

LAND OF LINCOLN WORKFORCE ALLIANCE

1300 South Ninth Street Springfield, Illinois 62703

Phone: 217-524-6103 TTY: 711

www.worknet20.org



REQUEST FOR PROPOSALS (RFP) OUT-OF-SCHOOL YOUTH PROGRAMS 2017

The Land of Lincoln Workforce Alliance (LLWA) is soliciting proposals for *innovative* youth workforce programs to operate under the provisions of Title I of the federal Workforce Innovation and Opportunity Act (WIOA) of 2014. The Workforce Innovation and Opportunity Act was signed into law on July 22, 2014 and provides for the establishment and delivery of a national employment and training system designed to address the employability needs of economically disadvantaged adults, youth, and dislocated workers. WIOA supersedes the Workforce Investment Act of 1998 and amends the Adult Education and Family Literacy Act, the Wagner-Peyser Act, and the Rehabilitation Act of 1973. The WIOA took effect on July 1, 2015 and regulations were issued by the U.S. Department of Labor (DOL). Further local guidance and policy decisions will continue to be announced until all aspects of WIOA implementation are complete. **The targeted population to be served for this RFP is out-of-school youth residing in the counties of Cass, Christian, Logan, Menard, and Sangamon that are between the ages of 16 and 24 and meet WIOA eligibility.** Populations considered the neediest to be served in programs funded by WIOA include, but are not limited to: youth aging out of foster care, youth in the juvenile justice system, children of incarcerated parents, or other barriers that hinder youth from successfully completing their education or attaining employment. The contract term for this RFP will commence on July 1, 2017 and end on June 30, 2018. Contractors may have the opportunity for a one-year extension. Businesses, Not-for-Profit Agencies, Community Based Organizations, Faith-based Organizations, Colleges, Proprietary Schools, and Labor Training programs are encouraged to respond to this RFP.

To be considered for funding, youth programs will place an emphasis on achieving success in academic/occupational skills training which leads to credential attainment and improving the overall academic performance of youth enrolled in the program while also placing emphasis on work-based training. Work experience is a critical WIOA youth program element. Programs that meet the demands of businesses (in targeted sectors with career pathways) and also include work-based training opportunities will be considered for funding. Innovative proposals that best meet the needs of the community at large and benefit the largest number of eligible youth in the five county area are encouraged to apply.

The Land of Lincoln Workforce Alliance is the administrative and fiscal agent for federal funds received from the U.S. Department of Labor, Employment and Training Administration for the Workforce Innovation and Opportunity Act (WIOA). Federal funding provides for the delivery of a national employment and training system designed to address the employability needs of economically disadvantaged adults, youth, and dislocated workers.

The funding amount available for contracts is subject to the allocation of federal funds by the U.S. Department of Labor and State of Illinois Department of Commerce.

Questions may be directed to youth@worknet20.org. A Bidders' Meeting is scheduled for Thursday, March 23rd at 2:00 p.m. at the LLWA. Proposals must be received by 4:30 pm. CST on Friday, April 7th, 2017. Timely

receipt of proposals is the sole responsibility of the bidder. *Proposals may be submitted electronically to youth@worknet20.org or an original and two copies may be submitted to the address listed above.*

Grant Term: The funding period will commence on or before July 1, 2017 and will end June 30, 2018. One-year extensions may be granted based on performance and funding availability.

TENTATIVE TIMELINE

Event	Date
Bidders' Meeting	Thursday, March 23 rd , 2017
RFP Due Date	Friday, April 7 th , 2017
Review Committee Meetings	April 2017
CEO Committee Approval	May 2017
Recommendation to Sangamon Co. Board	May 2017
Recommendations to Workforce Board	Monday, May 15 th , 2017
Funding award notifications	May 2017
Contract Preparations Begin	June 2017
Contracts to Providers for Review	June 2017
Contractor start date	July 1 st , 2017
Program start date	July 2017
July program, fiscal, and accrual reports due	Tuesday, August 15 th , 2017
August program, fiscal, and accrual reports due	Friday, September 15 th , 2017
September program, fiscal, and accrual reports due	Friday, October 13 th , 2017
October program, fiscal, and accrual reports due	Wednesday, November 15 th , 2017
November program, fiscal, and accrual reports due	Friday, December 15 th , 2017
December program, fiscal, and accrual reports due	Monday, January 15 th , 2018
January program, fiscal, and accrual reports due	Thursday, February 15 th , 2018
February program, fiscal, and accrual reports due	Thursday, March 15 th , 2018
March program, fiscal, and accrual reports due	Friday, April 13 th , 2018
April program, fiscal, and accrual reports due	Tuesday, May 15 th , 2018
On- site program monitoring	April 2018
May program, fiscal, and accrual reports due	Friday, June 15 th , 2018
June program, fiscal, and accrual reports due	Friday, July 13 th , 2018
July program, fiscal, and accrual reports due	Wednesday, August 15 th , 2018

NOTE: All dates after the *RFP Due Date* may be adjusted as conditions dictate without addendum to this RFP.

PROGRAM REQUIREMENTS

OVERVIEW

This Request for Proposal (RFP) is designed to solicit bids for Contractor(s) to implement out-of-school youth programs that increase educational functioning levels, ensure attainment of high school diploma or GED, provide work based learning opportunities, placement in employment or post-secondary education, and attainment of a credential, followed by one year (12 months) of follow-up services.

It is the intent of the Land of Lincoln Workforce Alliance to fund a proposal(s) that:

- A) Provide effective case management and services for out-of-school youth ages 16 – 24.
- B) Identify at risk youth, and engage youth in training to attain a credential.
- C) Closely link youth to the job market and connect youth with employers.
- D) Impact youth to achieve employability skills, occupational skills, and employment success that will lead to self-sufficiency.
- E) Provide quality follow-up services to facilitate sustained employment and educational achievement, advancement along a job and/or educational ladder, and personal development.
- F) Demonstrate measurable WIOA youth performance outcomes.

Preference will be given to proposals that connect youth to careers within in-demand industries or occupations in LWA 20 that result in: credential attainment, gains in literacy and numeracy goals, improved pre-employment skills, preparedness in meeting the demands of employers, and skill attainment that supports employment in the current and future job market.

YOUTH ELIGIBILITY

Youth participating in training funded under this RFP must be **out-of-school**, and must meet the eligibility criteria listed below. In order to participate in any program funded under this RFP, all youth must be **out-of-school**. An out-of-school youth is an eligible youth who is:

- (i) not attending any school (as defined under State law);
- (ii) not younger than age 16 or older than age 24; and
- (iii) one or more of the following:
 - (I) A school dropout.
 - (II) A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter.
 - (III) A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is—
 - (aa) basic skills deficient; or
 - (bb) an English language learner.
 - (IV) An individual subject to the juvenile or adult justice system
 - (V) A homeless individual, a homeless child or youth, a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement.
 - (VI) An individual who is pregnant or parenting.
 - (VII) A youth who is an individual with a disability.
 - (VIII) A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

NOTE: Male youth ages 18-24 must have registered for the Selective Service. Male youth under the age of 18 must register within 30 days of his 18th birthday.

The Land of Lincoln Workforce Alliance staff will determine eligibility and need for services. Youth must complete intake paperwork, submit required documentation, and be assessed prior to final eligibility determination. Parent signatures will be required for all youth under the age of 18. No youth may participate in any program prior to securing WIOA eligibility. Neither Contractors nor youth will be reimbursed for costs incurred prior to enrollment. Enrollment information will be entered on the statewide data base system, the Illinois Workforce Development System (IWDS).

Contractors will identify potential youth for enrollment, assess, and collaborate with the Land of Lincoln Workforce Alliance to make arrangements for intake and eligibility determination. This collaboration may include assisting the Workforce Coordinator to fully complete all paperwork necessary to be considered for eligibility. All required documentation must be submitted in a timely fashion for review and data entry.

RESPONSIBILITIES OF CONTRACTORS

1) RECRUITMENT AND MARKETING

Recruitment of youth for programs is the responsibility of the Contractor. Contractors are responsible for recruitment and referral, and will be evaluated accordingly. Youth workforce development services should incorporate a comprehensive recruitment strategy designed to attract and retain eligible youth. A variety of recruitment options include: public service announcements, dissemination of flyers, classified ads, social media utilization, newspaper articles, and agency referrals (including referrals from the LLWA).

2) ASSESSEMENT

All youth must be assessed. Assessments will include basic skills in reading and math. Contractors must administer a pre and post-test assessment utilizing the Test of Adult Basic Education (TABE). All youth who are assessed as being basic skills deficient (see definition of basic skills deficient in Definition section) must have a goal to increase their reading and/or math skills. A positive outcome is the completion of one educational functioning level and an increase to the next level. For most youth, this will most likely be an increase of one or two grade levels depending on the pre-test results. Educational functioning level is also defined in the Definitions section. Youth identified as basic skills deficient must be post-tested at least once by the end of year one following the individual's date of first youth program service. **Contractors must follow the guidelines and will be responsible for Assessment as outlined in the Attachments Section - Educational Functioning Level and Assessment of Youth with Disabilities.**

3) DEVELOPMENT OF AN INDIVIDUAL EMPLOYMENT PLAN (IEP)

Assessment results will be incorporated into an Individual Employment Plan (IEP) developed by the LLWA. The IEP will include employment goals, planned and received services, and detailed strategies to help youth achieve goals. The IEP will be a living document. Contractors will review and update the IEP on an on-going basis to document a customer's progress, activities completed, benchmarks reached, and any other accomplishments throughout the duration of follow-up services.

4) WIOA REQUIRED PROGRAM ELEMENTS

WIOA Section 129(c) (2) and 20 CFR 681.310 state that local programs must make each of the 14 program elements available to all youth customers. The Contractor must assure that the WIOA required Program Elements are available to all youth customers, and include letters from the organization(s) describing the service(s) to be provided. Contractors who do not provide all 14 elements must link with other organizations that can provide the appropriate services for an individual youth. **The program element attachment must be included with the proposal. A description of the required 14 youth elements is included below:**

DESCRIPTION OF REQUIRED 14 YOUTH ELEMENTS

1. Tutoring, basic skills improvement, study skills training, and instruction, leading to completion of secondary school. Tutoring is a teaching relationship that focuses on specific academic areas; tutoring is an effective practice for addressing specific needs. Tutoring helps youth succeed in school by offering the individualized instruction that youth need in structured sessions held regularly by a qualified tutor who monitors and reinforces the youth's progress. Tutoring may be provided one-on-one or in a group setting, such as General Educational Development (GED) preparation.

2. **Summer employment opportunities that are directly linked to academic related work skills and occupational learning.** Summer employment opportunities linked to academic and occupational learning is a single program element that must be made available to WIOA youth customers. Summer employment is not a stand-alone program. Many program elements may take place during the summer, of which summer employment is only one. While all WIOA youth should be engaged in WIOA activities during the summer, other program elements may be more appropriate, depending on the needs and goals of each youth.
3. **Occupational skills training leading to a credential** (Credential is defined in Definitions Section). Occupational skill training that leads to industry recognized post-secondary credentials that align with in-demand industry sectors or occupations in the local workforce area.
4. **Leadership development opportunities** are a broad set of activities that encourage responsibility, employability, and other positive social behaviors. Types of leadership development opportunities include such activities as positive social behavior, self-esteem building, decision making, teamwork, interviewing, resume preparation, cover letter writing, attendance, punctuality, task completion, and labor market information.
5. **Alternative School Services** including GED/High School Diploma completion. Alternative schools offer specialized, structured curriculum inside or outside of the public school system which may provide work/study and/or academic intervention for students with behavior problems, physical/mental disabilities, or who are at-risk of dropping out. To be classified as an alternative school or alternative course of study for WIOA purposes, a specialized structured curriculum is required that is clearly distinguishable from the regular curriculum offered to students in corresponding grades or classes.
6. **Guidance and counseling**, which may include drug and alcohol abuse referral when appropriate. Comprehensive guidance and counseling is a process of helping youth make and implement informed educational, occupational, and life choices. Comprehensive guidance and counseling programs impart skills through counselor-directed learning opportunities that help youth achieve success through academic, career, personal, and social development. An effective comprehensive guidance and counseling program develops a youth's competencies in self-knowledge, educational and occupational exploration, and career planning.
7. **Work experience opportunities** that are planned, structured learning experiences (internships, OJTs, apprenticeships) that take place in a workplace for a limited period of time for the purpose of providing youth with opportunities for career exploration and skill development.
8. **Support services** such as child care, transportation, uniforms, tools, work appropriate clothing, and medical/drug screening that enable youth to participate in programs.
9. **Mentoring** by peers or adults for at least one year. Adult mentoring is a one-to-one supportive relationship between an adult and a youth that is based on trust. High-quality adult mentoring programs include an adult role model who builds a working relationship with a youth and who fosters the development of positive life skills in youth.
10. **Financial literacy training-** Training to create household budgets, initiate savings plans, and make informed financial decisions about education, retirement, home ownership, wealth building, or other savings goals; Ability to manage spending, credit, and debt, including credit card debt, effectively; Awareness of the availability and significance of credit reports and credit scores in obtaining credit, including determining their accuracy (and how to correct inaccuracies in the reports and scores), and their effect on credit terms; Ability to understand, evaluate, and compare financial products, services, and opportunities; Activities that address the particular financial literacy needs of non--English speakers, including providing the support through the development and distribution of multilingual financial literacy and education materials”.

11. Entrepreneurial training-Training to learn the fundamentals of new business creation and start-up. Awareness of how the entrepreneur develops a business model, acquires the human and other required resources, and is fully responsible for its success or failure. May include; management, team building skills, and leadership skills; business models; and financing.

12. Local labor market employment information Services that provide labor market and employment information about in demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services.

13. Activities that help youth transition to post-secondary education and training. Such activities could include: skill development and practice (time management, practice interviews, independent living, and legal responsibilities after age of 18) and how to prepare for post-secondary education (applications, financial aid, scholarships).

14. Follow-up services for no less than 12 months after exiting the program are required for all youth. Follow up services provide support and guidance after placement to facilitate: 1) sustained employment and educational achievement; 2) advancement along a job and/or educational ladder; and 3) personal development. Effective follow up services should include more than just a contact attempt. They should keep youth engaged as important employment and placement performance takes place during the follow up period. Any type of WIOA youth service is allowable as a follow-up service if it is determined an individual needs such a service. The types and duration of services must be based on the needs of the individual in accordance with 20 CFR 681.580.

5) PERFORMANCE REQUIREMENTS

All contractors are responsible for meeting or exceeding performance levels as agreed to when a contract is awarded. All programs for youth must result in positive goals, credential attainment, earnings gain, and placement and retention in employment or post-secondary education.

The WIOA Youth Performance Measures are formal measures for which Contractors will be held accountable. Performance Measures for Out-of-School Youth are described in the Attachments section. Monthly performance progress reports will also be required.

- a. Attainment of a recognized credential related to achievement of educational skills (such as secondary school diploma or its recognized equivalent), or occupational industry recognized credentials received by customers.(See definition of Credential)
- b. Placement in employment and education (post-secondary education, advanced training, unsubsidized employment, military services, or qualified apprenticeships).
- c. Retainment in employment and/or education (post-secondary education, advanced training, unsubsidized employment, military services, or qualified apprenticeships).
- d. Earnings gains of youth enrolled in the program.
- e. Skills gained while in the program.

6) INSURANCE REQRUMENTS

The selected Contractor shall maintain for the duration of the contract and any extensions thereof, insurance issued by a company or companies qualified to do business in the State of Illinois in the following types: Workers' Compensation and Comprehensive Professional Liability.

- Workers' Compensation Insurance covering all liability for the Bidder arising under the Workers' Compensation Act, and Workers' Occupational Disease Act.

- Certificates of Insurance and endorsements evidencing the above required insurance, prior to commencement of a contract, and thereafter with certificates evidencing renewals or replacements of said policies or insurance at least 15 days after the expiration of cancellation of any such policies.

7) EQUAL OPPORTUNITY AND NON-DISCRIMINATION

As a condition to the award of funding under WIOA from the Department of Labor, the Contractor assures, with respect to operation of the WIOA-funded training or activity, that it will comply fully with the nondiscrimination and equal opportunity provisions in Sec. 188 of the Workforce Investment Act of 1998; USDOL Regulation 29 CFR Part 38, as amended; USDOL Regulations at 29 CFR Parts 31 and 32, including the Nontraditional Employment for Women Act of 1991; Title VI of the Civil Rights Act of 1964, as amended; Section 504 of the Rehabilitation Act of 1973 as amended; Title IX of the Education Amendments of 1972, as amended; the Age Discrimination Act of 1975 as amended; the Civil Rights Restoration Act of 1987; Executive Order 12250; Age Discrimination in Employment Act of 1967; Federal Equal Pay Act of 1963; Illinois Equal Pay Act of 2003; U.S. Department of Labor Regulations at 28 CFR Part 42, Subparts F & H; Title VII of the Civil Rights Act of 1964, as amended Victims Economic Security and Safety Act; the Veterans' Priority Provisions of the "*Jobs for Veterans Act*", Public Law 107-288.

The Contractor shall comply with the Illinois Human Rights Act, 775 ILCS 5/2-105 et seq., as amended and any rules and regulations promulgated in accordance therewith.

PROPOSAL SUBMISSION - Submit the following information with the bid packet:

- Cover Sheet** – complete the attached Cover Sheet form as Page 1
- Scope of Work – Program Narrative -**
Provide answers to the following questions:
 - 1) **Recruitment and Assessment** – Describe the recruitment methods you will use to outreach out-of-school youth. Identify the assessment instrument you will use to determine basic skill levels of youth and how educational functioning levels will be incorporated in training to achieve educational gains and compliance with the Americans with Disabilities Act.
 - 2) **Training** - Provide a detailed narrative of the training to be provided addressing the type of training, any curriculum to be used and credential(s) to be awarded. Provide a description of the program/training location, hours of operation, etc., How many youth will be enrolled in training? Include a training schedule that shows the number of hours youth will be in class/ services, days per week, and length of the program. Please identify the availability of transportation.
 - 3) **Work Based Learning Component** - Describe the work based learning component (apprenticeship, work experience, OJT or internships) and how this work activity will be linked to career pathways (in-demand occupations). Provide a list of potential employers that have agreed to provide work based learning for youth. How many youth will be enrolled in the work component and how many hours will youth be employed?
 - 4) **Timeline and Program Design** - Describe any unique or innovative program design features of this training that will enhance program success. Include a timeline that addresses progression of training, work based learning component and successful completion of the program.

5) **Youth Program Elements** – Complete the attached form which identifies that Youth Program Elements will be provided in the program. Describe if you or another organization will be providing services. Are you partnering with another organization or employer to deliver the program? If yes, please list organization and describe their role and responsibilities.

6) **Performance** - Describe how the training and work based learning activities are directly related to the success of youth enrolled in the program. Indicate how these activities will meet performance outcomes for out-of-school youth. Complete the attached program outcomes chart which lists enrollment numbers and planned outcomes for the program and include after the narrative description.

Financial/Budget Narrative

7 a) Describe previous experience with federally funded programs and compliance with OMB circulars.

7 b) Complete budget forms, and provide the name, title, and phone number of the person who will be responsible for your program’s accounting functions. Provide narrative budget information if needed that clarifies information on the budget form.

Costs including instruction, supervision, materials, and other items necessary to complete the specified training may be included in the budget.

7 c) Provide copies of the following:

- ✓ A written cost allocation plan and a copy of your indirect cost rate.
- ✓ Job descriptions for program staff.
- ✓ Provide a copy of the most recent audit and
- ✓ Certificate(s) of insurance, and include copies of any letters to management.

Organizational Background

8 a) Describe your experience in operating youth and/or workforce programs, your success in working with targeted populations and past performance under WIA and WIOA.

8 b) Indicate the numbers of years your organization has been in business and if your organization or company is licensed to do business in the State of Illinois. If yes, provide a copy of your license.

8 c) Identify the staff who will be delivering the training/program. Include a list of qualifications or resume(s) that shows experience in the operation of successful training programs.

Management

9 a) Provide a copy of your organization’s grievance procedures or provide a statement that you will adopt the WIOA grievance procedures.

9 b) Before a contract award is made, a risk assessment covering bankruptcy, debarment, suspension or criminal investigation will be completed by the LLWA.

If applicable, please provide an explanation.

BIDDER’S REPRESENTATION

The Bidder, by submitting its proposal, represents that it has read and understands the specifications, and has familiarized itself with the local conditions in which the training is to be performed.

The scope of work and program requirements in this RFP requires substantive knowledge and understanding of:

- The unique challenges and barriers to education and employment faced by the community’s youth, particularly those youth that may be defined as “at-risk” from achieving independence and self-sufficiency.
- The Workforce Innovation & Opportunity Act (WIOA) and regulations;

- The Land of Lincoln Workforce Alliance/Board plan and policies.

AWARD OF CONTRACT

Selection of a Contractor shall be in accordance with WIOA federal, state, and local standards. Selection criteria will include the quality of innovativeness, program design, inclusion of a WBL component, the likelihood of the Bidder to meet performance outcomes and goals, reasonable program costs, characteristics of customers to be served, and demonstrated performance of the Bidder in delivering comparable or related services including WIA and WIOA performance history. Funds provided under the Workforce Innovation and Opportunity Act shall not be used to duplicate facilities or services available in the area unless it is demonstrated that a need exists or that alternative services or facilities would be more effective or more likely to achieve the performance goals. Final contract issuance will be based on a successful negotiation.

All proposals will be reviewed by the Proposal Review Committee to determine whether or not the Bidder meets the following minimum procurement requirements:

- 1) The proposal was submitted on or before the closing date and time.
- 2) The Bidder is not on a Federal or State Debarment List.
- 3) The proposal addresses required training elements.
- 4) The person signing the proposal as the submitting organization has the authority to do so.
- 5) The Bidder agrees to meet all Federal, State, and local compliance requirements.
- 6) The RFP describes the organization's plan to market, recruit, and assess customers.
- 7) The Bidder is fiscally solvent and has accounting and auditing procedures in place to assure proper internal control of property, funds, and assets.
- 8) The Bidder has a satisfactory record of integrity, business ethics, and fiscal accountability.

TOOLS AND RESOURCES

For information about WIOA employment and training services in Illinois.

www.illinois.gov/dceo/WorkforceDevelopment

For the purpose of expanding economic opportunity, the Illinois workNet® Portal and Program utilizes partnerships and technology to expand seamless and real-time access to workforce development resources aimed at individuals, businesses, and workforce professionals.

www.illinoisworknet.com

<https://www.illinoisworknet.com/sites/Search/Pages/results.aspx?k=WIOA%20Youth>

See the Youth Connections Community of practice for future webinars and chats.

<https://youth.workforcegps.org/>

See the DOL toolkit to assist programs with improving case management, recruitment, intake, and follow-up services.

http://www.doleta.gov/youth_services/Toolkit-improve.cfm.

DOL WIOA Resource Page www.doleta.gov/WIOA

For curriculum focused on teaching work readiness skills, interpersonal, and professional skills.

<http://www.dol.gov/odep/topics/youth/softskills/>

OFFICE OF ACCOUNTABILITY WEBSITE INFORMATION

The website is located at <https://www.illinois.gov/dceo/aboutDCEO/Accountability/Pages/default.aspx>

This section describes sources for DCEO's grant with the Alliance. It may be used to provide information to the Alliance's Contractors.

Grants Monitoring Overview - Explanation of the various types of Monitoring and Reporting, including what you can expect and what types of activities may be involved.

Legal Issues

Legal information for grantees. Refer to the Accountability Office site to learn more about the Grant Funds Recovery Act, Conflict of Interest, and other important legal issues.

Supporting Documentation Guidelines

Grantees are required to adhere to the Supporting Documentation Guidelines located at:

<http://www.illinois.gov/dceo/ServicesGuide/GranteeResources/Reporting/Pages/Supporting-Documentation-Guidelines.aspx>. Section I of the Guidelines indicates the supporting documentation that grantees are required to submit with their quarterly report. Section II of the Guidelines provides examples of supporting documentation that the grantee is required to maintain onsite or provide at the request of the Department of Commerce to support the grant expenditures.

Noncompliance Process

Information on the noncompliance process is located at:

<https://www.illinois.gov/dceo/ServicesGuide/GranteeResources/Noncompliance/Pages/default.aspx>. The site includes information on what grantees should expect if they do not meet the terms and conditions of their grant, and the assistance available to grantees to re-establish compliance. The legal requirements and processes describe how and when DCEO's legal staff, in accordance with the Grant Funds Recovery Act, become involved when grantees become non-compliant with the terms of their grant agreement.

Requirements of Department of Commerce Grantees

A listing of requirements that you may be required to follow. Certain regulations must be adhered to such as enforcing a Drug-Free Workplace, following the Americans with Disabilities Act, establishing a Policy on Sexual Harassment, and more. Detailed instructions about what a grantee must do to comply and information about the consequences of non-compliance.

REJECTION OF PROPOSALS

The Land of Lincoln Workforce Alliance reserves the right to reject any or all proposals, to modify deviations from the specification, and to waive minor informalities in the RFP process whenever it is in the LLWA's best interest. The release of this RFP does not commit the Land of Lincoln Workforce Alliance to award a contract.

Questions may be directed to youth@worknet20.org. Proposals must be received by 4:30 pm. CST on Friday, April 7th, 2017. *Proposals may be submitted electronically to youth@worknet20.org, or submit an original and two copies to the address listed below:*

Ms. Anne Schneider

Executive Director

Land of Lincoln Workforce Alliance

Illinois workNet Center

1300 S Ninth Street

Springfield, IL 62703

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1300 South Ninth Street Springfield, Illinois 62703

Phone: 217-524-6103 TTY: 711

www.worknet20.org



COVER SHEET – PY 2017 Out-of-School Youth Program

Program Name: _____

Provider Name: _____

Address: _____

DUNS No. _____

FEIN No. _____

Program Contact Person: _____

Phone: _____

Fax: _____

Email: _____

Fiscal Contact Person: _____

Phone: _____

Fax: _____

Email: _____

Location and brief description of the Program:

CUSTOMER SUMMARY

Total Number of Youth to be Enrolled _____

Total Number of Contact Hours per youth _____

BUDGET SUMMARY

Total Budget Requested _____

Cost Per Youth _____

I hereby certify that to the best of my knowledge and belief, the information on this form and contained in the attached documents in this quote accurately represent the status of the above named organization(s) as the date of this certification. I further certify that the organization will comply with the Workforce Innovation and Opportunity Act rules and regulations should the Land of Lincoln Workforce Alliance fund this program.

Signature

Title

Typed Name

Date

BUDGET FORMS -

General instructions – see each section for more detail

Bidders may recreate this form on other software, but the format must match the form included in the RFP. If this form is used, lines may be inserted or deleted if necessary.

Be sure to provide a description and calculations to justify each item requested.

All numbers must be rounded. Only costs incurred during the contract period will be reimbursed.

Definitions

Direct Costs – those costs that can be identified specifically with a particular final cost objective.

Indirect Costs – those costs (a) incurred for a common or joint purpose benefiting more than one cost objective and (b) not readily assignable to the cost objectives specifically benefited. Indirect costs should be distributed to benefited cost objectives on bases that will produce an equitable result in consideration of relative benefits derived. The allocation methodology may change during the contract period, but the final method must be used for the entire contract period. It is not allowable to allocate indirect costs based on the budget.

Indirect Cost Rate – the documentation prepared by a governmental unit or component thereof to substantiate its request for the establishment of an indirect cost rate. The rate must be approved by a cognizant agency, and a copy must be submitted to the LLWA.

In-Kind – costs attributable to this project that will be paid for by other funding sources.

Line item – a specific item of cost such as salaries, postage, supplies, etc.

Category – Major expenditure groupings such as Program Salaries & Fringes, Program Expenses, etc. Categories consist of several line items. For contracting purposes, providers will be allowed to overspend in any category by up to 5% without requesting a formal budget revision. Other categories must, in turn, be under spent. Contractors will not be reimbursed for expenses that exceed the total contract amount.

Cost Allocation Plan- A cost allocation plan is a method by which you allocate expenses that are not directly identifiable to a particular activity or allocate expenses that benefit more than one activity to a specific program on a consistent, fair and equitable basis.

De minimis- In an effort to relieve administrative burden, Office of Management and Budget (OMB) specified that non-federal entities that have never received a negotiated indirect cost rate may elect to charge a de minimis rate 10 percent of modified total direct costs, which may be used indefinitely. If the award recipient chooses to utilize the de minimis rate, it must do so consistently for all federal awards until such time they choose to negotiate a rate.

Equipment – An article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost that equals or exceeds \$500. Prior approval for equipment purchases is required. If the item is listed in the approved final contract budget this will constitute approval of the purchase. After the budget has been finalized, new requests for equipment must be approved by the Land of Lincoln Workforce Alliance.

Operating expenses- Expenses arising in the normal course of running a business or organization such as postage, photocopying, and utilities.

Work Based Learning/Training expenses- Staff wages and fringes directly related to the development and management of work experiences. Customer wages and fringe benefits.

BUDGET FORM FOR 7/1/2017 thru 6/30/2018

TOTAL AMOUNT OF BUDGET REQUEST: _____
(D + F + H+J)

PROGRAM STAFF SALARIES & BENEFITS

Staff Name	Job Title	A Annual Salary	B % of time dedicated to this project	C A x B	D CATEGORY TOTAL
Instructor					
Program Coordinator					
TOTAL SALARIES				\$	
TOTAL FRINGES	What percentage?		% x Salaries =	\$	
GRAND TOTAL (SALARY+FRINGES)					\$

Staff Salaries: List each program staff's name, job title, annual salary, and % of time dedicated to this project. Column C will equal A x B and is the amount requested for this project. Describe in detail how you will justify and determine staff time dedicated to work based learning. Be specific. Time dedicated to work based learning activities will need to be tracked separately for minimum expenditure requirements. See work based learning expenses category.

Staff Fringes: Indicate the average percentage for all fringes for all staff. The reviewer recognizes that the percentage may be lower or higher per staff based on that individual's fringe package. Fringes in Column C will equal Total Salaries requested x the percentage listed.

Column D: Total of the Program Staff Salaries & Benefits Category

Notes regarding % of time dedicated to this project:

**If 100%, staff must only work 100% of the time on this project only.
 If not 100%, use the space here to describe the methodology for determining the requested salary percentage. Please also include for work based learning activities.**

OPERATING EXPENSES

Line Item	Description (calculation)	E	F CATEGORY TOTAL
Staff Travel – mileage			
Rent/Utilities			
Insurance			
Telephone/Cell phone			
Postage			
Printing			
Photocopying			
Consumable Supplies			
Outreach/Advertising			
Other (describe)			
Other (describe)			
Equipment (prior approval is required)			
TOTAL OPERATING			\$

For each line item requested, you must include a description of how the cost was determined.

If the expense is not directly allocable to this project, use the space below to describe the methodology for determining the requested percentage.

Column E: the amount requested for each line item for this project

Column F: Total of the Operating Expenses Category

DIRECT CUSTOMER EXPENSES

Line Item	Description (calculation)	G	H CATEGORY TOTAL
Training Materials			
Classroom Supplies			
Testing Supplies			
Test Fees			
Tuition			
Incentives			
Stipends			
Customer Child Care			
Customer Transportation			
Other Support			
Contractual (i.e. Instructors) – list			
Other (describe)			
Other (describe)			
TOTAL DIRECT CUSTOMER			\$

For each line item requested, include a description of how the cost was determined.

Examples:

Client Stipends: describe- Must follow LWA 20 Youth Customer Stipend and Incentive Policy

Support Services: describe items such as transportation, child care, uniforms, tools, background checks, etc. Must follow LWA 20 Support Services Policy

youth x \$xx = total

youth x # miles x .xx per mile

If purchasing tokens, include a description of how distribution of tokens is tracked

Column G: the amount requested for each line item for this project

Column H: Total of the Direct Customer Expenses Category

WORK BASED LEARNING/TRAINING EXPENSES- Minimum of 20% Required-25% Preferred

Line Item	Description (calculation)	I	J CATEGORY TOTAL
% of WBL Coordinator			
% of WBL Coordinator fringes			
Internships			
Work Experience wages			
Work Experience fringes			
Apprenticeships			
OJT			
TOTAL WORK BASED LEARNING			

For each line item requested, include a description of how the cost was determined. **Examples:**

Work Experience Wages: # customers x # hours/week x # of weeks x hourly rate

Work Experience Fringes: wages x FICA rate = xx; wages x Workers Comp rate = xx

Column I: The amount requested for each line item for this project

Column J: Total of the Work Based Learning Expense Category

Use this section to list any in-kind costs for this project:

IN-KIND COSTS

Line Item	Description (calculation)		CATEGORY TOTAL	
TOTAL IN-KIND				\$

Required:

For EACH line item requested, use this section to include a description of how the cost was determined.

YOUTH PROGRAM ELEMENTS

(Please complete and submit)

Youth Program Element	Included in proposed program (X)	Provided by other community organization (X)	If provided by other organization, provide name of organization
Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential			
Alternative secondary school services, or dropout recovery services, as appropriate			
Paid and unpaid work experiences that have as a component academic and occupational education, which may include— <ul style="list-style-type: none"> • summer employment opportunities and other employment opportunities available throughout the school year; • pre-apprenticeship programs; • internships and job shadowing; and • on-the-job training opportunities; 			
Occupational skill training, which may include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area involved			
Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster			
Leadership development opportunities, which may include community service and peer centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate			
Supportive Services			
Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months			
Follow-up services for not less than 12 months after the completion of participation, as appropriate			
Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate			
Financial Literacy Education			
Entrepreneurial skills training			
Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services			
Activities that help youth prepare for and transition to postsecondary education and training.			

Summary of Performance Measures for Out-of-School WIOA Youth

Attainment of a Credential or Degree

Of those youth customers enrolled in the program

The number of customers who attain a diploma, GED, or Industry recognized credential while enrolled in the program or by the end of the 3rd quarter after exit.

Placement in Employment or Education

Of those youth customers enrolled in the program

The number of customers who are in employment or the military or enrolled in post-secondary education and/or advanced training/occupational skills training in the 2nd post-quarter after exit from the program.

Retention of Employment or Education

Of those youth customers enrolled in the program

The number of customers who are in employment or the military or enrolled in post-secondary education and/or advanced training/occupational skills training in the 4th post-quarter after exit from the program.

Earnings Gain

Of those youth customers enrolled in the program

Average earnings of youth customers in the 2nd quarter after exit

In Program Skills Gain

Of those youth customers enrolled in the program

The number of customers who show a measurable EFL increase, Secondary school diploma attainment, Satisfactory progress report toward an established milestone, or Successful passage of a required exam before completing a year in the program.

PERFORMANCE OUTCOMES CHART

(please complete and submit)

Program Outcomes	Definition	No. of customers you will serve in each category	No. of customers who will meet performance in each category	Your Goal %
Attain Degree or Certification <i>Minimum required goal 75%</i>	The number of customers who attain a certificate, diploma, or degree by the end of the 3rd qtr, after exit quarter <i>DIVIDED BY</i> the no. of customers who exit.			
Placed in Employment-Education <i>Minimum required goal 66%</i>	The number of customers who are in employment or the military or enrolled in post-secondary education, 2nd quarter after the exit quarter <i>DIVIDED BY</i> the no. of customers who exit.			
Retention in Employment-Education <i>Minimum required goal 62%</i>	The number of customers who are in employment or the military or enrolled in post-secondary education, 4th quarter after the exit quarter <i>DIVIDED BY</i> the no. of customers who exit.			
Median Earnings <i>Data to be collected-Minimum required goal TBD for PY'18</i>	Average earnings of youth customers in the 2nd quarter after exit			
In Program Skills Gain <i>Data will be collected-Minimum required goal TBD for PY'17</i>	The number of customers who show an EFL increase, Secondary school diploma attainment, Satisfactory progress report toward an established milestone, or Successful passage of a required exam before completing a year in the program.			

WIOA YOUTH PROPOSAL EVALUATION WORKSHEET

Bidder: _____

Reviewer _____

	Evaluation Criteria	Score
1	Innovativeness of Program (15 possible points, 15 being the highest) Does the bidder propose a program that includes innovative ideas/approach to serve out of school youth? Does the proposal provide training in in-demand industry sectors/occupations?	
2	Background data of past programs WIA/WIOA Performance History (20 possible points, 20 being the highest) Credential attainment rates; Literacy and numeracy gains; Entered employment/post-secondary education rates.	
3	Partnerships and Linkages (10 possible points, 10 being the highest) Is the bidder partnering with employers and other agencies? Are they listed in the proposal? Are the 14 youth elements addressed and letters of support included in the proposal? Is the bidder serving multiple counties?	
4	Are all costs reasonable (20 possible points, 20 being the highest) Financial Ability of Organization; Is the cost per customer reasonable? Are the number of hours of participation reasonable? Are indirect costs (if any) reasonable? Is 25% WBL met? Does the organization have other funding sources and will not be WIOA dependent?	
5	Program Design (30 possible points, 30 being the highest) Does the Bidder provide a detailed explanation of the training that will occur and how performance outcomes will be met for each customer at exit? Do proposed training activities include WBL opportunities and goals focus on performance outcomes? Will the program achieve goals and performance outcomes of the LWA? Will adequate follow-up services be provided to ensure performance outcomes?	
6	In-Kind Contributions (5 possible points) To what extent are other agency resources available to support the program?	
7	Total Possible points (100) Total:	

Recommendations/Comments:

CIRCLE ONE: My recommendation is that this program Should Should not be funded in the amount of \$ _____

Signature of Reviewer

Date

ATTACHMENT A: DEFINITIONS

ADC

Attainment of a Degree or Certificate/Credential.

Assessment

A process to determine the employability and training needs of customers before enrolling them into the program. Individual factors considered during pre-enrollment assessment include: a judgment of vocational interests, abilities, previous education and work experience, income requirements, support service needs, and personal circumstances.

Barriers to Employment

Conditions that may make employment difficult for certain individuals. Individuals with such barriers may include: displaced homemakers, low-income individuals, Indians, Alaska Natives, and Native Hawaiians, as such terms are defined in section 166, individuals with disabilities, including youth who are individuals with disabilities, older individuals, ex-offenders, homeless individuals, youth who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers, eligible migrant and seasonal farmworkers, individuals within 2 years of exhausting lifetime eligibility under Part A of Title IV of the Social Security Act, single parents (including single pregnant women), long-term unemployed individuals, and such other groups as the Governor involved determines to have barriers to employment.

Basic Skills Deficient

The term “basic skills deficient” means, with respect to an individual— (A) who is a youth, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or (B) who is a youth or adult, that the individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society.

Bidder

An organization which bids on providing activities and services for WIOA.

Career Pathway

The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that—

(A) aligns with the skill needs of industries in the economy of the State or regional economy involved;

(B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an “apprenticeship”, except in section 171);

(C) includes counseling to support an individual in achieving the individual’s education and career goals;

(D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

(E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;

(F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and

(G) helps an individual enter or advance within a specific occupation or occupational cluster.

Case Management

Case management includes assessing and interpreting needs; developing strategies to help reach educational and employment goals; providing tools and resources to help overcome personal barriers; documenting youth participation; referral outcomes; service decisions; and summaries of one-on-one meetings, achievements, and follow-up services.

Credentials

Credentials are awarded in recognition of an individual's attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based on standards developed or endorsed by employers. A credential is awarded in recognition of an individual's attainment of technical or occupational skills by:

- A State educational agency or a State agency responsible for administering vocational and technical education within a state.
- An institution of higher education described in Section 102 of the Higher Education Act (20 USC 1002) that is qualified to participate in the student financial assistance programs authorized by Title IC of that Act. This includes community colleges, proprietary schools, and all other institutions of higher education that are eligible to participate in Federal student financial aid programs.
- A professional industry, or employer organization (e.g., National Institute for Automotive Service Excellence certification, National Institute for Metalworking Skills, Inc., Machining Level I credential) or a product manufacturer or developer (e.g., Microsoft Certified Database Administrator, Certified Novell Engineer, Sun Certified Java Programmer) using a valid and reliable assessment of an individual's knowledge, skills, and abilities.
- A registered apprenticeship program.
- A public regulatory agency, upon an individual's fulfillment of educational, work experience, or skill requirements that are legally necessary for an individual to use an occupational or professional title or to practice an occupation or profession (e.g. FAA aviation mechanic certification, state certified asbestos inspector).
- A program that has been approved by the Department of Veterans Affairs to offer education and training to veterans and other eligible persons under provisions of the Montgomery GI Bill.
- Office of Job Corps.
- Institution of higher education which is formally controlled, or has been formally sanctioned or chartered by the governing body of an Indian tribe or tribes.

Customer

A person who has been determined WIOA Title 1Y eligible to participate in a program, and receives a service funded by the WIOA Program.

DOL

Department of Labor

Educational Functioning Levels

Programs assess customers at intake to determine their educational functioning level. As outlined in the NRS, there are two sets of educational functioning levels – six levels for Adult Basic Education (ABE) and six levels for English-as-a-Second language (ESL) students. The TABE levels roughly equate to two grade levels. Each ABE and ESL level describes a set of skills and competencies that students entering at that level demonstrate in the areas of reading, writing, numeracy, speaking, listening, functional, and workplace skills. These descriptors provide guidelines for placing customers in educational functioning levels based on performance on standardized tests. After a customer has completed a uniform, standardized assessment procedure, programs use these descriptors to determine the appropriate initial ABE or ESL level in which to place students. If a customer is functioning at different levels in reading, writing, numeracy, speaking, listening, functional, and workplace areas, the individual is placed in different ABE and ESL levels across the functioning areas. In the post-assessment, if the customer demonstrates an increase to the next functioning level in any of the areas he/she has made an educational gain, and should be included in the numerator.

English Language Learner

The term “English language learner” when used with respect to an eligible individual, means an eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language, and— (A) whose native language is a language other than English; or (B) who lives in a family or community environment where a language other than English is the dominant language.

Exit

The term program exit means a customer does not receive a service funded by the program for 90 consecutive calendar days, and is not scheduled for future services. This does not include follow-up services.

Foster Child

A minor on behalf of whom State or local government payments are made to a foster parent or other guardian.

GED

A high school equivalency diploma, which is obtained by passing the General Educational Diploma Equivalency Test that, measures skills and knowledge generally associated with four years of traditional high school instruction.

IEP (Individual Employment Plan)

A plan developed by the customer and the career planner to identify the customer's employment goals, the appropriate achievement objectives, and the appropriate combination of services for the customer to achieve the employment goals, including providing information on eligible providers of training services and career pathways to attain career objectives.

In-Demand Industry Sector or Occupation

(A) In General.—The term “in-demand industry sector or occupation” means— (i) an industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the State, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors; or (ii) an occupation that currently has or is

projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate.

(B) Determination.—The determination of whether an industry sector or occupation is in-demand under this paragraph shall be made by the State board or local board, as appropriate, using State and regional business and labor market projections, including the use of labor market information.

Literacy

An individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society

LLWA (Land of Lincoln Workforce Alliance)

The administrative and fiscal entity for the five county workforce area that includes Cass, Christian, Logan, Menard, and Sangamon counties.

LNG

Literacy and Numeracy Gains

LWA (Local Workforce Area)

The State of Illinois is divided into 22 workforce areas that administer the workforce system and programs.

LLWB

Land of Lincoln Workforce Board

Low-income Individual

The term "low-income individual" means an individual who— (i) 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 established under the Food and Nutrition Act of 2008 (7 U.S.C. 2011 et seq.), the program of block grants to States for temporary assistance for needy families program under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.), or the supplemental security income program established under title XVI of the Social Security Act (42 U.S.C. 1381 et seq.), or State or local income-based public assistance; (ii) is in a family with total family income that does not exceed the higher of— (I) the poverty line; or (II) 70 percent of the lower living standard income level; (iii) is a homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), or a homeless child or youth (as defined under section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))); (iv) receives or is eligible to receive a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.); (v) is a foster child on behalf of whom State or local government payments are made; or (vi) is an individual with a disability whose own income meets the income requirement of clause (ii), but who is a member of a family whose income does not meet this requirement.

Occupational Classroom Training

Occupational training is predominantly technical training, which prepares the student for entry into a particular occupation or set of occupations.

Offender

An adult or youth (A) who is or has been subject to any stage of the criminal justice process, for whom services under this Act may be beneficial; or (B) who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.

OJT

Training by an employer that is provided to a paid customer while engaged in productive work in a job that A) provides knowledge or skills essential to the full and adequate performance of the job; B) is made available through a program that provides reimbursement to the employer of up to 50 percent of the wage rate of the customer, except as provided in section 134(c)(3)(H), for the extraordinary costs of providing the training and additional supervision related to the training; and C) is limited in duration as appropriate to the occupation for which the customer is being trained, taking into account the content of the training, the prior work experience of the customer, and the service strategy of the customer, as appropriate.

Out-of-School Youth

An eligible youth who is a school dropout; or an eligible youth who has received a secondary school diploma or its equivalent, but is basic skills deficient, unemployed, or underemployed.

PEER

Placement in Employment or Education

Performance Measure

Performance measures are the set of accountability measures that apply across the core programs to assess the effectiveness of States and local areas (for core programs described in subtitle B) in achieving positive outcomes for individuals served by those programs.

Post-Secondary Education

The provision of a formal instructional program whose curriculum is designed primarily for students who have completed high school or a GED. This includes programs whose purpose is academic, vocational, continuing professional education, and excludes vocational and adult basic education programs.

Pre-test

A test administered to a customer prior to the date of participation.

Post-test

A test administered to a customer at regular intervals during or at the end of the program.

RFP

Request for Proposal. A competitive bid package used for procuring services.

School Dropout

An individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent.

Subject to Adult or Juvenile Justice System

An individual who is or has been subject to any stage of the criminal justice system or process and has been recorded as such. In other words, they are “in the system”.

TABE

The Test of Adult Basic Education is an assessment tool which places the youth in the appropriate educational level for math and reading.

Youth Committee

A subcommittee of the LLWB that oversees youth employment and training issues.

Youth in Need of Additional Assistance

A youth in need of additional assistance is defined as a youth who has one or more of the following barriers: limited employment opportunities as a result of residing in a rural community, a member of a household receiving TANF and/or Food Stamps, has a disability, is excessively tardy/absent from school, is enrolled in an alternative education program, is lacking vocational/occupational skills to enter the labor market, is in need of supportive services or referral to community services, or is a youth of incarcerated parent(s).

WIOA

Passed in July 2014, the Workforce Innovation and Opportunity Act (WIOA) is the first federal reform of the workforce system in 15 years. WIOA replaces and modifies the Workforce Investment Act, which started in 1998. WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. Congress passed the Act by a wide bipartisan majority; it is the first legislative reform in 15 years of the public workforce system. The majority of WIOA provisions become effective July 1, 2015. The goal of WIOA is to improve the quality of the workforce, increase economic self-sufficiency, reduce welfare dependency, meet employer skill requirements, and enhance the productivity and competitiveness of the nation. These core programs are included in WIOA:

- Employment and Training Programs (Title I):
- Disadvantaged Youth Services
- Economically Disadvantaged Adult Services
- Dislocated Worker Programs
- Re-employment Services under Wagner-Peyser
- Disabled persons employment support through Vocational
- Rehabilitation Services

<http://www.doleta.gov/wioa/>

Work-Based Learning/Training

Work-based training includes paid internships, work experience, OJT, or apprenticeship.

Work Experience

A planned, structured, time-limited learning experience that takes places in a workplace, that may be paid or unpaid, as appropriate, and that may be provided in the private for-profit, non-profit, or public sectors.

ATTACHMENT B: EDUCATIONAL FUNCTIONING LEVEL

For the educational functioning levels to be meaningful, assessments need to be administered in a standardized and consistent way by all programs. When these procedures are not followed correctly or consistently, the determination of educational functioning level may be invalid and not comparable across programs or within programs, making the data validity questionable.

To ensure comparability of the meaning of the educational functioning levels across all programs, contractors must use standardized assessment procedures that conform to the NRS assessment policy when determining customers' educational functioning levels. The assessment procedure must be a standardized test. LLWA has identified the Test of Adult Basic Education (TABE) as the required standardized assessment to be used. In addition, program staff should be trained in test administration and scoring to ensure that the measures are valid and reliable across programs and customers.

Contractors are required to assess all customers and record the educational functioning level at intake and at least one other time during the program year. Contractors should administer the initial assessment at intake or within a short period thereafter and administer follow-up or post-test assessments according to WIOA policy. The post-assessment should occur after a set instruction time, either in hours (e.g., after 50 hours of instruction) or months (e.g., the last 2 weeks of November or the last week of instruction), and should conform to the test publisher's guidelines for the amount of time needed for a customer to show a meaningful gain. If more than one assessment is administered, then the program should use the last assessment given as the basis for determining the educational level.

Assessments designed for multiple administrations on the same customers, such as for pre- and post-testing, have different but equivalent versions or forms. Pre- and post-testing must use different forms. In addition, some tests, such as TABE, have different forms for customer proficiency levels, designated as "easy" and "hard," for example. When using such a test, Contractors must follow the test publisher's guidelines in selecting the correct test form for each customer.

The initial assessment is the basis for placing customers in an educational functioning level according to NRS. It is the baseline on which programs measure customer learning gains. Programs should administer the initial assessment to customers at a uniform time shortly after enrollment. This time should be set and apply to all customers to improve test comparability among customers. If available, programs should administer a locator test for guidance on the appropriate pre-test to use.

When using the results of the initial assessment, Contractors should place customers at the appropriate NRS educational functioning level. The criteria for placing customers at each educational functioning level, using test scores or the educational level descriptors will be provided. Not all of the skill areas described in the level descriptors need to be used to place customers, but the skills used should be the areas most relevant to the customers' needs and the program's curriculum. When more than one skill areas are assessed (i.e. reading and math) and the customer has differing abilities in each area, NRS policy requires that the program place the customer according to the lowest skill area.

Just as Contractors should administer the initial assessment to customers at a uniform time, the Contractor should also establish a time for post-testing. This time may be after a set number of instructional hours or months of instruction and should be long enough after the pre-test to allow the test to measure gains, as determined by the test's publisher or another reliable source. As noted earlier, Contractors must conduct post-tests with the parallel form of the same assessment used to place the customer.

Educational gain is determined by comparing the customer's initial educational functioning level with the educational functioning level measured by the follow-up assessment or post-test. To allow Contractors to determine gain, the Contractor must use the educational functioning level definitions, and correlate assessment scores to specific levels. It is important to note that if a customer is not post-tested, then no advancement can be determined. The customer must remain in the same level as initially placed.

ATTACHMENT C: ASSESSMENT FOR YOUTH WITH DISABILITIES

When administering assessment tools, individuals with disabilities are to be provided with reasonable accommodations, as appropriate, according to:

- 1) Section 680 of the WIOA;
- 2) Guidelines associated with the assessment test; or
- 3) State laws or policy.

WIOA section 680, found at 20 CFR 681.290, provides a general definition of “reasonable accommodation” for individuals with disabilities. In essence, such accommodations are “modifications or adjustments,” made on a case-by-case basis, “that enable a qualified individual with a disability . . . to receive aid, benefits, services, or training equal to that provided to qualified individuals without disabilities.” WIOA program, as required by sec. 504 of the Rehabilitation Act of 1973, as amended; the Americans with Disabilities Act of 1990, as amended; sec. 188 of WIOA; and the regulations implementing these statutory provisions. In the assessment context, therefore, accommodations are changes that are made to the materials or procedures used for the assessment in order to “level the playing field” - to ensure that the assessment tool measures the individual’s skills and abilities, and not his or her disabilities. Because youth with disabilities are expected to achieve the same gains as other youth, it is critically important that appropriate accommodations be provided for the assessment process, to ensure that the gains achieved by these youth can be determined accurately.

Accommodations for the assessment process generally fall into the following categories:

1. Changes to the methods of Presentation of the test used as an assessment tool: e.g., providing Braille versions of the test, or orally reading the directions or test questions to test-takers;
 2. Changes to the methods of Response to the test questions: e.g., having the test-taker point to a response or use a computer for responding;
 3. Changes to the Setting in which the test is provided: e.g., permitting the test to be taken at home, or in small groups, rather than in a large-group or institutional setting; and
 4. Changes to the Timing/Scheduling of the test: e.g., extending the amount of time generally provided for completion of the test, permitting frequent breaks, etc.
- Thurlow, M., House, A., Boys, C., Scott, D., & Ysseldyke, J. (2000). *State participation and accommodation policies for students with disabilities: 1999 update* (Synthesis Report No. 33). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Retrieved on 04/01/2005 at the following website: <http://education.umn.edu/NCEO/OnlinePubs/Synthesis33.html>

The LLWA fully expects that most youth with disabilities can and should be assessed using tests that specifically crosswalk to the educational functioning levels, with the use of accommodations where needed. We recognize that in very limited instances, use of these testing instruments, even with appropriate accommodations, may not provide a valid or reliable evaluation of the literacy and numeracy skills of a youth with one or more disabilities. These instances may arise because of the nature or extent of a particular individual’s disability, and/or because of

limitations in the testing instruments themselves. In those rare instances, service providers or contract recipients may use alternate assessment tools to measure gains in numeracy and literacy for youth with disabilities, if those alternate tools have been deemed by the individual State to provide valid and reliable indicators of information that are comparable to the information provided through the educational functioning levels. Such alternate tools may include, but are not limited to, (1) portfolio assessments; (2) one-on-one performance assessments; and (3) alternative standardized tests. If such alternative assessment tools are used, the State and/or Land of Lincoln Workforce Board shall determine, based on the type of assessment, what constitutes a successful gain for the literacy/numeracy measure.

It is advisable that youth professionals receive specific guidance and training in the administration of alternate assessments to youth with disabilities to ensure they have the necessary skills and knowledge to appropriately administer the tests and accurately interpret results.

