



LAND OF LINCOLN WORKFORCE ALLIANCE

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REQUEST FOR PROPOSALS (RFP) OUT-OF-SCHOOL YOUTH PROGRAMS PY'2026

The Land of Lincoln Workforce Alliance (LLWA) is soliciting proposals for youth workforce programs to operate under the provisions of Title I of the federal Workforce Innovation and Opportunity Act (WIOA) of 2014.

The targeted population to be served for this RFP is out-of-school youth 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 may commence on June 1st, 2026 and end on June 30, 2027. Contractors may have the opportunity for a one-year extension based on 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.

The LLWA is seeking to contract with an entity that provides youth programs which 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. In addition, a work-based training component is also required as part of each youth program. 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 are sought. Proposals that best meet the needs of the community at large and benefit the largest number of eligible youth are encouraged to apply. Incorporating responsiveness, inclusivity, and accessibility (RIA) into program implementation is critical to ensuring strong outcomes for the youth we serve. From outreach and recruitment to service delivery strategies to supportive services and follow-up, RIA should be a part of every step of the program lifecycle.

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.

YOUTH FUNDING: 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. The LLWA plans to award between \$300,000 - \$400,000 for youth programs. It is anticipated that 1-3 programs may be awarded based on previous experience and funding availability.

Questions may be directed to mgriebler@worknet20.org. Proposals must be received by 4:00 p.m. CST on Friday, February 13th, 2026. Timely receipt of proposals is the sole responsibility of the bidder. *Proposals may be submitted electronically to mgriebler@worknet20.org.*

Grant Term: The funding period may commence on June 1, 2026 and will end June 30, 2027. One- year extensions may be granted based on performance and funding availability.

TENTATIVE TIMELINE

Event	Date
Proposal Due Date	Tuesday, February 13 th , 2026
Proposal Review Committee Meetings	February/March 2026
Preliminary CEO Committee Approval	March 11 th , 2026
Preliminary Recommendations to Workforce Board	March 16 th , 2026
Recommendations to Sangamon County Board	May 2026
Final board approvals based on funding allocations	May/June 2026
Funding award notifications	May/June 2026
Contract Preparations Begin	June 2026
Contracts to Providers for Review	June 2026
Contractor start date	June/July 1 st 2026
Program start date	July-August 2026
July program, fiscal, and accrual reports due	August 14 th , 2026
August program, fiscal, and accrual reports due	September 15 th , 2026
September program, fiscal, and accrual reports due	October 15 th , 2026
October program, fiscal, and accrual reports due	November 13 th , 2026
November program, fiscal, and accrual reports due	December 15 th , 2026
December program, fiscal, and accrual reports due	January 15 th , 2027
January program, fiscal, and accrual reports due	February 15 th , 2027
February program, fiscal, and accrual reports due	March 15 th , 2027
March program, fiscal, and accrual reports due	April 15 th , 2027
April program, fiscal, and accrual reports due	May 14 th , 2027
May program, fiscal, and accrual reports due	June 15 th , 2027
June program, fiscal, accrual & close out reports due	July 15 th , 2027
WBL placements	August 2026- June 2027
WBL on-site program monitoring	August 2026- June 2027
On- site program and fiscal monitoring	Spring/Summer 2027

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 contract with an entity who will:

- 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, press releases, recruitment events, orientation/preview sessions, workshops, emails, open houses, word-of-mouth, peer-to-peer, community outreach, social media utilization, newspaper articles, and agency referrals (including referrals from the LLWA). The best marketing and recruitment methods include a blended combination of the examples above. Leverage your existing networks such as schools and community organizations for referrals and promotion.

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) 13/14. 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 an increase from one NRS level to the next NRS level. 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 – National Reporting System and Assessment of Youth with Disabilities.**

3) DEVELOPMENT OF AN INDIVIDUAL SERVICE STRATEGY (ISS)

Assessment results will be incorporated into an Individual Service Strategy (ISS) developed by the LLWA. The ISS will include employment goals, planned and received services, and detailed

strategies to help youth achieve goals. The ISS will be a living document. Contractors will review and update the ISS 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, Study Skills Training, Drop Out Prevention Educational Achievement Services: Dropout prevention and recovery strategies that lead to completion of the requirements for a high school diploma or its recognized equivalent. Tutoring, study skills training and instruction that lead to a high school diploma are reported under this program element. Such services focus on providing academic support, helping youth identify areas of academic concern, assist with overcoming learning obstacles, and providing tools and resources to develop learning strategies. Methods of instruction may be one-on-one, in a group setting or through resources and workshops.

2. Alternative Secondary School and Dropout Recovery Services "Alternative secondary school services, such as Adult Education and Literacy Activities (Developmental Education) basic education skills training, individualized academic instruction, and English as a Second Language Training (English Language Education), are those that assist youth who have struggled in traditional secondary education. An alternative education program means a comprehensive educational program delivered in a nontraditional learning environment that is distinct and separate from the existing general or special education program. Dropout recovery services, such as credit recovery, counseling, and educational plan development, are those that assist youth who have dropped out-of-school.

Services are aimed at reengaging youth, so they pursue education that leads to the completion of a high school diploma or its recognized equivalent. Examples of services include:

- a) basic education skills training;
- b) individualized academic instruction;
- c) English language learning;
- d) counseling related to re-engaging youth in secondary education;
- e) educational plan development;
- f) preparation for high school equivalency attainment (for high school dropouts only); and
- g) educating youth about alternative secondary school programs within the school district and helping them through the process of connecting to an appropriate program.

3. Paid and Unpaid Work Experience –

- **A work experience or internship** is a planned, structured learning experience that takes place in a workplace or a worksite for youth. A work experience or internship may be arranged within the private for-profit sector, the non-profit sector, or the public sector. The

work experience or internship may be paid or unpaid, as appropriate and consistent with other laws, such as the Fair Labor Standards Act. A work experience or internship may be limited to the summer months or not limited to the summer months. Summer months are defined in IL as May 1st through September 30th.

- **Pre-Apprenticeship Program** A program designed to prepare individuals to enter and succeed in a Registered Apprenticeship program that has a documented partnership with an employer and at least one, if not more, Registered Apprenticeship program(s) which includes all of the following:
 - a) Training and curriculum that aligns with the skill needs of employers in the economy of the State or region and that has been designed to prepare participants to meet the minimum entry-level requirements of the Apprenticeship.
 - b) Access to educational and career counseling, and other supportive services as needed by participants.
 - c) Hands-on meaningful learning activities that are connected to education and training activities, such as Career Exploration and Career Development Experiences, and that reinforce foundational professional skills including, at a minimum, those outlined in the Essential Employability Skills framework.
 - d) Upon successful completion of the program, participants are supported to apply for a Registered Apprenticeship program and may receive preference for enrollment.

A quality pre-apprenticeship program is one that also incorporates inclusive recruitment of underrepresented individuals and strives for credential acquisition. For a more in-depth definition of pre-apprenticeship in Illinois see the IWIB Apprenticeship Illinois Committee Work Group's Approved Definition for Pre-Apprenticeship.

- **Job shadowing** is a work experience option where students learn about a job by walking through the work day as a shadow to a competent worker. They witness firsthand the work environment, employability and occupational skills in practice, the value of professional training, and potential career options. The job shadowing work experience is a temporary, unpaid exposure to the workplace in an occupational area of interest to the student and can be anywhere from a few hours, to a day, to a week or more.
- **On-the-Job Training (OJTs)** are provided under a contract with an employer or registered apprenticeship program sponsor in the private non-profit or private sector or the public sector. Through the OJT contract, occupational training is provided for the WIOA participant in exchange for the wage reimbursement, typically up to 50-75 percent of the wage rate of the participant, for the extraordinary costs of providing the training and supervision related to the training. LWIAs must consider skill requirements of the occupation, participant's academic and occupational skill, work experience and the ISS. An OJT contract must be limited to the period of time required for participant to become proficient in the training related occupation.
- **Employability Skills/Job Readiness Training.** Services that follow the Employability Skills Framework which advances a unifying set of skills that cuts across the workforce development and education sectors based on an inventory of existing employability skills

standards and assessments.

Soft Skills - Skills and/or abilities that enable someone to relate to others and adapt to a workplace environment and are necessary to being successful in the workplace. Soft skills are non-technical, intangible, and personality-specific skills. Soft skills may include work habits (such as punctuality, appropriate attitude and behavior, cooperation, the ability to take constructive criticism), integrity, interpersonal skills, problem-solving, multitasking, making good and informed decisions, communicating with others, positive job attitude or managing oneself in the workplace, showing initiative and reliability, etc.

These services must provide youth with employability skills/job readiness training **in order to prepare for a work experience**.

- **Cash Incentives-** Incentive payments to youth participants are permitted for recognition and achievement of milestones directly tied to training activities, work experiences, or education. Such incentives for achievement could include improvements marked by acquisition of a credential or other successful outcomes. The local program must have written policies and procedures in place governing the award of incentives and must ensure that such incentive payments are tied to the goals of the specific program; outlined in writing before the commencement of the program that may provide incentive payments; align with the local program's organizational policies; and are in accordance with the requirements contained in 2 CFR Part 200.

Federal funds must not be spent on entertainment costs. Therefore, incentives must not include entertainment, such as movie or sporting event tickets or gift cards to movie theaters or other venues whose sole purpose is entertainment. Additionally, there are requirements related to internal controls to safeguard cash, which also apply to safeguarding of gift cards, which are essentially cash.

4. Occupational Skills Training An organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels. Such training must be specified in the participants Individual Service Strategy (ISS) and be of sufficient duration to impart needed skills and lead to a recognized postsecondary credential. Such programs should be outcome orientated and focused on an occupational goal specified in the ISS.

- **Other Non- Occupational Skills Training** - An organized program of study that provides specific non-vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels. Such training must be specified in the participants Individual Service Strategy (ISS) and be of sufficient duration to impart needed skills and lead to a recognized postsecondary credential. Such programs should be outcome orientated and focused on a non-occupational goal specified in the ISS. Non-Occupational Skills Training is training that enhances employability but does not in itself result in a credential. If a training program does not include a credential, the participant's training can still be funded through WIOA as non-

occupational skills training. Non-occupational skill training would not count as a credential in performance reporting, since a credential is not earned as part of that particular training. Non-Occupational Skills training count as a measurable skill gain.

- **Registered Apprenticeship Program (RAP)- YOUTH** Registered Apprenticeship Program: A program for youth (ages 16 to 24), who may be in-school or out-of-school, including those with disabilities, that include, at a minimum, the following:
 - a) 450 hours of paid on-the-job training under the supervision of a mentor;
 - b) At least 2 semesters of related instruction that ideally counts towards a high school and/or postsecondary credential, but minimally leading to an Industry Credential;
 - c) Ongoing and a final assessment measuring success in mastering skill standards;
 - d) Career exploration where participants learn about several positions within the employer and the field;
 - e) Wraparound supports (e.g., case management and counseling) and holistic upskilling (e.g., technical skills and soft skills); and
 - f) Upon successful completion of the program, participants are supported to apply for one or more of the following: entry-level employment, admission to a Registered Apprenticeship or Non-Registered Apprenticeship program, or admission to other articulated postsecondary education options (including 2- and 4-year programs).

Training programs must be on the Illinois Eligible Training Provider List (ETPL).

5. Education Offered Concurrently with Workforce Preparation- Integrated Education and Training (IET)/ICAPS The Integrated Career & Academic Preparation System (ICAPS), is the implementation of the Integrated Education and Training (IET) model in Illinois. IET is a service approach that provides adult education and literacy activities/basic academic skills which are included as part of alternative secondary school services and dropout recovery services (program element 2) concurrently and contextually with workforce preparation activities (program element 3) and workforce training (program element 4) for a specific occupation or occupational cluster for the purpose of educational and career advancement. ICAPS aims to provide an integrated pathway in Career and Technical Education (CTE) for college credit and/or program certificate opportunities for Adult Education and Literacy (AEL) students that lack basic skills. **ICAPS/IET career pathway programs must be approved by the Illinois Community College Board (ICCB)** to ensure the three components of integrated education and training are provided concurrently as well as contextually as required.

6. Leadership Development Opportunities - 20 CFR § 681.520 defines this program element as opportunities that encourage responsibility, confidence, employability, self-determination, and other positive social behaviors such as:

- a) Exposure to postsecondary educational possibilities;
- b) Community and service-learning projects;
- c) Peer-centered activities, including peer mentoring and tutoring;
- d) Organizational and teamwork training, including team leadership training;
- e) Training in decision-making, including determining priorities and problem solving;
- f) Citizenship training, including life skills training such as parenting and work behavior training;
- g) Civic engagement activities which promote the quality of life in a community; and
- h) Other leadership activities that place youth in a leadership role such as serving on youth leadership committees, such as a Standing Youth Committee.

7. Support Services - 20 CFR § 681.570 describes supportive services for youth as defined in WIOA Sec. 3(59), as services that enable an individual to participate in WIOA activities. These services include, but are not limited to, the following:

- a) Linkages to community services;
- b) Assistance with transportation;
- c) Assistance with childcare and dependent care;
- d) Assistance with housing;
- e) Assistance with educational testing;
- f) Reasonable accommodations for youth with disabilities;
- g) Legal aid services;
- h) Referrals to health care;
- i) Assistance with uniforms or other appropriate work attire and work-related tools, including such items as eyeglasses and protective eye gear;
- j) Assistance with books, fees, school supplies, and other necessary items for students enrolled in Postsecondary education classes; and
- k) Payments and fees for employment and training-related applications, tests, and certifications.

8. Adult Mentoring - 20 CFR § 681.490 states that adult mentoring must last at least 12 months and may take place both during the program and following exit from the program and be a formal relationship between a youth participant and an adult mentor that includes structured activities where the mentor offers guidance, support, and encouragement to develop the competence and character of the mentee. The final rule also states that while group mentoring activities and mentoring through electronic means are allowable as part of the mentoring activities, at a minimum, the local youth program must match the youth with an individual mentor with whom the youth interacts on a face-to-face basis. Mentoring may include workplace mentoring where the local program matches a youth participant with an employer or employee of a company. Local programs should ensure appropriate processes are in place to adequately screen and select mentors.

9. Follow-Up Services - 20 CFR § 681.580 describes follow-up services as critical services provided following a youth's exit from the program to help ensure the youth is successful in employment and/or postsecondary education and training. Follow-up services may include regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise. Follow-up services may begin immediately following the last expected date of service in the Youth program (and any other DOL program in which the participant is co-enrolled if the state is using a common exit policy as discussed in TEGL No. 10-16) when no future services are scheduled. Follow-up services do not cause the exit date to change and do not trigger re-enrollment in the program. The final rule also states that follow-up services for youth also may include the following program elements:

- a) Supportive services;
 - b) Adult mentoring;
 - c) Financial literacy education;
 - d) 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; and
 - e) Activities that help youth prepare for and transition to postsecondary education and training.
- Provision of these program elements must occur after the exit date in order to count as follow-up

services. DOL recommends that when these services are provided as follow-up services they are coded as follow-up services in state/local management information systems as opposed to program services provided prior to program exit so that management information systems clearly differentiate follow-up services from those services provided prior to exit. In addition, such follow-up services should be documented in the case file that they were provided as follow-up services post exit.

10. Comprehensive Guidance and Counseling - 20 CFR § 681.510 states that comprehensive guidance and counseling provides individualized counseling to participants. **This includes drug and alcohol abuse counseling, mental health counseling, and referral to partner programs, as appropriate. Violence Prevention are also covered under this element.** When referring participants to necessary counseling that cannot be provided by the local youth program or its service providers, the local youth program must coordinate with the organization it refers to in order to ensure continuity of service. When resources exist within the local program or its service providers, it is allowable to provide counseling services directly to participants rather than refer youth to partner programs.

11. Financial Literacy Services- Per § 681.500 the financial literacy education program element may include activities which:

- a) Support the ability of participants to create budgets, initiate checking and savings accounts at banks, and make informed financial decisions;
- b) Support participants in learning how to effectively manage spending, credit, and debt, including student loans, consumer credit, and credit cards;
- c) Teach participants about the significance of credit reports and credit scores; what their rights are regarding their credit and financial information; how to determine the accuracy of a credit report and how to correct inaccuracies; and how to improve or maintain good credit;
- d) Support a participant's ability to understand, evaluate, and compare financial products, services, and opportunities and to make informed financial decisions;
- e) Educate participants about identity theft, ways to protect themselves from identify theft, and how to resolve cases of identity theft and in other ways understand their rights and protections related to personal identity and financial data;
- f) Support 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;
- g) Support activities that address the particular financial literacy needs of youth with disabilities, including connecting them to benefits planning and work incentives counseling;
- h) Provide financial education that is age appropriate, timely, and provides opportunities to put lessons into practice, such as by access to safe and affordable financial products that enable money management and savings; and
- i) Implement other approaches to help participants gain the knowledge, skills, and confidence to make informed financial decisions that enable them to attain greater financial health and stability by using high quality, age-appropriate, and relevant strategies and channels, including, where possible, timely and customized information, guidance, tools, and instruction.

12. Youth Entrepreneurial Skills Training - 20 CFR § 681.560 states this program element provides the basics of starting and operating a small business. Such training must develop the skills associated with entrepreneurship. Such skills may include, but are not limited to, the ability to take initiative; creatively seek out and identify business opportunities; develop budgets and forecast

resource needs; understand various options for acquiring capital and the trade-offs associated with each option; and communicate effectively and market oneself and one's ideas.

Approaches to teaching youth entrepreneurial skills may include, but are not limited to:

- a) Entrepreneurship education that provides an introduction to the values and basics of starting and running a business. Entrepreneurship education programs often guide youth through the development of a business plan and also may include simulations of business start-up and operation;
- b) Enterprise development which provides supports and services that incubate and help youth develop their own businesses. Enterprise development programs go beyond entrepreneurship education by helping youth access small loans or grants that are needed to begin business operation and by providing more individualized attention to the development of viable business ideas; and
- c) Experiential programs that provide youth with experience in the day-to-day operation of a business. These programs may involve the development of a youth-run business that young people participating in the program work in and manage. Or, they may facilitate placement in apprentice or internship positions with adult entrepreneurs in the community.

13. Services that provide Labor Market Information- Under 20 CFR § 681.460 (a)(13), this element includes “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/planning, and career exploration services.” This element is not further described in the Youth section of the final rule; however, the Wagner-Peyser regulation at 20 CFR § 651.10 provides additional information about this element under the definition of workforce and labor market information. That section defines workforce and labor market information as “the body of knowledge that describes the relationship between labor demand and supply”.

- **Referred to Employment/Placement Assistance** - Individualized assistance by a career planner who matches a participant with existing job openings which are related to the participant's prior job experience or with the training program the individual has completed.
- **Vocational Exploration** - Vocational Exploration is the process of learning about yourself and the world of work, identifying and exploring potentially satisfying occupations and developing an effective strategy to realize goals. This would include in-depth career awareness, career counseling, and career exploration services.
- **Group Workforce Research/Workshops/Job Clubs** - Workshops - Facilitator-led, organized workshop intended to provide participants with knowledge of labor market information, skills assessment, applications/resume preparation, interviewing techniques, and job search techniques to enhance their search for employment.

Job Clubs - Provide resource materials on job openings and job search skills as well as descriptive materials about vocations and the skills sets that are required to successfully gain employment. They may also provide group activities which support participants in conducting an independent job search.

14. Post-Secondary Preparation and Transition Activities - In 20 CFR § 681.460 (a)(14), the final program element is activities that help youth prepare for and transition to postsecondary education and training. This element is not further described in the final rule. Postsecondary preparation and transition activities and services prepare ISY and OSY for advancement to postsecondary education after attaining a high school diploma or its recognized equivalent. These services include exploring postsecondary education options including technical training schools,

community colleges, 4-year colleges and universities, and registered apprenticeship programs. Additional services include, but are not limited to, assisting youth to prepare for SAT/ACT testing; assisting with college admission applications; searching and applying for scholarships and grants; filling out the proper Financial Aid applications and adhering to changing guidelines; and connecting youth to postsecondary education programs.

5) PERFORMANCE REQUIREMENTS

All contractors are responsible for meeting or exceeding performance levels specified herein and included in the contract. 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/or education (post-secondary education, advanced training, unsubsidized employment, military services, or qualified apprenticeships) during the 2nd quarter after exiting the program.
- c. Placement in employment and/or education (post-secondary education, advanced training, unsubsidized employment, military services, or qualified apprenticeships) during the 4th quarter after exiting the program.
- d. Median earnings during the 2nd quarter after exiting from the program.
- e. Measureable skills gained while enrolled in the program.

6) INSURANCE REQUIREMENTS

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/or Comprehensive and Liability Insurance.

- For each youth, the Contractor shall provide Workers' Compensation Insurance covering all liability for the Contractor arising under the Workers' Compensation Act and Workers' Occupational Disease Act.
- The Contractor shall provide Worker's Compensation insurance where the same is required and shall accept full responsibility for the payment of unemployment insurance, premiums for Worker's Compensation, Social Security and retirement and health insurance benefits, as well as all income tax deductions and/or other payroll tax deductions required by law for its employees who are performing services specified by this contract.
- Certificates of Insurance and endorsements evidencing the above required insurance must be submitted 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 or 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. No individual shall be excluded from participation in, denied the benefit of, subjected to discrimination under, or denied employment in the in administration of or in connection with any such program because of race, religion, sex (including pregnancy, gender identity, and sexual orientation) parental status, national origin, age, disability or political affiliation or belief or military service.

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 letters of support from potential employers that have agreed to provide work-based learning opportunities for youth in your program.*** How many youth will be enrolled in the WBL 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 auditor's 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 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 for youth in the program or provide a statement that you will adopt the WIOA grievance procedures.
- 9 b) Before a contract award is made, a risk assessment will be completed by the LLWA.

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 strong Work Based Learning (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 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.

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 all 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 proposal describes the organization's plan to market, recruit, and assess youth.
- 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.

REJECTION OF PROPOSALS

The Land of Lincoln Workforce Alliance reserves the right to reject any or all proposals. The release of this RFP does not commit the Land of Lincoln Workforce Alliance to award a contract. Questions may be directed to mgriebler@worknet20.org

Proposals must be received by 4:00 pm. CST on Friday, February 13th, 2026. ***Proposals may be submitted electronically to mgriebler@worknet20.org.***

TOOLS AND RESOURCES

Land of Lincoln Workforce Alliance and Board information – www.worknet20.org

WIOA employment and training in Illinois - illinois.gov/dceo/WorkforceDevelopment

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/partners>

Workforce GPS- Youth Connections Community

<https://youth.workforcegps.org/resources/2017/03/22/09/55/WIOA-Youth-Program-Resources-Page>

DOL toolkit to assist programs with improving case management, recruitment, intake, and follow-up services https://wdr.doleta.gov/directives/attach/TEGL/TEGL_33_12_Acc.pdf

DOL WIOA Resource Page www.doleta.gov/WIOA

Curriculum focused on teaching work readiness skills, interpersonal, and professional skills.

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiw9ZiKxIT1AhUvk4kEHVIRBY0QFnoECAkQAQ&url=https%3A%2F%2Fwww.illinoisworknet.com%2F%2FSYEP2014%2FDocuments%2FCareer%255EMReadiness_7.1_FINAL.pdf&usg=AOvVaw0X98u6oaBhWhuHyYjt7TD3

Data Recognition Corporation – Test of Adult Basic Education <https://tabetest.com/resources-2/testing-information/online-tools-training/>

DCEO Workforce Development

The website is located at

<https://www2.illinois.gov/dceo/WorkforceDevelopment/Pages/default.aspx>

Provides assistance and resources

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.

<https://www2.illinois.gov/dceo/ServicesGuide/GranteeResources/Pages/Monitoring-Types.aspx>

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.

<https://www2.illinois.gov/dceo/ServicesGuide/GranteeResources/Noncompliance/Pages/Grant-Fund-Recovery-Act.aspx>

Youth Program Elements

<https://apps.illinoisworknet.com/WIOAPolicy/Policy/Index?id=553>

Requirements of Department of Commerce Grantees

A listing of requirements to follow for grant awards. 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, Equal Opportunity, and more.

<https://dceo.illinois.gov/aboutdceo/grantopportunities/grantee-requirements.html>

WBL Tools

Work Based Learning Tools and Resources

<https://www.illinoisworknet.com/partners/JobDrivenNEG/Pages/WBLModels.aspx>

<https://www.workforcegps.org/resources/2019/10/17/20/52/Work-Based-Learning-Toolkit>

<https://www.dol.gov/agencies/odep/program-areas/apprenticeship/quick-guide>



COVER SHEET – PY 2026 Out-of-School Youth Program

Program Name: _____

Operator Name: _____

Address: _____

UEI 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

PROPOSED 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.

PROPOSED BUDGET REQUEST FOR 06/01/2026-06/30/2027

TOTAL FOR THIS 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)					\$

Instructions

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 in your written and attached (Cost Allocation Plan). The cost allocation plan and budget amounts should match.

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 in your cost allocation plan.

Examples:

Customer 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 bus passes or tokens, include a description of how distribution of those passes/tokens will be 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			
OJTs			
TOTAL WORK BASED LEARNING			\$

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

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

If you have one staff person who is 100% to this project, but 50% Program Coordinator/Case Manager and/or 50% WBL Coordinator please be sure to allocate accordingly and include a detailed description and calculation based on annual salary and time dedicated to this project in your cost allocation plan.

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, please include a description of how the cost was determined in your cost allocation plan.

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 one year after exit.

Youth Employment Rate in 2nd post-quarter during follow-up

The number of youth exiters with post quarter 2 wages

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.

Youth Employment Rate in the 4th post-quart during follow-up

The number of youth exiters with post quarter 4 wages

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.

Youth Median Earnings Rate during follow-up

Of those youth customers enrolled in the program

Median earnings of youth customers in the 2nd quarter after exit from the program

Youth Measurable Skills Gain while enrolled in the program

Of those youth customers enrolled in the program

The number of customers who show a measurable NRS increase, Secondary school diploma attainment, Satisfactory progress report toward an established training milestone, or successful passage of a required occupational 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 Credential <i>Minimum required goal 83%</i>	The number of customers who attain a certificate, diploma, degree or industry recognized credential during the program or by the end of 1 year after exit <i>DIVIDED BY</i> the no. of youth customers who exit.			
Placed in Employment-Education PQTR2 <i>Minimum required goal 83%</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 youth customers who exit.			
Placed in Employment-Education PQTR 4 <i>Minimum required goal 83%</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 PQTR 2 <i>Minimum required goal \$5,500</i>	Median earnings of youth customers in the 2nd quarter after exit	\$	\$	\$
In Program Skills Gain <i>Minimum required goal 78%</i>	The number of customers who show an NRS increase, Secondary school diploma attainment, occupational credential, Satisfactory progress report toward an established milestone, or Successful passage of a required occupational exam before completing a year in the program.			

WIOA YOUTH PROPOSAL EVALUATION WORKSHEET

Bidder: _____

Reviewer _____

	Evaluation Criteria	Score
1	Minimum Youth Program Requirements Met (see Requirements in <u>Award of Contracts</u> section - 20 possible points, 20 being the highest) Does the bidder propose a program that serves out of school youth incorporating RIA? Does the proposal provide training for in-demand industry sectors/occupations? Does the youth program include a strong work-based learning component? Is program recruitment and assessment well defined? Can enrollment of eligible youth be achieved? Satisfactory record and Fiscal integrity?	
2	Background data of past programs - Performance History (15 possible points, 15 being the highest) Does bidder have workforce experience in youth programs? If previous WIOA provider, review performance record. If not, does the bidder show proof of ability to meet performance measures? For all bidders, are measures met regarding: Credential attainment rates; measurable skills gains; Entered employment/post-secondary education rates, and earnings. If the bidder is a past provider, did they meet the conditions of prior contract?	
3	Partnerships and Linkages (15 possible points, 15 being the highest) Is the bidder partnering with employers and other agencies? Are employer partners secured and listed in the proposal? Are the 14 youth elements addressed? Are letters of commitment/support from employers and agencies included in the proposal? Is the bidder serving multiple counties?	
4	Are all costs reasonable (20 possible points, 20 being the highest) Assess 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 is not WIOA dependent? Did the bidder submit their cost allocation plan supporting the budget?	
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 focused 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? Will this program contribute to the employment of youth in the community?	
6	Optional - In-Kind Contributions (5 possible points) To what extent are other agency resources available to support the program?	
7	Evaluation - 100 possible + Extra Optional - 5 possible = 105 possible points Total:	

Recommendations/Comments:

CIRCLE ONE: This program Should Should not be funded in the amount of
 \$ _____

Signature of Reviewer _____

Date _____

ATTACHMENT A: DEFINITIONS

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, skills, aptitudes, 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, high school dropouts, 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 9th grade level (NRS Level 5) 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 1 Y eligible to participate in a program, and receives a service funded by the WIOA Program.

DOL

Department of Labor

DOTL

Demand Occupations Training List

DRC

Data Recognition Corporation

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 NRS 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.

ETPL – Eligible Training Provider List <https://www.illinoisworknet.com/wioatrainingsearch>

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.

IDCEO

Illinois Department of Commerce and Economic Opportunity

ISS (Individual Service Strategy)

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. These plans are a

roadmap to determining the combination of the career, training, and supportive services that help the participant secure sustainable employment and/or in the instance of youth advancement into postsecondary education.

In-Demand Industry Sector or Occupation

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 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. In demand occupations for this project have been set at the state level and are included on the Demand Occupation Training List (DOTL) set by the IDCEO. WIOA Notice No. 20-NOT-08. In-demand Industry Sectors for the Central Region Include; Healthcare, Manufacturing, Agriculture, Information Technology, Construction, and Transportation & Warehousing.

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.

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.

NRS

U.S. Department of Education's National Reporting System

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.

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 NRS Level for math and reading.

UEI No. A Unique Entity Identifier (UEI) number is the **authoritative identification number provided by the U.S. government**, used to identify businesses awarded federal grants, awards and contracts. If your organization is currently registered in SAM.gov with either an active or inactive registration, you have already been assigned a UEI. Your UEI is viewable **on your entity's registration record in SAM.gov**.

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) was the first federal reform of the workforce system in 15 years. WIOA replaced 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 became 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. For the purposes of this contract would be paid for by the contractor to the participant.

ATTACHMENT B: NRS LEVEL

The National Reporting System for Adult Education (NRS) is the accountability system for the federally funded adult education program, authorized by Section 212 of the Workforce Innovation and Opportunity Act (WIOA). The NRS includes the WIOA primary indicators of performance measures that describe adult education students and their program participation, methodologies for collecting performance data, and program reporting procedures.

For the NRS 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 national reporting system levels across all programs, contractors must use standardized assessment procedures that conform to the NRS assessment policy when determining customers' NRS levels including policies on accommodations. The assessment procedure must be a standardized test. LLWA has identified the Test of Adult Basic Education (TABE 11/12) 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 DRC policy. The post-assessment should occur after a set instruction time, (e.g., after 30-50 hours of instruction) based on the test publisher's guidelines for the amount of time needed for a customer to show a meaningful gain based on the pre-test level. If more than one assessment is administered, then the program should use the last assessment given as the basis for determining the educational level.

The initial assessment is the basis for placing customers in an NRS level. It is the baseline on which programs measure customer educational 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 level. 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.

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.

Educational gain is determined by comparing the customer's initial NRS level with the NRS level measured by the follow-up assessment or post-test. To allow Contractors to determine gain, the Contractor must use the NRS level definitions, and correlate assessment scores to specific

scale score and grade ranges. 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.

TABE 13 & 14 Grade Range Scale Score Guidance

To assist programs and agencies that are familiar with TABE Scale Scores in communicating with students, employers, and other partners familiar with grade-based scores, DRC is providing the following TABE Scale Score guidance.

The information below is intended to help programs discuss TABE scores with others not familiar with the TABE Scale Scores. TABE Scale Scores continue to be used to track educational gains under the U.S. Department of Education's National Reporting System (NRS). Other uses of TABE Scale Scores, such as acceptance into a program, hiring, or promotion, are at the discretion of employers or state and local agencies.

Grade-based scores have historically been an unreliable measurement of scores due to the large variance in understanding grade levels based on an individual's personal perceptions. The grade levels and corresponding TABE Scale Score Ranges provided below are intended to be used as a consultative resource and are not valid for measuring educational growth. Grade levels are an estimation based on review of data from High School Equivalency (HSE) performance, national Lexile® and Quantile® alignments, and alignment to College and Career Readiness Standards.

Grade Level	TABE Reading Scale Score Range	TABE Math Scale Score Range	TABE Language Scale Score Range
1st	310–375	310–379	310–383
2nd	376–441	380–448	384–457
3rd	442–461	449–464	458–475
4th	462–480	465–480	476–493
5th	481–500	481–495	494–510
6th	501–518	496–516	511–528
7th	519–535	517–536	529–546
8th	536–549	537–556	547–559
9th	550–562	557–576	560–572
10th	563–575	577–595	573–583
11th	576–596	596–626	584–607
12th	597–616	627–656	608–630
12+	617–800	657–800	631–800

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.