TEGL 8-19).

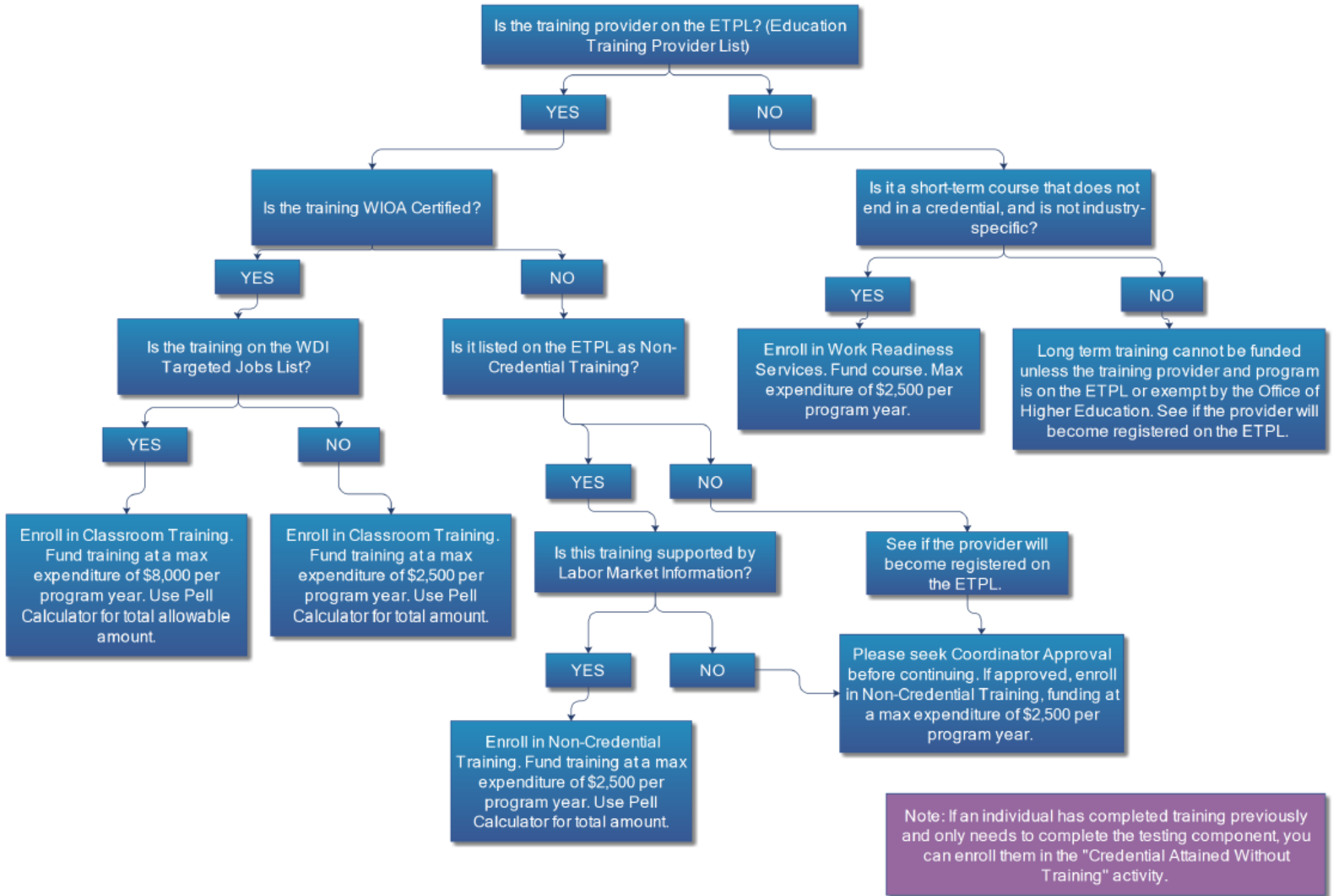
Industry-recognized: An industry-recognized credential is one that either is developed or offered by, or endorsed by a nationally-recognized industry association or organization representing a sizeable portion of the industry sector, or credential that is sought or accepted by companies within the industry sector for purposes of hiring or recruitment which may include credentials from vendors of certain products. In certain sectors, there may be more than one major industry association that may endorse or promote different credentials based on variations in geographic region, company size, or the product or equipment that company uses and needs workers to be able to operate.

Non-credentialed training: Training that enhances employability but does not in itself result in a credential. If the training program itself does not include a credential, the participant's training can still be funded through WIOA as non-credentialed training. Training programs that serve as prerequisites to taking exams or completing other courses that would then result in a credential would fall under this non-credentialed training category. Trainings that are taken as continuing education to maintain a currently-held credential - but do not result in an industry-recognized credential that the participant has not previously held - would fall under this non-credentialed training category as well. Non-credentialed training does not count for or against the credential attainment rate in performance reporting, since a credential is not earned as part of that particular training.

Program: An organized series of courses with specified curricula in a recognized field of study designed to give the participant the necessary knowledge to succeed in that field of study.

Program provider: One of the Workforce Service Areas or other organizations certified by the State of Minnesota to provide intake, counseling, and other key services for the Dislocated Worker program (state- or federally funded) and/or WIOA Adult program. A program provider is generally not the same as a training provider, though it is technically possible to be both.

Training Funding Flow Chart



WDI Policy letter for:

**Workforce Innovation and Opportunity Act 2014
Adult Training Programs**



13. WIOA Adult Eligibility Determination and Priority of Service

Issue Date: July 1, 2002

Revision Date: October 15, 2020

Effective Date: November 5, 2020

SUMMARY

This policy establishes criteria necessary to determine whether an individual is eligible for the WIOA Adult program, and describes the priority of service requirement with respect to funds for individualized career services and training services.

RELEVANT LAWS, RULES, OR POLICIES

Lower Living Standard Income Level

Eligibility Requirements

The following is the eligibility criteria for the Workforce Innovation and Opportunity Act (WIOA) Adult Program. Documentation verifying the eligibility of participants is mandatory. Eligibility determination must be made prior to enrollment in the WIOA Adult program and receipt of any individualized career, training, or supportive services. Each participant must receive an initial assessment of need for services to ensure that the local area is providing employment and training opportunities to those who are most in need of such services.

Individuals must meet the following eligibility criteria to participate in the WIOA Adult Program:

- ❖ U.S. citizen or otherwise legally entitled to work in the United States;
- ❖ Age 18 or older; and
- ❖ In compliance with Selective Service Registration requirements

Priority of Service

Individuals in the targeted groups below are given priority to receive individualized career services, training services, and supportive services funded by the WIOA Adult program over other individuals who may also be meet eligibility requirements for the program. Veterans and eligible spouses within these groups receive priority over non-veterans. This priority of service is in place at all times, regardless of availability of funds.

Priority of service is determined for the targeted groups during eligibility and prior to enrollment, and must be accurately documented in Workforce One. If an individual who does not meet the priority of service requirements is already enrolled in the program and has begun receiving services, this policy does not require the service provider to discontinue services when other individuals who meet priority of service enroll in the program.

The priority of service established in the previous paragraph does not mean that these services must be provided exclusively to individuals who meet these priority of service categories. State and Local Workforce Development Boards (WDBs) may add additional priorities of service under the 4th Category/Priority in this policy.

Priority of service for WIOA Adult participants must be provided in the following order (i.e. individuals in the first category are prioritized first, individuals in the second category are prioritized second, etc.):

- ❖ 1st Priority of Service - Veterans and eligible spouses (covered persons) who are:
 - Low income, or
 - Recipients of public assistance, or
 - Who are basic skills deficient
 - *Note: military earnings should not be included when calculating income for veterans or transitioning service members for this priority
- ❖ 2nd Priority of Service - Individuals who are not Veterans and eligible spouses (non-covered persons) who are:
 - Low income, or
 - Recipients of public assistance, or
 - Who are basic skills deficient
- ❖ 3rd Priority of Service - Veterans and eligible spouses who are:
 - Not low income, or
 - Not recipients of public assistance, and
 - Are not basic skills deficient
- ❖ 4th Priority of Service – Priority populations established by the Governor and/or Local WDBs. Any individuals identified in this category receive priority of service after priority has been given to individuals in Priority Categories 1, 2 and 3. There are currently no additional priority of service categories for WDA #8.
- ❖ 5th Priority of Service – All other eligible individuals who do not meet any of the Priority of Service categories. Most individuals enrolled in the WIOA Adult program should meet the criteria for Priority of Service Categories 1, 2, 3, and 4.

Employment Status Clarification

- ❖ Individuals do not need to be unemployed to qualify for the WIOA Adult Program.
- ❖ Participants who are unemployed or underemployed and meet any of the priority of service criteria may receive program services on a priority basis.
- ❖ Individuals with Barriers to Employment do not independently qualify to receive priority of service in the WIOA Adult Program, unless they are also low income, recipients of public assistance and/or basic skills deficient.

- ❖ For the purposes of this policy, “underemployed” means individuals who meet any of the following criteria:
 - Are employed less than full-time but who are seeking full-time employment.
 - Are employed in a position that is inadequate with respect to their skills and training. A position is considered inadequate if a person has obtained a postsecondary degree and is working in a low-skill, low-wage job; or has obtained an industry-recognized credential or training certificate but is working in a low-skill, low-wage job
 - Are employed full-time or part-time but still meet the definition of a low-income individual
 - Are employed full-time or part-time but whose current job’s wages are insufficient compared to their previous job’s earnings. Insufficient wages are defined as wages less than 80% of the worker’s wages from their previous job at their previous employer
 - Were laid-off from a previous job but have found interim/stop-gap employment

Participant File Documentation

DEED requires local providers to capture accurate and timely priority of service information for all WIOA Adult participants in Workforce One who meet priority of service in Categories 1-4. This information will be used to ensure local compliance with the priority of service requirements during monitoring visits and may also impact the local area’s ability to negotiate performance standards using the mandated statistical adjustment model.

Definitions

Basic skills deficient - an individual who:

- ❖ Lacks a high school diploma or high school equivalency and is not enrolled in secondary education
- ❖ Is currently enrolled in a WIOA Title II Adult Education/Literacy program (ABE Program)
- ❖ Completes a reading and/or math assessment at or below an 8th grade level
- ❖ Is an English language learner
- ❖ Is unable to compute or solve problems, or read, write or speak English at a level necessary to function on the job or in society (note: this definition is not meant to capture individuals who lack specific skills needed to function on a particular job they are seeking, but are otherwise proficient for many other occupations or situations)

Individual with Barriers to Employment – an individual who is a member of one or more of the following populations:

- ❖ Displaced homemakers
- ❖ Low-income individuals
- ❖ American Indians, Alaska Natives, and Native Hawaiians
- ❖ Individuals with disabilities

- ❖ Older individuals
- ❖ Ex-offenders
- ❖ Homeless individuals or homeless children and youth
- ❖ Youth who are in or have aged out of the foster care system
- ❖ Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers
- ❖ Eligible migrant and season farm workers
- ❖ Individuals within 2 years of exhausting lifetime TANF eligibility under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.)
- ❖ Single parents (including pregnant women)
- ❖ Long-term unemployed individuals

Low Income - an individual who:

- ❖ receives, or in the past 6 months has received, or is a member of a family that is receiving or in the past 6 months has received, assistance through the Supplemental Nutrition Assistance Program (SNAP), the Temporary Assistance for Needy Families (TANF) program, or the Supplemental Security Income (SSI) program, or State or local income-based public assistance
- ❖ Is in a family with total family income that does not exceed the higher of –
 - The poverty line
 - or 70 percent of the lower living standard income(LLSIL)
- ❖ Is a homeless individual, or a homeless child or youth
- ❖ Receives or is eligible to receive a free or reduced-price lunch under the Richard B. Russell National School Lunch Act
- ❖ Is a foster child on behalf of whom State or local government payments are made; or
- ❖ Is an individual with a disability whose own income meets the income requirements of “low income” but who is a member of a family whose income does not meet this requirement

Recipient of Public Assistance - an individual who receives or is eligible to receive one or more of the following benefits:

- ❖ Supplemental Nutrition Assistance Program (SNAP) benefits
- ❖ Medical Assistance (Minnesota’s Medicaid program)
- ❖ Refugee Assistance benefits
- ❖ Temporary Assistance for Needy Families (TANF)/Minnesota Family Investment Program (MFIP) benefits
- ❖ Other state or federal benefits requiring an income limit to be eligible

RELEVANT LAWS, RULES, OR POLICIES

Lower Living Standard Income Level

CONTACT:

WANDA JENSEN – WIOA ADULT

Attachment L

MEMORANDUM OF AGREEMENT BETWEEN THE SOUTHEASTERN MINNESOTA WORKFORCE DEVELOPMENT, INC. AND THE COUNTIES OF DODGE, STEELE, MOWER, FREEBORN, RICE, GOODHUE, WABASHA, OLMSTED, FILLMORE AND HOUSTON KNOWN AS THE SOUTHEASTERN MINNESOTA WORKFORCE DEVELOPMENT JOINT POWERS BOARD OF COUNTY GOVERNMENTS

WHEREAS the Workforce Innovation and Opportunity Act (WIOA) of 2014, hereinafter referred to as "The Act" (Public Act 113-128) authorizes the expenditure of Federal funds for job training programs in locally designated Workforce Service Areas (WSAs); and

WHEREAS the ten counties of Dodge, Steele, Mower, Freeborn, Rice, Goodhue, Wabasha, Olmsted, Fillmore and Houston have entered into a joint powers arrangement and have been certified continuously since 1986 by the Governor of this state as Workforce Service Area 8 (WSA #8); and

WHEREAS the Joint Powers Board has, pursuant to the Act, established the Southeast Minnesota Private Industry Council (dba Workforce Development, Inc.) as a private non-profit corporation and hold IRS 501, C-3 tax exempt status; and

WHEREAS the Act requires an agreement between the Joint Powers Board and the Workforce Development, Inc. for the purposes of job training programs policy formulation covering, but not limited to, program planning, monitoring and evaluation activities; and

WHEREAS the Act requires the Joint Powers Board and the Workforce Development, Inc. to define the scope of their relationship.

THEREFORE, BE IT RESOLVED that this Agreement, pursuant to the Act, be made and entered into by the Southeastern Minnesota Workforce Development Joint Powers Board on behalf of the ten (10) counties and the Southeastern Minnesota Workforce Development, Inc.

IT IS FURTHER RESOLVED that this Agreement fairly and fully describes the authorities and responsibilities of each partner.

- i. Authorities and Responsibilities of the Southeastern Minnesota Workforce Development, Inc., Inc.
 - a. The Workforce Development, Inc., pursuant to the Act, and in agreement with the Joint Powers Board, shall be the administrative entity for the Workforce Investment Act programs in Minnesota WSA #8;
 - b. The Workforce Development, Inc. shall hire, direct, and evaluate staff to fulfill its role as defined above, and to provide career services as allowed in the Act may contract with qualified agencies to deliver appropriate job training and placement services using the procurement procedures as outlined in SDA Policy Letter 49-91;
 - c. The Workforce Development, Inc. shall develop the WIOA Plan in compliance with the Act that delineates the requirements for participant eligibility determination, funds allocation, and fiscal management and other job training programs as become available for the eligible population;
 - d. The Workforce Development, Inc. shall construct its own rules of operation, provide vendor services to the several counties and in agreement with the Joint Powers Board, develop an annual job training plan and budget for job training activities;

- e. The Workforce Development, Inc. shall collect data necessary for the WIOA program planning, monitoring, evaluating and reporting and shall report on its activities regularly to the Joint Powers Board.
 - i. The Workforce Development, Inc. will provide monthly participant demographic and activity reports. These reports will include enrollment, termination and placement activities. They will also show activity by program component.
 - ii. Fiscal reports will include planned budgets, obligations and expenditures on a monthly basis. All expenditures will be reported by planned vs. actual.
 - iii. The minutes from all meetings are shared by both boards.
 - iv. All state and federal monitoring reports will be submitted to the Joint Powers Board for their review as they occur.
- f. The Workforce Development, Inc. shall develop and manage a system to hear and resolve grievances brought by participants, vendors and other interested parties as required by the Act.

II. Authorities and Responsibilities of the Workforce Development Joint Powers Board of County Governments:

- a. The Joint Powers Board shall select business representatives to be seated as members of the Workforce Development Board. These representatives of business shall be nominated in consultation with local, general business organizations. Local county boards of commissioners shall develop a list of businesses that reasonably represent the industrial and demographic composition of the business community. Additionally, the Joint Powers Board shall publicly seek nominations of individuals from educational agencies, organized labor groups, community based organizations, rehabilitation agencies, economic development agencies and the public employment service;
- b. Two representatives from the Joint Powers Board will sit on the Workforce Development Board and shall be members of the Management Committee;
- c. The Joint Powers Board shall fill any vacancy in the membership of the Workforce Development Board in the same manner as the original appointment;
- d. The Joint Powers Board shall retain oversight responsibilities concerning the WIOA services. It must approve all WIOA job training plans and budgets prior to submission to the Governor as described in the Act.
- e. The Joint Powers Board shall maintain the authority to do any or all of the following:
 - i. Be grant recipient for all WIOA funds.
 - ii. Contract for various consultant services to monitor and evaluate the WIOA services pursuant to the Act.
 - iii. Contract with a qualified vendor for fiscal services, which includes the receipt and disbursement of all funds related to the WIOA Act.
 - iv. Collect fiscal data necessary for the preparation of required and desired reports.
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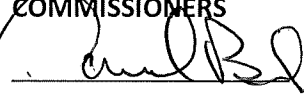
- vi. Procure and maintain fixed and non-fixed assets and other inventory necessary for program operators.
- vii. Collect and deposit program income generated by WIOA service activities pursuant to the OMB Super Circular 2 CFR Chapter I, Chapter II, Part 200 (2013), and Part 2900 (2014).
- f. The Joint Powers Board shall receive from the Workforce Development, Inc. an annual audit of its funds and hold the Workforce Development, Inc. responsible for resolving any questions arising from said audit.

III. Authorities and Responsibilities Held Jointly by the Joint Powers Board and the Workforce Development, Inc.

- a. It is the joint authority and responsibility of the Joint Powers Board and the Workforce Development, Inc. to ensure effective service delivery that provides the most beneficial mix of program options to the eligible residents of the ten counties. It is further agreed that it is the shared responsibility and authority of the Joint Powers Board and the Workforce Development, Inc. to stimulate the active, effective participation of all sectors of the community in the provision of job training services.
- b. As the Act indicates that an equal partnership exists, any disputes between the entities in this Agreement shall be resolved by mutually satisfactory negotiation.
- c. The Workforce Development, Inc. and the Joint Powers Board shall reach concurrence on the major issues concerning and relating to the WIA programs in the following manner:
 - i. The Officers of the Joint Powers Board shall, with the officers of the Workforce Development Board, constitute the Executive Committee and must meet to negotiate and concur on major issues.
 - ii. This Executive Committee shall meet at the call of either the Joint Powers Board chair or the Workforce Development Board chair, or shall meet annually.
 - iii. Such meetings shall be called to discuss and concur on any of the following issues:
 - a. The Memorandum of Agreement between the Joint Powers Board and the Workforce Development, Inc.;
 - b. The Cost Reimbursement Service Contract;
 - c. The WIOA Plan;
 - d. Special job training programs;
 - e. The Workforce Development, Inc. personnel compensation package;
 - f. Development of the service delivery system for the WSA; or
 - g. The selection of an executive director for the Workforce Development, Inc.

IV. Term of Agreement. The term of this Agreement shall be from the date of execution by the Joint Powers Board and the Workforce Development Board through June 30, 2023. This Agreement may be amended by mutual agreement of both parties at any time during its term.

**SOUTHEAST MINNESOTA WORKFORCE DEVELOPMENT JOINT POWERS BOARD OF COUNTY
COMMISSIONERS**

 this 15 day of May, 2020

Dan Belshan, Chairman

SOUTHEASTERN MINNESOTA WORKFORCE DEVELOPMENT, INC.

_____ this 15 day of May, 2020

Cheryl Gustason, Chairman

MEMORANDUM OF AGREEMENT BETWEEN THE SOUTHEASTERN MINNESOTA WORKFORCE DEVELOPMENT, INC. AND THE COUNTIES OF DODGE, STEELE, MOWER, FREEBORN, RICE, GOODHUE, WABASHA, OLMSTED, FILLMORE AND HOUSTON KNOWN AS THE SOUTHEASTERN MINNESOTA WORKFORCE DEVELOPMENT JOINT POWERS BOARD OF COUNTY GOVERNMENTS

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_____ this 15 day of May, 2020

Dan Belshan, Chairman

SOUTHEASTERN MINNESOTA WORKFORCE DEVELOPMENT, INC.

 this 15 day of May, 2020

Cheryl Gustason, Chairman

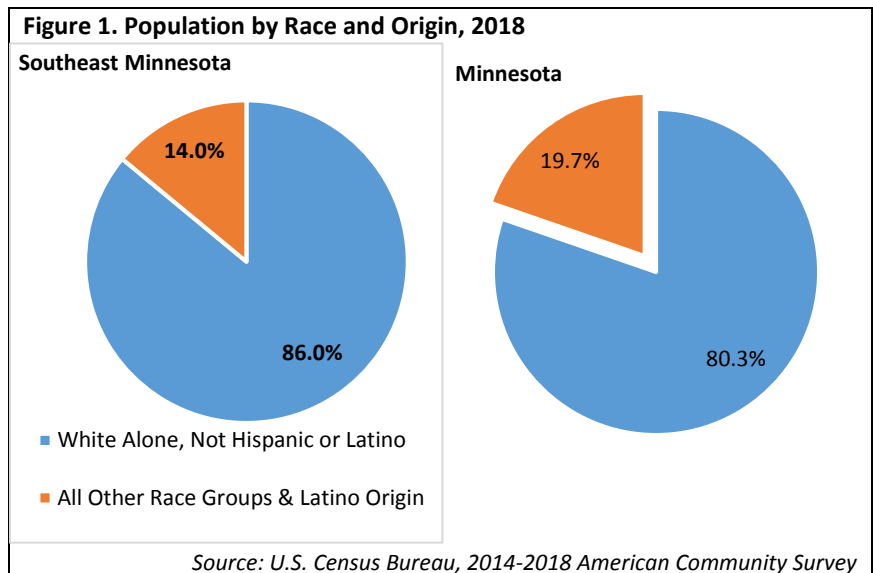
Soc Code	Job Title	Current Demand Rank	Current Demand Indicator	Median Wage	Regional Projected Growth Rate	Regional Projected Openings	Education Requirements	Training Requirements	Sector
119013	Farmers, Ranchers, and Other Agricultural Managers	273	Three Stars	\$97,789/yr	28.20%	354	High school diploma or equivalent	None	Agriculture
452091	Agricultural Equipment Operators	276	Three Stars	\$37,814/yr	9.60%	5,899	Less than high school	Short term on the job training	Agriculture
291141	Registered Nurses	6	Five Stars	\$74,920/yr	2.40%	4,432	Associate's degree	None	Healthcare
311014	Nursing Assistants	6	Five Stars	\$33,876/yr	2.40%	2,347	Postsecondary non-degree award	None	Healthcare
292065	Licensed Practical and Licensed Vocational Nurses	21	Five Stars	\$47,339/yr	10.20%	NA	None	None	Healthcare
211018	Substance abuse, behavioral disorder, and mental health counselors	26	Five Stars	\$48,560/yr	NA	457	Postsecondary non-degree award	None	Healthcare
292041	Emergency Medical Technicians and Paramedics	34	Five Stars	\$38,092/yr	19.10%	NA	Unavailable	None	Healthcare
292010	Clinical Laboratory Technologists and Technicians	37	Five Stars	\$58,139/yr	NA	314	Associate's degree	None	Healthcare
292055	Surgical Technologists	46	Five Stars	\$59,000/yr	11.90%	2,718	High school diploma or equivalent	Moderate term on the job training	Healthcare
436013	Medical Secretaries	48	Five Stars	\$42,193/yr	17.70%	652	Associate's degree	None	Healthcare
292034	Radiologic Technologists	51	Five Stars	\$73,642/yr	13.60%	614	High school diploma or equivalent	Moderate term on the job training	Healthcare
292052	Pharmacy Technicians	53	Five Stars	\$35,763/yr	4.30%	3,654	High school diploma or equivalent	None	Healthcare
319092	Medical Assistants	70	Five Stars	\$42,253/yr	27.50%	154	Associate's degree	None	Healthcare
291126	Respiratory Therapists	82	Five Stars	\$68,716/yr	14.60%	117	Associate's degree	None	Healthcare
292031	Cardiovascular Technologists and Technicians	86	Five Stars	\$63,841/yr	11.60%	315	High school diploma or equivalent	Moderate term on the job training	Healthcare
292037	Medical Records and Health Information Technicians	97	Five Stars	\$46,346/yr	13%	492	Postsecondary non-degree award	None	Healthcare
319099	Medical Equipment Preparers	114	Four Stars	\$45,430/yr	11.70%	NA	Associate's degree	None	Healthcare
291124	Radiation Therapists	128	Four Stars	\$81,015/yr	NA	451	High school diploma or equivalent	None	Healthcare
319097	Phlebotomists	142	Four Stars	\$38,908/yr	27.80%	195	Bachelor's degree	None	Healthcare
211091	Health Educators	143	Four Stars	\$63,380/yr	8.90%	2%	High school diploma or equivalent	Long term on the job training	Healthcare
292081	Opticians, Dispensing	146	Four Stars	\$35,776/yr	2%	326	Associate's degree	None	Healthcare
292021	Dental Hygienists	150	Four Stars	\$71,650/yr	12%	1,160	Bachelor's degree	None	Healthcare
119111	Medical and Health Services Managers	153	Four Stars	\$101,203/yr	23.70%	674	Postsecondary non-degree award	None	Healthcare
319091	Dental Assistants	157	Four Stars	\$50,490/yr	11.20%	NA	High school diploma or equivalent	Short term on the job training	Healthcare
311015	Orderlies	166	Four Stars	\$40,375/yr	NA	384	Associate's degree	None	Healthcare
292032	Diagnostic Medical Sonographers	170	Four Stars	\$82,067/yr	15.60%	30	High school diploma or equivalent	Short term on the job training	Healthcare
312021	Physical Therapist Assistants	214	Three Stars	\$52,876/yr	10.90%	92	Associate's degree	Moderate term on the job training	Healthcare
211094	Community Health Workers	221	Three Stars	\$39,961/yr	NA	30	Associate's degree	None	Healthcare
292033	Nuclear Medicine Technologists	223	Three Stars	\$88,849/yr	10.90%	30	Associate's degree	Moderate term on the job training	Healthcare
499062	Medical Equipment Repairers	234	Three Stars	\$70,430/yr	7.30%	92	Bachelor's degree	None	Healthcare
192031	Chemists	227	Three Stars	\$81,268/yr	8.70%	32	Bachelor's degree	None	Healthcare
291125	Recreational Therapists	231	Three Stars	\$45,996/yr	5.80%	73	Associate's degree	None	Healthcare
312011	Occupational Therapy Assistants	234	Three Stars	\$49,132/yr	9.40%	330	Postsecondary non-degree award	None	Healthcare
319011	Massage Therapists	245	Three Stars	\$34,489/yr	11.10%	NA	Bachelor's degree	None	Healthcare
291128	Exercise Physiologists	258	Three Stars	\$61,677/yr	NA	131	Bachelor's degree	None	Healthcare
291031	Dietitians and Nutritionists	260	Three Stars	\$62,428/yr	11.40%	68	High school diploma or equivalent	Short term on the job training	Healthcare
312022	Physical Therapist Aides	274	Three Stars	\$34,949/yr	17%	NA	High school diploma or equivalent	Short term on the job training	Healthcare
292053	Psychiatric Technicians	287	Three Stars	\$39,289/yr	8.40%	1,255	Postsecondary non-degree award	Long term on the job training	Manufacturing
514041	Machinists	10	Five Stars	\$45,646/yr	8.40%	1,199	High school diploma or equivalent	Moderate term on the job training	Manufacturing
514121	Welders, Cutters, Solderers, and Brazers	13	Five Stars	\$42,174/yr	17.10%	84	High school diploma or equivalent	Unavailable	Manufacturing
514098	Assemblers and Fabricators, all other, including team assemblers	20	Five Stars	\$32,080/yr	NA	2,202	High school diploma or equivalent	Long term on the job training	Manufacturing
499077	Maintenance and Repair Workers, General	25	Five Stars	\$41,644/yr	7.40%	1,413	High school diploma or equivalent	None	Manufacturing
511011	First-Line Supervisors of Production and Operating	28	Five Stars	\$60,377/yr	7.40%	NA	Less than high school	Short term on the job training	Manufacturing
513023	Slaughterers and Meat Packers	29	Five Stars	\$35,028/yr	NA	923	Postsecondary non-degree award	Long term on the job training	Manufacturing
499041	Industrial Machinery Mechanics	43	Five Stars	\$51,462/yr	14.20%	581	Bachelor's degree	None	Manufacturing
172112	Industrial Engineers	44	Five Stars	\$80,829/yr	12.90%	298	High school diploma or equivalent	Short term on the job training	Manufacturing
517042	Woodworking Machine Setters, Operators, and Tender	78	Five Stars	\$32,380/yr	8.10%	423	Bachelor's degree	None	Manufacturing
113051	Industrial Production Managers	94	Five Stars	\$96,463/yr	4.80%	NA	Associate's degree	None	Manufacturing
173026	Industrial Engineering Technicians	109	Four Stars	\$44,015/yr	0.60%	162	High school diploma or equivalent	Moderate term on the job training	Manufacturing
514111	Tool and Die Makers	110	Four Stars	\$54,037/yr	7.20%	288	High school diploma or equivalent	Moderate term on the job training	Manufacturing
514081	Multiple Machine Tool Setters, Operators, and Tend	115	Four Stars	\$45,660/yr	1.50%	82	Postsecondary non-degree award	Long term on the job training	Manufacturing
514072	Molding, Coremaking, and Casting Machine Setters,	121	Four Stars	\$32,965/yr	18.50%	84	High school diploma or equivalent	Moderate term on the job training	Manufacturing
514012	Computer Numerically Controlled Machine Tool Progr	124	Four Stars	\$56,826/yr	2.80%	141	High school diploma or equivalent	Moderate term on the job training	Manufacturing
519012	Cooling and Freezing Equipment Operators and Tende	132	Four Stars	\$48,020/yr	0%	259	High school diploma or equivalent	Moderate term on the job training	Manufacturing
519021	Cushioning, Grinding, and Polishing Machine Setters	134	Four Stars	\$41,032/yr	13.80%	489	High school diploma or equivalent	Moderate term on the job training	Manufacturing
519023	Mixing and Blending Machine Setters, Operators, an	138	Four Stars	\$39,046/yr	13.80%	1,087	High school diploma or equivalent	Moderate term on the job training	Manufacturing
514011	Computer-Controlled Machine Tool Operators, Metal	148	Four Stars	\$37,616/yr	10.40%	206	High school diploma or equivalent	Moderate term on the job training	Manufacturing
514031	Cutting, Punching, and Press Machine Setters, Oper	181	Four Stars	\$43,315/yr	8.40%	284	High school diploma or equivalent	Short term on the job training	Manufacturing
514033	Grinding, Lapping, Polishing, and Buffing Machine	189	Four Stars	\$38,527/yr	-0.50%	74	Bachelor's degree	None	Manufacturing
514071	Foundry Mold and Coremakers	193	Four Stars	\$40,623/yr	NA	284	High school diploma or equivalent	Short term on the job training	Manufacturing
519032	Cutting and Slicing Machine Setters, Operators, an	196	Four Stars	\$39,167/yr	9.90%	NA	High school diploma or equivalent	None	Manufacturing
172072	Electronics Engineers, Except Computer	198	Four Stars	\$78,676/yr	22.50%	1,364	High school diploma or equivalent	Moderate term on the job training	Manufacturing
513092	Food Batchmakers	203	Three Stars	\$40,864/yr	10.90%	397	Less than high school	Short term on the job training	Manufacturing
537063	Machine Feeders and Offbearers	205	Three Stars	\$38,607/yr	3.50%	481	High school diploma or equivalent	Moderate term on the job training	Manufacturing
515112	Printing Press Operators	212	Three Stars	\$43,986/yr	1.80%	26	High school diploma or equivalent	Moderate term on the job training	Manufacturing
514061	Model Makers, Metal and Plastic	229	Three Stars	\$32,976/yr	0%	NA	Unavailable	None	Manufacturing
512022	Electrical, electronic, and electromechanical assemblers	247	Three Stars	\$32,392/yr	0%	143	High school diploma or equivalent	Moderate term on the job training	Manufacturing
519012	Separating, Filtering, Clarifying, Precipitating,	251	Three Stars	\$36,749/yr	13.30%	2,120	Bachelor's degree	Internship/ residency	Mgmt, Education, Human Service
252021	Elementary School Teachers, Except Special Educati	18	Five Stars	\$54,586/yr	3.80%	4,780	High school diploma or equivalent	Short term on the job training	Mgmt, Education, Human Service
439061	Office Clerks, General	22	Five Stars	\$34,502/yr	-2.40%	2,361	High school diploma or equivalent	Short term on the job training	Mgmt, Education, Human Service
436014	Secretaries and Administrative Assistants, Except	23	Five Stars	\$35,758/yr	-8.60%	2,517	High school diploma or equivalent	Moderate term on the job training	Mgmt, Education, Human Service
414012	Sales Representatives, Wholesale and Manufacturing	27	Five Stars	\$64,468/yr	7%	1,487	High school diploma or equivalent	Short term on the job training	Mgmt, Education, Human Service
252031	Secondary School Teachers, Except Special and Care	31	Five Stars	\$62,197/yr	3.70%	4,765	High school diploma or equivalent	None	Mgmt, Education, Human Service
434051	Customer Service Representatives	35	Five Stars	\$33,313/yr	-8.40%	294	Bachelor's degree	None	Mgmt, Education, Human Service
151133	Software Developers, Systems Software	39	Five Stars	\$95,225/yr	19.20%	1,925	High school diploma or equivalent	None	Mgmt, Education, Human Service
434011	First-Line Supervisors of Office and Administrativ	42	Five Stars	\$53,073/yr	0.80%	533	High school diploma or equivalent	None	Mgmt, Education, Human Service
434161	Human Resources Assistants, Except Payroll and Tim	49	Five Stars	\$39,763/yr	-5.10%	548	High school diploma or equivalent	None	Mgmt, Education, Human Service
491011	First-Line Supervisors of Mechanics, Installers, a	52	Five Stars	\$67,717/yr	5.90%	785	High school diploma or equivalent	None	Mgmt, Education, Human Service
413021	Insurance Sales Agents	54	Five Stars	\$53,630/yr	NA	307	High school diploma or equivalent	None	Mgmt, Education, Human Service
252022	Middle School Teachers, Except Special and Career/	57	Five Stars	\$56,991/yr	3.80%	536	Bachelor's degree	None	Mgmt, Education, Human Service
151132	Software Developers, Applications	58	Five Stars	\$92,109/yr	17.40%	435	Bachelor's degree	None	Mgmt, Education, Human Service
113021	Computer and Information Systems Managers	62	Five Stars	\$110,267/yr	-1.80%	1,746	Bachelor's degree	None	Mgmt, Education, Human Service
132011	Accountants and Auditors	64	Five Stars	\$61,932/yr	9%	853	Bachelor's degree	None	Mgmt, Education, Human Service
131071	Human Resources Specialists	65	Five Stars	\$56,162/yr	0.10%	304	High school diploma or equivalent	Moderate term on the job training	Mgmt, Education, Human Service
132072	Loan Officers	66	Five Stars	\$68,864/yr	0%	483	Bachelor's degree	None	Mgmt, Education, Human Service
151121	Computer Systems Analysts	72	Five Stars	\$80,701/yr	1.20%	805	Bachelor's degree	None	Mgmt, Education, Human Service
113031	Financial Managers	77	Five Stars	\$103,213/yr	14.10%	229	High school diploma or equivalent	Short term on the job training	Mgmt, Education, Human Service
399041	Residential Advisors	81	Five Stars	\$37,750/yr	-8.50%	379	High school diploma or equivalent	Moderate term on the job training	Mgmt, Education, Human Service
413031	Securities, Commodities, and Financial Services	83	Five Stars	\$62,819/yr	4.70%	2,808	High school diploma or equivalent	Moderate term on the job training	Mgmt, Education, Human Service
433031	Bookkeeping, Accounting, and Auditing Clerks	84	Five Stars	\$40,438/yr	-3.50%	432	High school diploma or equivalent	Short term on the job training	Mgmt, Education, Human Service
434111	Interviewers, Except Eligibility and Loan	89	Five Stars	\$36,590/yr	7.10%	601	Bachelor's degree	None	Mgmt, Education, Human Service
131161	Market Research Analysts and Marketing Specialists	91	Five Stars	\$53,386/yr	14%	317	Bachelor's degree	None	Mgmt, Education, Human Service
151142	Network and Computer Systems Administrators	92	Five Stars	\$75,156/yr	1.40%	356	Bachelor's degree	None	Mgmt, Education, Human Service
252052	Special Education Teachers, Kindergarten and Eleme	95	Five Stars	\$54,951/yr	3.80%	801	Bachelor's degree	None	Mgmt, Education, Human Service
131111	Management Analysts	103	Four Stars	\$65,433/yr	4.40%	446	Bachelor's degree	None	Mgmt, Education, Human Service
131151	Training and Development Specialists	105	Four Stars	\$57,598/yr	3.60%	245	Bachelor's degree	None	Mgmt, Education, Human Service
113121	Human Resources Managers	117	Four Stars	\$98,804/yr	7.20%	323	High school diploma or equivalent	None	Mgmt, Education, Human Service
172061	Computer Hardware Engineers	123	Four Stars	\$113,012/yr	NA	200	Associate's degree	None	Mgmt, Education, Human Service
131020	Buyers and Purchasing Agents	131	Four Stars	\$61,272/yr	NA	242	Bachelor's degree	None	Mgmt, Education, Human Service
151131	Computer Programmers	140	Four Stars	\$76,992/yr	-10.40%	202	High school diploma or equivalent	Moderate term on the job training	Mgmt, Education, Human Service
434031	Court, Municipal, and License Clerks	145	Four Stars	\$46,158/yr	8.50%	276	Bachelor's degree	None	Mgmt, Education, Human Service
273031	Public Relations Specialists	147	Four Stars	\$54,673/yr	2.50%	276	Bachelor's degree	None	Mgmt, Education, Human Service
119041	Architectural and Engineering Managers	149	Four Stars	\$126,481/yr	3.50%	307	High school diploma or equivalent	None	Mgmt, Education, Human Service
131051	Cost Estimators	152	Four Stars	\$60,518/yr	1.90%	200	Associate's degree	None	Mgmt, Education, Human Service
232011	Paralegals and Legal Assistants	154	Four Stars	\$51,466/yr	-1%	245	Bachelor's degree	Moderate term on the job training	Mgmt, Education, Human Service
131041	Compliance Officers	156	Four Stars	\$63,399/yr	8.90%	517	Bachelor's degree	None	Mgmt, Education, Human Service
252011	Preschool Teachers, Except Special Education	163	Four Stars	\$33,500/yr	0%	189	Bachelor's degree	None	Mgmt, Education, Human Service
151122	Information Security Analysts	173	Four Stars	\$94,074/yr	18.90%	205	High school diploma or equivalent	Moderate term on the job training	Mgmt, Education, Human Service
434061	Eligibility Interviewers, Government Programs	178	Four Stars	\$50,115/yr	4.10%	86	Bachelor's degree	None	Mgmt, Education, Human Service
299011	Occupational Health and Safety Specialists	182	Four Stars	\$77,928/yr	6.80%	393	Bachelor's degree	None	Mgmt, Education, Human Service
211012	Educational, Guidance, School, and Vocational Coun	184	Four Stars	\$50,239/yr	4.40%	1,138	High school diploma or equivalent	Moderate term on the job training	Mgmt, Education, Human Service
433021	Billing and Posting Clerks	185	Four Stars	\$39,265/yr	12.40%				

152031	Operations Research Analysts	209	Three Stars	\$76,127/yr	18%	99	Bachelor's degree	None	Mgmt, Education, Human Service
172071	Electrical Engineers	211	Three Stars	\$101,578/yr	5.60%	163	Bachelor's degree	None	Mgmt, Education, Human Service
172141	Mechanical Engineers	215	Three Stars	\$74,062/yr	7.90%	340	Bachelor's degree	None	Mgmt, Education, Human Service
151143	Computer Network Architects	216	Three Stars	\$101,843/yr	6.70%	215	Bachelor's degree	None	Mgmt, Education, Human Service
113131	Training and Development Managers	217	Three Stars	\$92,525/yr	14.50%	66	Bachelor's degree	None	Mgmt, Education, Human Service
113061	Purchasing Managers	218	Three Stars	\$99,577/yr	7.60%	153	Bachelor's degree	None	Mgmt, Education, Human Service
132041	Credit Analysts	219	Three Stars	\$71,817/yr	8.60%	131	Bachelor's degree	None	Mgmt, Education, Human Service
434041	Credit Authorizers, Checkers, and Clerks	220	Three Stars	\$47,311/yr	9.10%	50	High school diploma or equivalent	Moderate term on the job training	Mgmt, Education, Human Service
112021	Public Relations and Fundraising Managers	226	Three Stars	\$96,249/yr	3.30%	101	Bachelor's degree	None	Mgmt, Education, Human Service
131141	Compensation, Benefits, and Job Analysis Specialists	230	Three Stars	\$60,234/yr	8.10%	113	Bachelor's degree	None	Mgmt, Education, Human Service
151134	Web Developers	232	Three Stars	\$53,361/yr	3.50%	171	Bachelor's degree	None	Mgmt, Education, Human Service
113011	Administrative Services Managers	237	Three Stars	\$84,004/yr	7.70%	492	Bachelor's degree	None	Mgmt, Education, Human Service
119121	Natural Sciences Managers	239	Three Stars	\$97,383/yr	7.40%	72	Bachelor's degree	None	Mgmt, Education, Human Service
436011	Executive Secretaries and Executive Administrative	240	Three Stars	\$49,363/yr	-16.30%	911	High school diploma or equivalent	None	Mgmt, Education, Human Service
273091	Interpreters and Translators	241	Three Stars	\$57,954/yr	8.60%	187	High school diploma or equivalent	Short term on the job training	Mgmt, Education, Human Service
132071	Credit Counselors	242	Three Stars	\$42,330/yr	5%	35	Bachelor's degree	Moderate term on the job training	Mgmt, Education, Human Service
112021	Marketing Managers	249	Three Stars	\$121,449/yr	3.40%	389	Bachelor's degree	None	Mgmt, Education, Human Service
132051	Financial Analysts	259	Three Stars	\$80,527/yr	5.60%	342	Bachelor's degree	None	Mgmt, Education, Human Service
191031	Conservation Scientists	262	Three Stars	\$72,216/yr	5.40%	50	Bachelor's degree	None	Mgmt, Education, Human Service
132021	Appraisers and Assessors of Real Estate	264	Three Stars	\$62,817/yr	8.60%	114	Bachelor's degree	Long term on the job training	Mgmt, Education, Human Service
119161	Emergency Management Directors	266	Three Stars	\$50,246/yr	4.30%	18	Bachelor's degree	None	Mgmt, Education, Human Service
414011	Sales Representatives, Wholesale and Manufacturing	268	Three Stars	\$26,649/yr	0.40%	277	Bachelor's degree	Moderate term on the job training	Mgmt, Education, Human Service
112022	Sales Managers	269	Three Stars	\$105,819/yr	6.30%	773	Bachelor's degree	None	Mgmt, Education, Human Service
253098	Substitute Teachers	270	Three Stars	\$36,681/yr	10.30%	515		Unavailable	Mgmt, Education, Human Service
394031	Morticians, Undertakers, and Funeral Directors	275	Three Stars	\$71,285/yr	7.80%	86	Bachelor's degree	Long term on the job training	Mgmt, Education, Human Service
131131	Fundraisers	279	Three Stars	\$51,190/yr	2.60%	153	Bachelor's degree	None	Mgmt, Education, Human Service
271021	Commercial and Industrial Designers	281	Three Stars	\$64,250/yr	0%	87	Bachelor's degree	None	Mgmt, Education, Human Service
172111	Health and Safety Engineers, Except Mining Safety	282	Three Stars	\$98,422/yr	0%	23	Bachelor's degree	None	Mgmt, Education, Human Service
171011	Architects, Except Landscape and Naval	283	Three Stars	\$65,977/yr	2.90%	52	Bachelor's degree	Internship/ residency	Mgmt, Education, Human Service
252054	Special Education Teachers, Secondary School	285	Three Stars	\$63,098/yr	3.60%	249	Bachelor's degree	Internship/ residency	Mgmt, Education, Human Service
518013	Power Plant Operators	289	Three Stars	\$94,262/yr	9.60%	82	High school diploma or equivalent	Long term on the job training	Mgmt, Education, Human Service
172041	Chemical Engineers	292	Three Stars	\$95,931/yr		NA	Bachelor's degree	None	Mgmt, Education, Human Service
493111	Statistical Assistants	294	Three Stars	\$50,246/yr		NA	Bachelor's degree	None	Mgmt, Education, Human Service
192022	Materials Scientists	295	Three Stars	\$93,528/yr		NA	Bachelor's degree	None	Mgmt, Education, Human Service
259041	Teacher Assistants	14	Five Stars	\$32,094/yr	3.70%	3,170	High school diploma or equivalent	None	Public Sector
411011	First-Line Supervisors of Retail Sales Workers	8	Five Stars	\$38,777/yr	1.90%	2,519	High school diploma or equivalent	None	Service
351012	First-Line Supervisors of Food Preparation and Ser	15	Five Stars	\$34,983/yr	1.50%	1,858	High school diploma or equivalent	None	Service
537062	Laborers and Freight, Stock, and Material Movers,	17	Five Stars	\$32,829/yr	13.20%	5,386	Less than high school	Short term on the job training	Service
435071	Shipping, Receiving, and Traffic Clerks	24	Five Stars	\$35,520/yr	2.20%	1,193	High school diploma or equivalent	Short term on the job training	Service
472152	Plumbers, Pipefitters, and Steamfitters	45	Five Stars	\$58,028/yr	18.60%	1,164	High school diploma or equivalent	Apprenticeship	Service
412022	Parts Salespersons	60	Five Stars	\$35,994/yr	-1.30%	544	Less than high school	Moderate term on the job training	Service
333012	Correctional Officers and Jailers	63	Five Stars	\$51,472/yr	-5%	292	High school diploma or equivalent	Moderate term on the job training	Service
333051	Police and Sheriff's Patrol Officers	66	Five Stars	\$62,819/yr	5.40%	574	Associate's degree	Moderate term on the job training	Service
493023	Automotive Service Technicians and Mechanics	68	Five Stars	\$39,411/yr	2.90%	1,251	Postsecondary non-degree award	Short term on the job training	Service
492022	Telecommunications Equipment Installers and Repair	76	Five Stars	\$43,816/yr	-25.40%	272	High school diploma or equivalent	Moderate term on the job training	Service
519061	Inspectors, Testers, Sorters, Samplers, and Weigher	80	Five Stars	\$42,711/yr	-7.30%	1,075	High school diploma or equivalent	Moderate term on the job training	Service
493031	Bus and Truck Mechanics and Diesel Engine Speciali	90	Five Stars	\$49,953/yr	13.50%	611	High school diploma or equivalent	Long term on the job training	Service
399031	Fitness Trainers and Aerobics Instructors	93	Five Stars	\$32,705/yr	-1.80%	803	High school diploma or equivalent	Short term on the job training	Service
517011	Cabinetmakers and Bench Carpenters	99	Five Stars	\$45,076/yr	-9.20%	307	High school diploma or equivalent	Moderate term on the job training	Service
499021	Heating, Air Conditioning, and Refrigeration Mecha	104	Four Stars	\$49,614/yr	13.90%	348	Postsecondary non-degree award	Long term on the job training	Service
493021	Automotive Body and Related Repairers	106	Four Stars	\$38,728/yr	7.30%	258	High school diploma or equivalent	Long term on the job training	Service
391021	First-Line Supervisors of Personal Service Workers	120	Four Stars	\$38,496/yr	-3.90%	360	High school diploma or equivalent	None	Service
472073	Operating Engineers and Other Construction Equipme	125	Four Stars	\$63,749/yr	-6.70%	707	High school diploma or equivalent	Moderate term on the job training	Service
499043	Maintenance Workers, Machinery	126	Four Stars	\$39,907/yr	18.90%	143	High school diploma or equivalent	Moderate term on the job training	Service
435061	Production, Planning, and Expediting Clerks	129	Four Stars	\$48,307/yr	6.30%	572	High school diploma or equivalent	Moderate term on the job training	Service
434151	Order Clerks	135	Four Stars	\$34,271/yr	4.40%	213	High school diploma or equivalent	Short term on the job training	Service
472111	Electricians	139	Four Stars	\$65,906/yr	10.90%	1,347	Postsecondary non-degree award	Apprenticeship	Service
471011	First-Line Supervisors of Construction Trades and	151	Four Stars	\$72,724/yr	1.60%	541	High school diploma or equivalent	None	Service
499044	Millwrights	158	Four Stars	\$43,040/yr	10.70%	78	High school diploma or equivalent	Apprenticeship	Service
519122	Painters, Transportation Equipment	160	Four Stars	\$37,932/yr	11.80%	103	High school diploma or equivalent	Moderate term on the job training	Service
352012	Cooks, Institution and Cafeteria	168	Four Stars	\$31,711/yr	4.40%	1,171	Less than high school	Short term on the job training	Service
472061	Construction Laborers	175	Four Stars	\$43,969/yr	1.30%	1,350	Less than high school	Short term on the job training	Service
518021	Stationary Engineers and Boiler Operators	183	Four Stars	\$60,849/yr	6.30%	162	High school diploma or equivalent	Long term on the job training	Service
331012	First-Line Supervisors of Police and Detectives	192	Four Stars	\$86,971/yr	5.30%	111	Bachelor's degree	Moderate term on the job training	Service
513021	Butchers and Meat Cutters	194	Four Stars	\$35,738/yr	8.20%	376	Less than high school	Long term on the job training	Service
292056	Veterinary Technologists and Technicians	201	Three Stars	\$35,996/yr	4.70%	141	Associate's degree	None	Service
119021	Construction Managers	213	Three Stars	\$85,425/yr	1%	359	Bachelor's degree	Moderate term on the job training	Service
435031	Police, Fire, and Ambulance Dispatchers	222	Three Stars	\$58,207/yr	7%	127	High school diploma or equivalent	Moderate term on the job training	Service
211092	Probation Officers and Correctional Treatment Spec	228	Three Stars	\$74,647/yr	4.70%	116	Bachelor's degree	Short term on the job training	Service
514191	Heat Treating Equipment Setters, Operators, and Te	235	Three Stars	\$42,120/yr		NA	High school diploma or equivalent	Moderate term on the job training	Service
472031	Carpenters	238	Three Stars	\$51,685/yr	-4%	1,342	High school diploma or equivalent	Apprenticeship	Service
472132	Insulation Workers, Mechanical	243	Three Stars	\$91,322/yr	14.60%	112	High school diploma or equivalent	Apprenticeship	Service
499052	Telecommunications Line Installers and Repairers	253	Three Stars	\$44,795/yr	17.80%	147	High school diploma or equivalent	Long term on the job training	Service
537081	Refuse and Recyclable Material Collectors	254	Three Stars	\$38,621/yr		NA	Less than high school	Short term on the job training	Service
492094	Electrical and Electronics Repairers, Commercial a	255	Three Stars	\$61,601/yr		NA	Postsecondary non-degree award	Long term on the job training	Service
519121	Coating, Painting, and Spraying Machine Setters, O	256	Three Stars	\$37,876/yr	6.40%	353	High school diploma or equivalent	Moderate term on the job training	Service
537021	Crane and Tower Operators	277	Three Stars	\$38,179/yr		NA	High school diploma or equivalent	Moderate term on the job training	Service
395094	Skincare Specialists	278	Three Stars	\$42,823/yr		NA	Postsecondary non-degree award	None	Service
373013	Tree Trimmers and Pruners	286	Three Stars	\$57,541/yr		NA	High school diploma or equivalent	Short term on the job training	Service
499094	Locksmiths and Safe Repairers	290	Three Stars	\$58,536/yr		NA	High school diploma or equivalent	Long term on the job training	Service
472131	Insulation Workers, Floor, Ceiling, and Wall	291	Three Stars	\$41,823/yr		NA	Less than high school	Short term on the job training	Service
435032	Dispatchers, Except Police, Fire, and Ambulance	297	Three Stars	\$41,932/yr	-5.90%	298	High school diploma or equivalent	Moderate term on the job training	Service
533032	Heavy and Tractor-Trailer Truck Drivers	5	Five Stars	\$44,529/yr	7%	4,200	High school diploma or equivalent	Short term on the job training	Transportation
533032	Light Truck or Delivery Services Drivers	47	Five Stars	\$31,624/yr	6.90%	1,423	High school diploma or equivalent	Short term on the job training	Transportation
533022	Bus Drivers, School or Special Client	101	Four Stars	\$31,568/yr	14.20%	2,265	High school diploma or equivalent	Short term on the job training	Transportation
537051	Industrial Truck and Tractor Operators	165	Four Stars	\$42,290/yr	16.70%	1,414	Less than high school	Short term on the job training	Transportation
531048	Supervisors of transportation and material moving workers	174	Four Stars	\$65,198/yr		NA		Unavailable	Transportation
533021	Bus Drivers, Transit and Intercity	187	Four Stars	\$38,569/yr		NA	High school diploma or equivalent	Moderate term on the job training	Transportation
131081	Logisticians	233	Three Stars	\$69,698/yr	13.80%	226	Bachelor's degree	None	Transportation
435011	Cargo and Freight Agents	257	Three Stars	\$47,217/yr		NA	High school diploma or equivalent	Short term on the job training	Transportation
113071	Transportation, Storage, and Distribution Managers	271	Three Stars	\$82,663/yr	9%	135	Bachelor's degree	None	Transportation

Source: DEED Occupations in Demand

Southeast Minnesota Regional Disparities by Race and Origin

Southeast Minnesota’s population is relatively non-diverse, but is becoming more diverse over time. Through 2018, about 86 percent of the region’s population reported being White alone, and not of Hispanic or Latino origin; while the other 14 percent of the population reported a different race – such as Black or African American, American Indian, Asian, Some Other Race, or Two or More Races – or Hispanic or Latino Origin. That was 5.7 percent lower than the population statewide, where 19.7 percent of residents reported a race or origin other than White alone (see Figure 1).



Southeast Minnesota was home to 504,331 people in 2018, an increase of over 44,000 new residents since 2000. The 11-county region saw an increase of 18,836 White residents, accounting for 42.6 percent of the recent population growth. However, the region experienced even faster population growth from people of other races and origins (see Table 1).

With just over 28,000 residents, people of Hispanic or Latino origin – who can be of any race – comprised the largest minority group in the region, accounting for 5.6 percent of the total population. That was slightly more concentrated than in the state as a whole. The region’s Hispanic or Latino population more than doubled from 2000 to 2018, increasing 110.2 percent.

Table 1. Population Change in Southeast Minnesota, 2000-2018

	Southeast Minnesota				Minnesota	
	2018 Population Estimate	2018 Percent	Change from 2000-2018		2018 Percent	Change from 2000-2018
Total Population	504,331	100.0%	+44,229	+9.6%	100.0%	+12.4%
White	452,889	89.8%	+18,836	+4.3%	83.3%	+4.7%
Black or African American	17,192	3.4%	+11,618	+208.4%	6.2%	+99.3%
American Indian & Alaska Native	1,877	0.4%	+472	+33.6%	1.1%	+7.3%
Asian & Other Pac. Islander	15,295	3.0%	+6,563	+75.2%	4.8%	+83.8%
Some Other Race	7,368	1.5%	+1,776	+31.8%	1.8%	+48.7%
Two or More Races	9,710	1.9%	+4,964	+104.6%	2.9%	+90.7%
Hispanic or Latino origin	28,009	5.6%	+14,685	+110.2%	5.3%	+104.2%

Source: U.S. Census 2014-2018 American Community Survey

The next two largest race groups each had over 15,000 residents in the region. Southeast Minnesota had 17,192 Black or African American Residents in 2018, a 208.4 percent rise since 2000. Likewise, the region was home to 15,295 Asian or Other Pacific Islanders, after gaining 6,563 additional residents since the turn of the century. Residents reporting Two or More Races increased 104.6 percent in the region from 2000 to 2018, and now account for 9,710 people, which is about 1.9 percent of the total population.

Though the population reporting Some Other Race increased by only 1,776 people from 2000 to 2018, the region had 7,368 people of Some Other Race in 2018. Finally, the smallest race group in the region was American Indian and Alaska Natives, with 1,877 people after adding 472 new residents since 2000. In sum, about 10.2 percent of the population in the region was a race other than White.

Employment Diversity

People of other races held just 9.2 percent of total jobs in Southeast Minnesota, according to data from the Quarterly Workforce Indicators program. Based on annual averages for 2019, nearly 23,000 jobs were held by people of other races, compared to about 225,000 White workers. While still a small portion, workers of other races held just 4.3 percent of the total jobs in 2000, meaning their employment presence more than doubled from 2000 to 2019 (see Figure 2).

In sum, workers of other races have filled an additional 13,500 jobs in the region since 2000, accounting for 45 percent of the 29,800 new jobs added. With 9,489 jobs, Black or African Americans were the largest race group in the regional economy, after gaining 6,454 jobs since 2000, a 213 percent increase. The next largest group was Asians, who held 8,958 jobs in 2019 after rising 101 percent from 2000 (see Figure 3). Workers of Hispanic or Latino origin filled 12,922 jobs in the region, up by 7,132 jobs since 2000, a 123 percent gain.

Most industry sectors in Southeast Minnesota are non-diverse, but there are a couple that rely more heavily on workers of other races. The largest number of minority workers were employed in

Health Care and Social Assistance, though 89 percent of the jobs in the industry were held by White workers. Workers of other races were also employed in larger numbers in Manufacturing, Accommodation and Food Services, and Retail Trade (see Figure 4). The most diverse industry in the region was Administrative Support and Waste Management Services, where 16.3 percent were non-white.

Fig. 2. Employment by Race & Origin, All Industries, Southeast MN, 2019

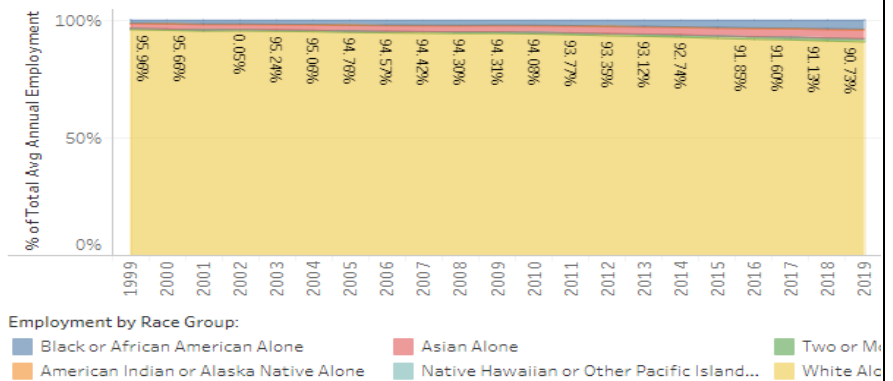


Fig. 3. Employment by Other Races, All Industries, Southeast MN, 2019

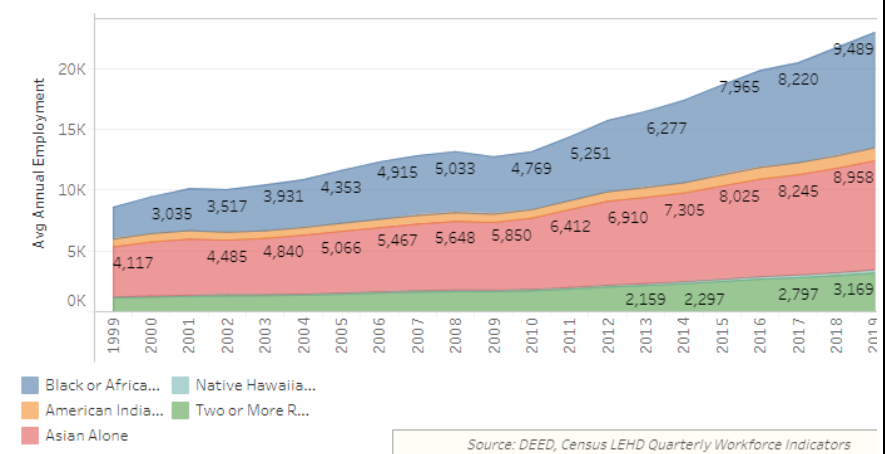
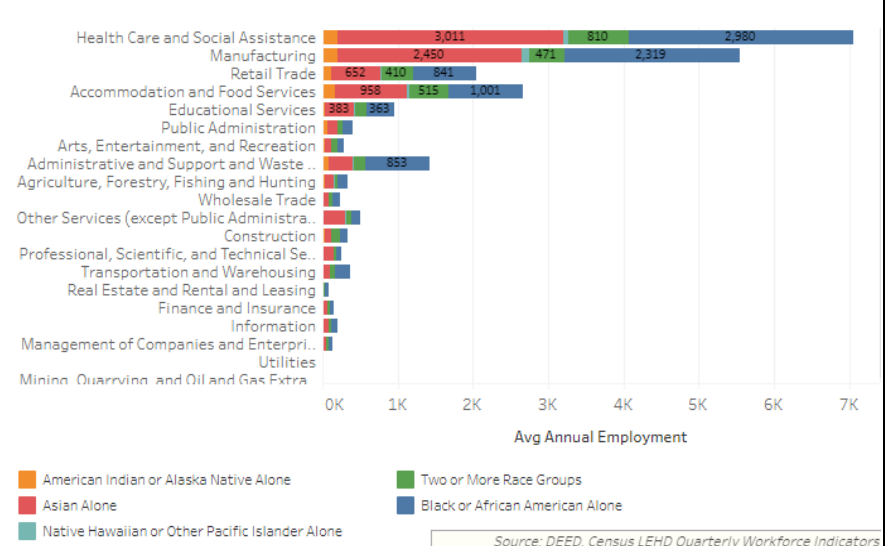


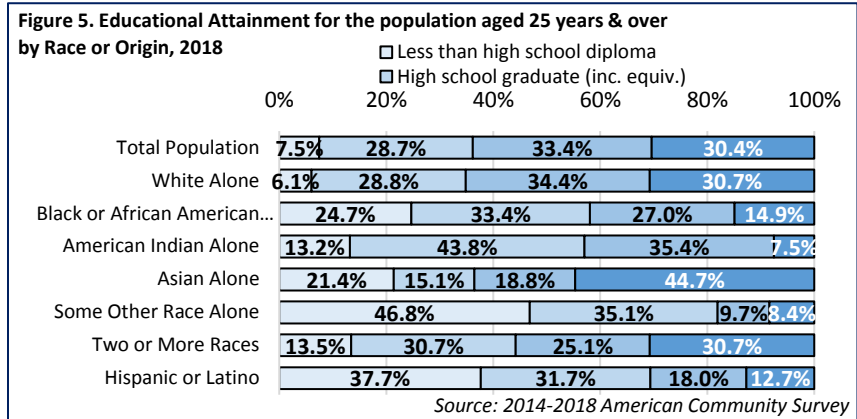
Fig. 4. Employment by Other Races by Industry, Southeast MN, 2019



Employment Characteristics

Comparing the economic status of people of other races with the region’s White residents reveals many disparities including educational attainment, labor force participation, unemployment, and income and poverty levels. Closing these gaps is crucial to keep the region’s economy moving forward.

People of other races exhibited lower educational attainment than their White counterparts, with a much higher percentage of people with less than a high school diploma. Close to half of those of Some Other Race and almost 40 percent of those identifying as Hispanic or Latino had less than a high school diploma. In contrast, Asian residents had a higher percentage of people with a bachelor’s degree or higher (see Figure 5).



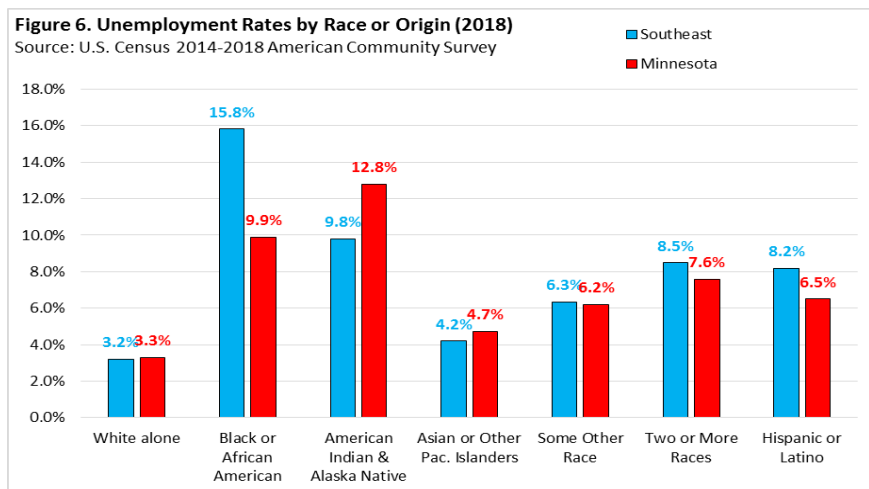
Labor force participation rates are slightly lower in Southeast Minnesota than the state as a whole. People of Some Other Race had the highest labor force participation rate in the region at 74.8 percent, and Hispanic or Latino, Two or More Races, and Asian workers also participated at a higher rate than whites. In contrast, Black or African American and American Indian/Alaska Native workers had lower labor force participation rates (see Table 2).

Table 2. Southeast MN Employment Characteristics by Race & Hispanic Origin

	Southeast			Minnesota	
	In Labor Force	Labor Force Partic. Rate	Unemp. Rate	Labor Force Partic. Rate	Unemp. Rate
White alone	250,983	68.6%	3.2%	69.5%	3.3%
Black or African American	7,661	66.9%	15.8%	70.7%	9.9%
American Indian & Alaska Native	751	50.7%	9.8%	58.5%	12.8%
Asian or Other Pac. Islanders	8,333	70.9%	4.2%	71.3%	4.7%
Some Other Race	3,811	74.8%	6.3%	77.2%	6.2%
Two or More Races	3,491	71.4%	8.5%	73.1%	7.6%
Hispanic or Latino	13,342	74.4%	8.2%	76.3%	6.5%

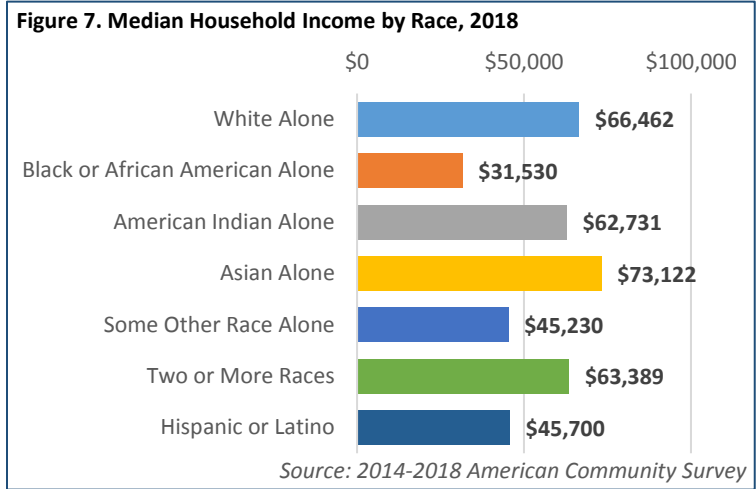
Source: U.S. Census 2014-2018 American Community Survey

Despite the job growth detailed above for workers of other races and origins, unemployment rate disparities continue to exist in the region. All race and ethnicity groups had higher unemployment rates than Whites. In 2018, the region’s White unemployment rate was 3.2 percent which was slightly lower than the state rate. At 15.8 percent, Black or African Americans had the highest unemployment rate in the region, almost 5 times the rate for Whites, and 5.9 percentage points higher than the state rate for Blacks or African Americans. Likewise, rates were significantly higher for American Indian and Alaska Natives, people of Some Other Race, Two or More Races, and Hispanic or Latino origin. However, unemployment rates were just 4.2 percent for Asian and Other Pacific Islander workers (see Figure 6).

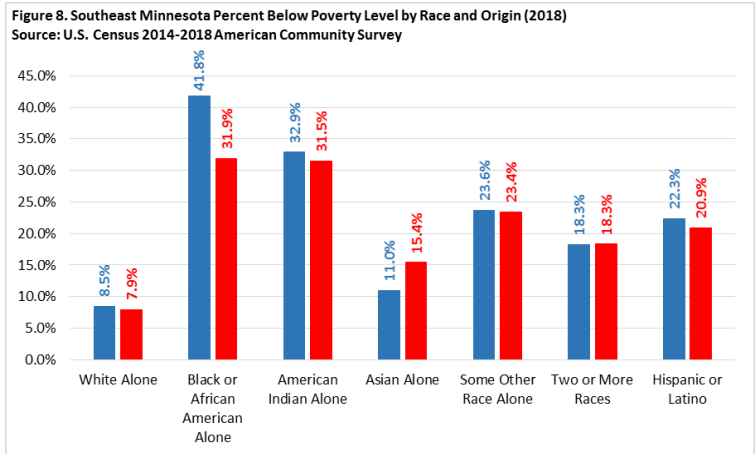


Economic Disparities

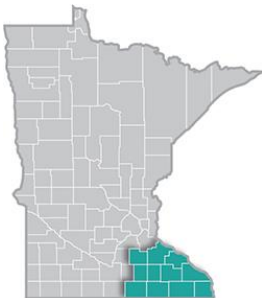
Racial disparities exist in employment characteristics, but they also are found in economic outcomes as measured by household income and poverty levels. The region’s median household income was \$65,054 in 2018, but varied by race groups. The median household income for Black or African American households was \$31,530, almost \$35,000 less than White households. Incomes were also relatively low for Hispanic or Latino households and households of Some Other Race, but the median income was actually higher for Asian households than for Whites (see Figure 7).



Another measure of economic outcome is the percent of the population below the poverty level. Again, there exists disparities between Whites and people of other races in Southeast Minnesota. Overall, the region’s poverty rate was 10.1 percent, which was a little lower than the statewide rate of 10.5 percent. However, in 2018 it was estimated that 41.8 percent of the region’s Black or African American population was below the poverty level, compared to just 8.5 percent of the White population. Likewise, the poverty levels hovered around 33 percent for American Indians, and around 23 percent for those of Some Other Race and of Hispanic or Latino Origin. In most cases, the region’s poverty rate was higher than the state’s poverty rate, with the exception of Asians and Two or More Races, the latter of which saw the region’s rate equal to that of the state.



These racial disparities exist and persist for a wide variety of reasons, but the economic challenges and opportunities the region will face over the next 15 years are so great that they will need to be tackled with a multi-pronged approach to attracting, retaining, and training workers of all demographic characteristics. Working on solutions to address these disparities between the White population and populations of other races is not only the right thing to do, it is the necessary thing to do if the region is going to provide employers with the workforce needed for success.



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