

BALTIMORE WORKFORCE DEVELOPMENT BOARD

REQUEST FOR PROPOSALS

Workforce Innovation and Opportunity Act
Youth Service Providers

Occupational Skills Training for Out-of-School Youth and Career Pathways & Work Readiness Training for In-School Youth

Issued: THURSDAY, MAY 21, 2020

Due: MONDAY, JUNE 29, 2020

Virtual Bidders Conference

Wed. May 27, 2020 (2:00 p.m.-3:00 p.m.)

Thurs. June 11, 2020 (10:00 a.m.-11:00 a.m.)

Attendance is not mandatory but is highly recommended.

Jason Perkins-Cohen
Director
Mayor's Office of Employment Development

Bernard C. "Jack" Young
Mayor
City of Baltimore



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Table of Contents

INTRODUCTION	3
APPLICANT QUALIFICATIONS	4
PROPOSAL TIMELINE	6
WIOA REQUIREMENTS.....	7
WIOA Program Design.....	7
WIOA Program Elements	8
Career Pathways.....	9
Target Population/Participant Eligibility	10
WIOA Performance Measures	11
Baltimore Workforce Common Metrics	12
AWARD TYPE AND AMOUNT	12
PERIOD OF PERFORMANCE	13
SUBMITTING A PROPOSAL.....	13
PROPOSAL FORMAT	15
COST OF PREPARING PROPOSALS	20
WITHDRAWALS	20
PUBLIC RECORDS.....	21
DOCUMENTATION OF QUALIFICATIONS	21
SUBCONTRACTOR RESPONSIBILITIES.....	22
EMPLOY BALTIMORE INFORMATION.....	22
BUDGET FORMAT.....	24
ATTACHMENT A: PROPOSAL COVER SHEET	38

INTRODUCTION

The Mayor and City Council of Baltimore's (the "City) Mayor's Office of Employment Development (MOED) and the Baltimore Workforce Development Board (BWDB) are committed to providing high-quality services for all young adults. These opportunities begin with career exploration and guidance, support for educational attainment, skills training in high-demand industries and occupations, access to pre-apprenticeships or internships and culminate with a good job along a career pathway, enrollment in post-secondary education, or a registered apprenticeship. The U.S. Departments of Labor and Education, as well as the City of Baltimore, want to support youth-serving programs that promote evidence-based strategies to assist in achieving high-levels of performance, accountability, and quality in preparing young people for the workforce.

Through this Request for Proposals (RFP), MOED, as the administrative entity and on behalf of the BWDB, is soliciting competitive proposals from qualified organizations to provide **(1) Occupational Skills Training to Out-of-School Youth (OSY) and/or (2) Career Pathways & Work Readiness Training to In-School Youth (ISY)**. Eligible OSY are between the ages of 18 and 24, while eligible ISY are graduating seniors ages 16 to 21 who earn a minimum of 21 credits or more to be eligible for graduation in May/June 2020.

Funding for these services is available under the federal Workforce Innovation and Opportunity Act of 2014 (WIOA). WIOA helps job seekers access employment, education, training, and support services to succeed in the labor market and matches employers with the skilled workers they need to compete in the global economy.

WIOA-funded youth programs aim to provide comprehensive services based on youth development principals to provide young adults with the skills necessary for them to compete in today's global economy. Employers often cite lack of workplace or job readiness skills as a key challenge for new employees. Most occupations today require workers to have some post-secondary training in order to advance in a career and earn self-sustaining wages.

A new feature of this round of WIOA funding is that out-of-school providers are required to reserve at least 40 percent of their WIOA-funded seats for new high school graduates. This targeted use of WIOA funds will support the continuation of Grads2Careers (G2C), a collaborative demonstration model that is now entering its third year of implementation. A partnership of Baltimore City Public Schools (City Schools), MOED, and the nonprofit Baltimore's Promise, the initiative establishes pathways for recent high school graduates who are not intending to enter college full-time within the next year. Its goals are both individual and systematic. It aims to prevent youth from becoming disconnected in the first place, route young people into training for career-track jobs in growing industries, and create a permanent and seamless link between City Schools and Baltimore's workforce system.

The Grads2Careers model was developed based on research showing that approximately 26 percent of City Schools high school graduates are disconnected in the fall following graduation, meaning they do not enter the workforce or pursue postsecondary education. Six years later, those who were disconnected in the fall after graduation are earning an average of just \$11,000.

Research also shows that only a small percentage of City Schools graduates successfully complete a postsecondary degree. Among the class of 2009, for example, fewer than 12 percent had earned any type of degree six years after graduation, and African American/black graduates were significantly less likely to complete degrees than white graduates. G2C aims to improve these outcomes by creating immediate workforce opportunities for new graduates.

Proposals must comply with the performance standards and requirements set out in WIOA as well as federal regulations issued by the United States Department of Labor (USDOL) and policy guidance of the Maryland Department of Labor (MDDOL) (See full description below.) The full Workforce Innovations and Opportunities Act of 2014 (WIOA) and related Federal Register notice are located here:

<https://www.dol.gov/agencies/eta/wioa>

<https://www.dol.gov/agencies/eta/wioa/about>

<https://www.dol.gov/agencies/eta/wioa/regulations>

APPLICANT QUALIFICATIONS

The purpose of this Request for Proposals (RFP) is to identify interested and qualified entities able to provide innovative, high-quality services to in-school and out-of-school young adults. The selected in-school vendors must have experience providing educational and workforce development assistance. The selected out-of-school vendors must have a track record of high-quality program implementation, evidence by previous experience with job training, skill building, employment placement and retention. They must also have the capacity to provide GED instruction to program participants without a high school diploma or to connect participants to this service at a partner organization.

All vendors must possess the requisite technical capacity and professional expertise to provide the types of services required and with the program design and components required by WIOA, as described in the “WIOA Requirements” section below.

Applicants may represent any of the following types of organizations:

- Local education agency
- Institution of higher education
- Public or private, nonprofit agency (any not-for-profit entity must have been incorporated for at least two (2) years (as evidenced by a letter from the governing body certifying proof of incorporation) and be designated as a 501 (c)(3) tax-exempt organization by the Internal Revenue Service.
- For-profit business
- Library

- Consortium of agencies, organizations, institutions, libraries, or authorities described above

Selected vendors are also required to do the following.

- Ensure that all WIOA youth register for the YouthWorks summer jobs program
- Send a case manager and/or program supervisor to monthly meetings with the MOED Out-of-School Youth Administrator to discuss program progress and participate in professional development training.
- Regularly attend BWDB Youth Committee meetings and identify WIOA participants to attend and support the efforts of the BWDB Youth Committee
- Begin delivering services on the indicated start date identified in their proposal.

As part of their participation in Grads2Careers, awardees serving out-of-school youth who are new high school graduates additionally will:

- Work in partnership with G2C staff to recruit the high school seniors not going to college to become G2C participants;
- Work in partnership with the G2C mental health and wellness counselor who provides on-site group and individual support for all G2C participants
- Work in partnership with G2C legal service providers, which provide on-site legal support to all G2C vendors
- Participate in G2C professional development and training opportunities, such as youth development and race equity and inclusion training; and
- Comply with all G2C data collection and evaluation requirements, such as using a participant consent form to collect data, inputting information into MOED's G2C data management system, and working with a third-party research institution on a process evaluation.

PROPOSAL TIMELINE

Tentative Schedule

RFP advertisement	Mon. May 18, 2020
RFP release	Mon. May 18, 2020
*Virtual/WebEx Bidders Conference	Wed. May 27, 2020, 2:00 p.m-3:00 p.m. Thurs., June 11, 2020, 10:00 a.m.-11:00a.m. <i>*you must email youthcareers@oedworks.com to pre-register for the virtual bidders conference; be sure to include the date you plan to attend and the WebEx link will be forwarded*</i>
Deadline to Send Written Questions	Tues. May 26, 2020
Release of Response to Written Questions	Mon. June 15, 2020
Proposal Deadline	Mon., June 29, 2020 1 signed original and 4 signed copies Delivered to: Donnice E. Brown MOED, Youth Services 101 W. 24 th Street Room 300 Baltimore, MD 21218
Staff Review of Proposals-Review for Compliance	Tues., June 30, 2020
Anticipated announcement of awardee selection and notification	Tues. July 14, 2020
Contract negotiations begin	Thurs. July 16, 2020
Contract negotiations completed	Fri., July 24, 2020
Contracts submitted to Board of Estimates for approval	Mon. August 24, 2020
Orientation for awardees	Wed., September 9, 2020 Thurs., September 10, 2020
Anticipated contract start and end date	Thurs., October 1, 2020-September 30, 2021

All dates after the proposal deadline are approximate and may be adjusted as conditions dictate.

Organizations considering submitting a proposal are asked to preregister for one of the **Virtual Bidders Conferences** scheduled for **Wed. May 27, 2020 and Thurs. June 11, 2020**. In order to receive the WebEx link for the virtual Bidders Conference organizations must preregister at youthcareers@oedworks.com with the date you plan to attend.

Questions relating to the RFP will not be answered by telephone. Providers are encouraged to submit questions in advance of the Bidders Conference by 4:00 pm on *Tuesday, May 26, 2020* to

youthcareers@oedworks.com This will allow time for MOED staff to fully research questions and provide detailed answers at the Bidder's Conference. After the Bidders Conference, additional questions pertaining to the RFP must be submitted in writing to youthcareers@oedworks.com no later than 2:00 pm on *Friday, June 12, 2020*.

Questions received after this deadline will not be answered. Responses to these additional questions will be distributed by email to prospective bidders and will be available at www.oedworks.com webpage no later than Monday, June 15, 2020.

WIOA REQUIREMENTS

WIOA includes specific requirements that must be included in program design. These include assessments, program strategies, program activities, and program linkages to employers and are described in detail below.

WIOA Program Design

Section 129(c) (1) (C) of WIOA states that funds allocated to youth service providers should be used to carry out the following program design:

1. Provide an objective assessment of the academic levels, skill levels, and service needs of each participant; this assessment shall include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes, supportive service needs, and developmental needs for the purpose of identifying appropriate services and career pathways for participants.
2. Develop service strategies for each participant that are directly linked to performance outcomes, and shall identify career pathways that include education and employment goals, appropriate achievement objectives, and appropriate services for the participant identified in the objective assessment.
3. Provide:
 - a. Activities leading to the attainment of a secondary school diploma or its recognized equivalent or a recognized postsecondary credential;
 - b. Preparation for postsecondary educational and training opportunities;
 - c. Strong linkages between academic instruction and occupational education that lead to the attainment of postsecondary credentials;
 - d. Preparation for unsubsidized employment opportunities; and
 - e. Effective connections to employers, including small employers, in in-demand industry sectors and occupations.

WIOA Program Elements

Per Section 129(c) (2) of the Act, the following fourteen (14) elements **must be included in youth programs**. These services listed must be accessible to participants (based on need) and can be offered through collaborative partnerships utilizing community resources. If a bidder does not directly provide the services listed, it must demonstrate the ability to collaborate with other organizations to provide such services. The bidder has the primary responsibility of ensuring that each participant receives the full continuum of services.

1. 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;
2. Alternative secondary school offerings;
3. Paid and unpaid work experiences that have as a component academic and occupational education, which may include:
 - a. summer employment opportunities and other employment opportunities available throughout the school year;
 - b. pre-apprenticeship programs;
 - c. internships and job shadowing; and
 - d. on-the-job training opportunities;
4. Occupational skills training, which shall 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;
5. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
6. Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate;
7. Supportive services;
8. Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months;
9. Follow-up services for not less than 12 months after the completion of participation, as appropriate;

10. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate;
11. Financial literacy education;
12. Entrepreneurial skills training;
13. 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;
14. Activities that help youth prepare for transition to postsecondary education and training

Career Pathways

WIOA places a strong emphasis on career pathways. WIOA secs. 3(7) (A) through (G) defines career pathways as, “a combination of rigorous and high-quality education, training, and other services that:

1. Aligns with the skill needs of industries in the economy of the State or regional economy involved;
2. Prepares an individual to be successful in any of a full range of secondary or postsecondary education options;
3. Includes counseling to support an individual in achieving the individual’s education and career goals;
4. 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;
5. 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;
6. Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
7. Helps an individual enter or advance within a specific occupation or occupational cluster.”

The BWDB has identified eight industry clusters as Baltimore’s fastest-growing sectors. Applicants are encouraged, but not required, to offer workforce development in these areas. They are:

1. Health care and social assistance
2. Bioscience
3. Business services
4. Computer, internet and software-related data services
5. Construction
6. Hospitality & tourism
7. Port and port-related services

8. Sustainable energy and environmentally-driven services

For more information on these clusters, see <https://moed.baltimorecity.gov/job-seekers/21st-century-careers>.

Target Population/Participant Eligibility

Funds awarded through this RFP will be used for programs that serve OSY between the ages of 18 and 24 while the ISY target are May/June 2021 graduating seniors 16-21 years old who will earn a minimum of 21 credits or more during the program year.

An **out-of-school youth** is an individual who is:

1. Not attending any school (as defined under State law);
2. Not younger than age 18 or older than age 24; and
3. One or more of the following:
 - a. A school dropout
 - b. 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
 - c. A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is:
 - d. An individual subject to the juvenile or adult justice system
 - e. 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
 - f. An individual who is pregnant or parenting
 - g. A youth who is an individual with a disability.
 - h. A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

Youth in the **Grads2Careers** track will be Baltimore City residents who have graduated from Baltimore City Public Schools within the previous 12 months and who meet all other WIOA eligibility requirements. Young adults (ages 18-21) who have received their GED/Maryland High School Diploma in the previous 12 months and who meet all other WIOA eligibility requirements are also eligible under the Grads2Careers track.

An **in-school youth** is an individual who is:

1. Attending school (as defined by State law);
2. Not younger than age 16 or (unless an individual with a disability who is attending school under State law) and not older than age 21;
3. A low-income individual; and
4. One or more of the following:
 - a. Basic skills deficient
 - b. An English language learner
 - c. An offender
 - d. 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.
 - e. Pregnant or parenting
 - f. A youth who is an individual with a disability
 - g. An individual who requires additional assistance to complete an education program or to secure or hold employment.

The youth program service providers must ensure that any applicants who do not meet the WIOA eligibility enrollment requirements or who cannot be served by the program are referred for additional assistance to appropriate programs that meet their basic skills and training needs, such as the Youth Opportunity Centers. The Westside YO Center is located at 1510 W. Lafayette Avenue (410-545-6953), and the Eastside YO Center is located at 1212 N. Wolfe Street (410-732-2661).

WIOA Performance Measures

All youth served during Program Years 2020-2022 will be measured as part of a comprehensive youth program assessed by the WIOA Common Measures.

A link to the WIOA Common Measures can be located here:

https://wdr.doleta.gov/directives/attach/TEGLTEGL_10-16-Change1.pdf.

WIOA Common Measures	Description
Youth Placement in Employment/ Education	Percentage of program participants who are in education or training activities, or in unsubsidized employment during the second quarter after exit
Youth Retention in Employment/ Education	Percentage of youth who are in education or training activities or in subsidized employment during the fourth quarter after exit
Median Earnings	Median earnings of participants in unsubsidized employment during the second quarter after exit
Credential Attainment	Percentage of youth who obtain a recognized post-secondary credential or a secondary school diploma/ GED during participation or within one year after exit
Measurable Skill Gains	Percentage of youth who are in an education/ training program that leads to a recognized post-secondary credential or employment and who are achieving measureable skills gains

Baltimore Workforce Common Metrics

In September 2018, the BWDB approved a resolution supporting a set of standardized workforce metrics for occupational training providers in Baltimore City. The Common Metrics stem from a Board analysis of public and private workforce investments that determined that the annual collection of consistently defined workforce data were needed to better track the performance of the workforce system.

Common Metrics data collection will include an Annual Report due by March 31 of each year covering January to December of the preceding year. The report should be submitted by email to MOED in a template provided to awardees. The report captures information on demographics (e.g. race, age, gender, etc.) of those served as well as basic workforce outcomes (e.g. enrollment, completion, placement, wages, etc.). Programs will also complete a Program Profile designed to identify the unique aspects of each program's design and populations served.

AWARD TYPE AND AMOUNT

Funding is awarded in the form of a grant. Approximately \$6,000 per youth is expected to be available to selected providers. Selected providers are required to submit monthly invoices with the appropriate back-up documentation.

MOED reserves the right to change the number of grants awarded depending on the quantity and quality of applications submitted under this RFP. In the event that additional funds become available, MOED reserves the right to use such funds to select additional grantees from applications submitted in response to this RFP. Grant awards will be made only to the extent that funds are available.

The percentage of the total costs of the program or project which will be financed with Federal money;	34.7%
The dollar amount of Federal funds for the project or program; and	\$2,949,000
The percentage and dollar amount of the total costs of the project or program that will be financed by non-governmental sources.	0.0%

PERIOD OF PERFORMANCE

The maximum period for this grant performance is 24 months from the date of execution of the grant award, commencing on or about **October 1, 2020** and ending no later than **September 30, 2022**.

The performance period includes all necessary implementation and start-up activities, client recruitment and enrollment, completion of proposed education and or occupational skills training activities, and participant follow-up for performance outcomes.

MOED expects that the grant start date will be October 1, 2020 and subsequently expects start-up activities, such as the hiring of providers' staff to carry out this program and project design activities to be completed prior to the contract start date.

Providers should begin to serve participants as soon as the contract is signed. MOED strongly encourages providers to develop their project work plans and timelines accordingly. Applicants must plan to fully expend grant funds during the period of performance and to ensure full transparency and accountability for all expenditures.

SUBMITTING A PROPOSAL

Proposals submitted in response to this RFP must consist of five separate and distinct parts:

- (1) Cover Page
- (2) Project Abstract
- (3) Project Narrative
- (4) Project Budget & Budget Justification; and,
- (5) Required Supplemental & Qualification Documents.

Applicants may also include an optional sixth section, “Optional Supplements & Informational Materials,” conforming to the standards detailed below.

It is the applicant’s responsibility to ensure that the submitted proposal is complete and fully responsive to all RFP requirements and that the funding amount requested is consistent across all parts and sub-parts of the proposal.

MOED reserves the right to deem any application that is incomplete nonresponsive and thereby ineligible for competitive review. Please closely follow the guidance outlined below to ensure that your proposal package is fully responsive to RFP requirements and thereby eligible for review.

Each submission will receive a receipt. We will not accept faxed proposals. Five printed copies of the proposal must be submitted to:

Ms. Donnice E. Brown
Mayor’s Office of Employment Development
Youth Services Division
101 W. 24th Street, Room 300
Baltimore, Maryland 21218

Questions regarding this RFP may be submitted in writing via email to **Ms. Donnice E. Brown**, Baltimore Workforce Development Board Youth Committee Liaison at **youthcareers@oedworks.com**.

All questions will be responded to, compiled, and shared with all other bidders. Questions will be accepted until June 12, 2020. The questions and answers will be researched, compiled and emailed on or before June 15 to all bidders,

An electronic copy of the RFP package is available online at: <http://www.oedworks.com> and www.baltoworkforcedev.com

PROPOSAL FORMAT

MOED is seeking proposals from qualified organizations to provide occupational skills training to out-of-school Youth and/or career pathways and work readiness training to in-school youth. The selected bidders must demonstrate the capacity to provide group activities as well as meet each participant’s individual needs as determined by an objective assessment.

RFP Requirement	Guidance for Completion
<p>General Requirements: Proposal Format</p>	<p>Please format your proposal closely following the standard requirements below:</p> <ul style="list-style-type: none"> • Order of Contents: <ul style="list-style-type: none"> ○ Section 1 – Cover Page ○ Section 2 – Project Abstract ○ Section 3 – Project Narrative ○ Section 4 – Budget & Budget Justification ○ Section 5 – Required Supplements & Qualification Documents ○ Section 6 – Optional Supplements & Informational Materials • Page Limits: <ul style="list-style-type: none"> ○ Cover Page – 1 pg. ○ Project Abstract – 1 pg. ○ Project Narrative – 10 pgs. ○ Budget & Budget Narrative – 5 pgs. ○ Required Supplements & Qualification Documents – No Limit • Formatting Requirements: <ul style="list-style-type: none"> ○ 11-point font ○ Normal Margins (Top: 1”; Bottom: 1”; Left: 1”; Right”) ○ Single-Spaced ○ Times New Roman ○ Numbered – bottom of page ○ Single-sided 8.5 x 11” page • All proposals must be submitted in a three ring binder <p>Please note: A minimum of 5 points will be deducted in the scoring of proposals that do not follow these criteria.</p>

<p>Section 1: Cover Page</p>	<p>Use the one-page template included as an attachment to this RFP as your cover page.</p> <p>Complete all fields requested or indicate “n/a” where the field is not applicable.</p> <p>Items to be included: name of the organization, EIN, address, telephone number, email address, and the name and title of the person authorized to answer any questions about the proposal, negotiate the contract terms and contractually bind the proposer.</p> <p>The Cover Page must also include the type of program you will serve (Occupational Skills Training for Out-of-School Youth or Career Pathways & Work Readiness Training for In-School Youth) by this proposal, total number of clients to be served, funding request for PY21 and PY22, and type of organization applying.</p> <p>Out-of-school providers should specify what percentage of their participants will be in the Grads2Careers population: young adults (ages 18 to 21) who have received their Maryland high school diploma from City Schools or as result of GED instruction in the previous 12 months. This percentage should be at least 40 percent.</p> <p>The signatory authority for the organization should sign the cover page.</p>
<p>Section 2: Project Abstract</p>	<p>In no more than one page, closely following the standard formatting requirements above, please detail the following in narrative form:</p> <ol style="list-style-type: none"> 1. Name of the proposed initiative or project 2. Name of the lead applicant 3. Names of core community, service, youth development and/or workforce training partners 4. Project goals and objectives 5. Targeted population(s), including percentage of participates in the Grads2Careers target population (for out-of-school providers) 6. Overview of project scope (types of services to be provided) 7. Proposed performance outcomes that also meet WIOA requirements 8. Proposed period of performance 9. Requested award amount

Section 3:
Project Narrative

In no more than 10 pages, closely following the standard formatting requirements above, detail the following in narrative form. The following instructions provide all of the information needed to complete the Project Narrative section. Carefully read and consider each section and include all required information in your Project Narrative. The Project Narrative will be evaluated using the evaluation criteria identified below. Applicants should use the same section headers identified below for each section of their Project Narrative and follow the same order/sequence of contents below:

Part 1: Organizational Background, Qualifications, Performance History (Proposal Evaluation 25 points)

- a. Describe your organization, the governance structure, length of existence, vision, mission, goals, and major programs currently offered.
- b. Describe your experience serving youth 16-24 years old.
- c. Outline all workforce programs operated during the last two years. Provide brief program descriptions and funding sources.
- d. Provide performance data for the past two years for the programs included in this applications. This includes the number and rate enrolled, number and rate completed, type and number and rate of credentials earned, number and rate placed in full-time employment, and number retained and rate retained at 60 days post-placement.

Part 2: Plan of Service (Proposal Evaluation 35 points)

Submissions will serve in-school or out-of-school youth. Providers serving out-of-school youth will reserve at least 40 percent of their WIOA-funded seats for new high school graduates. Service plans should address if and how programming will be differentiated to serve the Grads2Careers population, new high school graduates.

Proposals should be based on youth development principles and best practices that support, motivate, and prepare youth for continuing educational achievements, successful transition into adulthood, and long-term success in employment. The proposed services design and implementation strategies must be age appropriate, provide a customized mix of services to address individual needs and goals, and lead to attainment of the WIOA performance measures for in-school and out-of-school youth.

General Information

- a. Describe which project type you are submitting and why **(Occupational Skills Training for Out-of-School Youth or Career Pathways & Work Readiness Training for In-School Youth)**
- b. Describe your knowledge of the most significant workforce development challenges and opportunities that impact Baltimore City youth.
- c. Describe the General Education Development (GED) program that will be offered to youth who enroll without a high school diploma.
- d. Describe how youth who are basic skills deficient will be assisted to increase their skills. Basic skills deficient youth are those who do not TABE (Test for Adult Basic Education) at a 9th grade level in numeracy or literacy or higher.
- e. If submitting a sector-based model that focuses on occupational skills training, describe the type of career pathway your organization will offer? How did you determine this pathway was a high growth/projected growth industry in Baltimore City and the region? The businesses that will hire successful program completers. ***Provide a letter of commitment from the employer that confirms they will offer job shadow, internships or employment opportunities for qualified participants.***
- f. Provide a copy of the career assessment survey that will be administered to participants. What type of work based learning and career development opportunities will be offered to youth?
- g. Describe all services that you will provide in accordance with the 14 Program Elements required by WIOA (these can be available by direct service provision, through partnerships with other organizations, or by referral to other organizations as appropriate). **The grantee will have the primary responsibility for ensuring that each participant receives the full continuum of services.** Providers need to identify the

partner or referral source as part of the RFP submission (refer to Attachment B).

- h. Describe how services provided to new high school graduates under Grads2Careers will be adjusted to meet the needs of this younger population.
- i. Applicants must serve one or more of the DOL described “neediest youth” target population. How is recruitment conducted for the targeted WIOA youth population? Describe how the availability of services to WIOA in-school and or out-of- school youth will be marketed to all communities within Baltimore City.

Part 3: Project Timeline

Include timeframes for accomplishing all start-up activities immediately following the start of the grant period of performance and serving/enrolling participants no later than 1 month after the grant start date.

Part 4: Performance Outcomes

List your outcome projections for this project. Include a minimum, the following measures:

- a. number of residents recruited for services
- b. number enrolled in services
- c. number that will obtain their high school diploma or GED (alternative education model)
- d. number that will improve their reading or math literacy by 2 grade levels or more
- e. number that will enroll in occupational training
- f. number that will obtain an industry-recognized credential (sector-based occupational skills training model)
- g. number that will enroll in post-secondary, apprenticeships or employment.

	<p>Part 5: Cost Per Participant</p> <ol style="list-style-type: none"> a. Identify the proposed cost-per-participant for this project which is calculated by dividing the total funds requested by the total number of participants proposed to serve. b. Cite evidence demonstrating how the cost(s)-per-participant you propose aligns with similar programs you, your partners, or other organizations have conducted, including a justification for how costs may differ for the proposed program, based on the characteristics of the population(s) served.
<p>Section 4: Budget & Budget Justification</p>	<ul style="list-style-type: none"> • Briefly describe the major budget elements and how each aligns and supports the overall program design. • Explain how the resource allocation was developed to ensure that proposed outcomes are achieved. • Identify leveraged funds, if any, and clearly describe the source and how funds will be utilized as part of this grant. Leveraged resources are not required for this grant. • NOTE: This is a cost reimbursement contract. Programs will need to have on hand operating capital (rent, salaries, supplies, program materials, training cost, etc.) to operate for a minimum of 4 months prior to receiving reimbursement.
<p>Section 5: Required Supplements & Qualification Documents</p>	<p>Refer to Documentation of Qualifications</p>

COST OF PREPARING PROPOSALS

Costs for developing, preparing and submitting the proposals are solely the responsibility of the bidders. MOED will not provide reimbursement for such costs.

CLARIFICATION PROCEDURES

All clarifications or changes to submitted proposals must be in the form of a written addendum and received prior to 3pm on Tuesday, June 30, 2020.

WITHDRAWALS

A submitted proposal may be withdrawn prior to the due date. A written request to withdraw the proposal must be submitted electronically to dbrown@oedworks.com.

PUBLIC RECORDS

Applicants are advised that documents in possession of the Mayor's Office of Employment Development are considered public records and subject to disclosure under the Maryland Public Information Act.

DOCUMENTATION OF QUALIFICATIONS

All businesses/organizations must meet a minimum level of administrative and fiscal capacity in order to contract with MOED. Therefore, all applicants given selection notification must provide the following Documentation of Qualifications when the RFP is submitted on **Monday, June 29, 2020**. Failure to satisfactorily provide the following documentation could result in disqualification of proposed award.

DOCUMENTATION OF ORGANIZATION'S QUALIFICATIONS

- In good standing with the Maryland Department of Assessments Taxation at time of proposal submission
- Legal entity (Proof of Incorporation, 501(3), etc.) *<Must submit document proving legal entity.>*
- Written personnel policies *<Must submit table of contents of personnel policies.>*
- Written conflict of interest policy for staff and board *<Must submit copy of Conflict of Interest Policy.>*
- Written grievance procedure for customers/clients *<Must submit copy of grievance procedure.>*
- Ongoing quality assurance process for services *<Must submit descriptions of process.>*
- For organizations with an annual budget of at least \$100,000 *<Must submit current annual budget document identifying the various sources and amounts.>*
- For organizations that have more than one revenue source *<Must submit revenue documentation identifying the various sources and amounts.>*
- Proven fiscal capacity including capacity for fund accounting *<Must submit bound copy of most recent formal audit completed within last year. Must satisfactorily address all findings.>*
- Verify that the program has procured and will maintain during the life of the contract the following required insurance coverage: professional liability, errors and omissions; commercial general liability insurance, including contractual liability insurance; business

automobile liability (if applicable); worker's compensation coverage; and employee dishonesty insurance <Must submit copies of certificates of insurance with contract. >

- Adequate method to collect client information and demographics <Must submit sample of format or report. >
- Demonstrated ability to collect outcome data that measures performance to plan <Must submit report showing actual to planned performance. >
- A networked computer connected to the Internet with a browser that is compatible with any current cloud applications or databases required by MOED; the system should have a PDF reader, office applications compatible with the current version of Microsoft Excel and Word, and email accounts for all individuals accountable for this contract or willingness and budget to acquire these technologies <Must submit letter describing how organization currently addresses or plans to address these criteria.>

SUBCONTRACTOR RESPONSIBILITIES

Program success is contingent upon the ability of the subcontractor to meet the demands of managing and administering the initiative/service. The contract awarded will be based on cost reimbursement with allowable costs limited to those reasonable and necessary for the effective and efficient performance of the contract services. With the advance written approval of MOED, the subcontractor may be permitted to subcontract specific activities, with conditions.

NOTE: Subcontractors, like award recipients, must have a minimum of four months operating capital on-hand throughout the term of the contract.

Subcontractor responsibilities include but are not limited to:

1. Oversight of other subcontractors
2. Program operations and fiscal management
3. Monitoring/evaluation
4. Participant tracking and documentation
5. Timely billings and reports
6. Timely reporting of required data/information
7. Cooperation and coordination with MOED staff
8. Achieving outcomes stated in contract

EMPLOY BALTIMORE INFORMATION

To promote our commitment to utilize the Employ Baltimore program to meet employment needs all businesses awarded contracts, franchises, and development opportunities with the City of Baltimore in the amount of \$50,000.01 to \$300,000.00, except professional service and emergency contracts, shall comply with the terms of the Executive Order as described online at http://www.oedworks.com/resources/Employ_Baltimore_exec_order_revised.pdf

If you have questions concerning the terms of the Employ Baltimore Executive Order or any other issues related to the hiring of Baltimore residents for this contract, please contact the following:

Ms. Yvette Clark
Program Manager for Business Services
Mayor's Office of Employment Development (MOED)
36 S. Charles Street
Baltimore, MD 21201
443-984-3014
yclark@oedworks.com

FUNDING/BUDGET GUIDELINES

The funding will vary depending upon final allocations, number of participants to be served, services proposed and negotiated.

The selected program operators will not be required to leverage additional resources in order to meet described outcomes; however, they are strongly encouraged to do so. List other resources (Budget forms section) that contribute to the delivery of the proposed program. Include expense category (ex. training wages, staff, operating, etc.), brief description, actual or estimated amount, and sources that contribute to the delivery of the proposed program. Include letters of support for all leveraged resources.

APPLICANT PROPOSED BUDGET AND BUDGET NARRATIVE FORM

Please Note: All sections may not apply. Complete all applicable areas.

ORGANIZATION:			
ADDRESS:			
PROJECT NAME:			
FISCAL CONTACT PERSON:		PHONE:	
		EMAIL:	
TAX ID NUMBER:			

FUNDING AWARD PERIOD:			
PROPOSED BUDGET REQUEST:	\$	PROPOSED NUMBER OF PARTICIPANTS:	
COST PER PARTICIPANT:	\$		

BUDGET CATEGORIES

Object Class Categories	Grant Program, Function or Activity Total
A. Personnel	\$
B. Fringe Benefits	\$
C. Staff Travel and Training	\$
D. Space Rental and Utilities	\$
E. Equipment	\$
F. Supplies	\$
G. Participant Expenses	\$
H. Contractual	\$
I. Other	\$
Total Direct Costs:	\$
J. Administrative Costs <i>(May not exceed 10% of total direct costs)</i>	\$
Total:	\$

Object Class Category (A): PERSONNEL					
A. Position	B. Annualized Salary (FTE)	C. Percentage of Time Spent on this Contract	D. Monthly Salary/Wage	E. # of Contract Months	F. Cost Request
<i>(Example) Program Manager</i>	\$50,000.00	50%	\$2,083.00	12	\$25,000.00
1.	\$		\$		\$
2.	\$		\$		\$
3.	\$		\$		\$
4.	\$		\$		\$
5.	\$		\$		\$
6.	\$		\$		\$
7.	\$		\$		\$
TOTAL PERSONNEL COSTS:					\$

**Administrative staff costs should be captured on the Administrative Costs budget page.*

Budget Narrative: PERSONNEL
<i>Please provide a description of activities for each staff member listed above. For more detailed descriptions, please attach a separate page.</i>
1.
2.
3.
4.
5.
6.
7.

****Please attach (on a separate sheet) your organization's Paid Time Off (PTO) policy that describes the number of hours and the rate at which employees will accrue those hours (vacation, sick, holidays, personal, etc.)**

**Object Class Category (B):
FRINGE BENEFITS**

A. Position(s)	B. Benefit(s)	C. Rate (% of D)	D. Base Amount	E. Cost
<i>(Example) Program Manager</i>	<i>Health, FICA, SUI, Comp</i>	<i>20%</i>	<i>\$25,000.00</i>	<i>\$5,000.00</i>
1.			\$	\$
2.			\$	\$
3.			\$	\$
4.			\$	\$
5.			\$	\$
6.			\$	\$
7.			\$	\$
TOTAL FRINGE BENEFITS COSTS:				\$

**Budget Narrative:
FRINGE BENEFITS**

(Please provide a detailed description of Fringe Benefits)

**Object Class Category (C.):
STAFF TRAVEL/TRAINING**

A. Item	B. # of Staff	C. #of Units	D. Unit Type	E. Cost Per Unit	F. Cost
1.				\$	\$
2.				\$	\$
3.				\$	\$
TOTAL TRAVEL COST:					\$

**Budget Narrative:
TRAVEL/TRAINING**

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**Object Class Category (D.):
SPACE RENTAL/UTILITIES**

A. Brief Description	B. Cost
1.	\$
2.	\$
3.	\$
4.	\$
5.	\$
TOTAL SPACE RENTAL/UTILITIES COSTS:	\$

**Budget Narrative:
SPACE RENTAL/UTILITIES**

--

**Object Class Category (E.):
EQUIPMENT**
(includes equipment costing \$5,000 or more and a useful life of more than one year)

A. Item	B. # of Items	C. Cost per Item	D. Cost
1.		\$	\$
2.		\$	\$
3.		\$	\$
TOTAL EQUIPMENT COSTS:			\$

**Budget Narrative:
EQUIPMENT**

**Object Class Category (F.):
SUPPLIES**
(includes supplies/equipment costing less than \$5,000 per item)

A. Item	B. # of Units	C. Cost per Unit	D. Cost
1.		\$	\$
2.		\$	\$
3.		\$	\$
TOTAL SUPPLIES COST:			\$

**Budget Narrative:
SUPPLIES**

**Object Class Category (G.):
PARTICIPANT EXPENSES**

A. Item	B. # of Units	C. Cost per Unit	D. Cost
1.		\$	\$
2.		\$	\$
3.		\$	\$
4.		\$	\$
5.		\$	\$
TOTAL COST OF PARTICIPANT EXPENSES:			\$

**Budget Narrative:
PARTICIPANT EXPENSES**

Object Class Category (H.): CONTRACTUAL	
A. Brief Description	B. Cost
1.	\$
2.	\$
3.	\$
CONTRACTUAL COSTS TOTAL:	
	\$

Budget Narrative: CONTRACTUAL

Object Class Category (I): OTHER COSTS (including training expenses)			
A. Item	B. # of Units	C. Cost per Unit	D. Cost
1.		\$	\$
2.		\$	\$
3.		\$	\$
TOTAL COST OF OTHER COSTS:			\$

Budget Narrative: OTHER COSTS

Object Class Category (J.): ADMINISTRATIVE (Administrative costs may not exceed 10% of total direct costs)	
A. Brief Description	B. Cost
1.	\$
2.	\$
3.	\$
4.	\$
5.	\$
TOTAL ADMINISTRATIVE COSTS:	\$

Budget Narrative: ADMINISTRATIVE

DEFINITIONS

Section numbers referred to herein reflect the Workforce Investment Act of 1998. This document can be viewed at <http://www.wdsc.org/msfw/hr1385.html>.

Attachment III – Key Terms and Definitions This attachment is designed to be a key resource when implementing this TEGL for some of the key terms and definitions utilized by WIOA and the Final Rules. This is not intended to be an exhaustive list of all program definitions, see WIOA sec. 3 and 20 CFR 675.300 for a full list of definitions.

ACTIVE DUTY (38 USC 101(21))- means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned. Such term does not include full-time National Guard duty.

ADULT (WIOA sec. 3(2)) – means an individual who is age 18 or older.

ADULT EDUCATION AND LITERACY ACTIVITIES (§ 463.30) – means programs, activities, and services that include: (A) Adult education, (B) Literacy, (C) Workplace adult education and literacy activities, (D) Family literacy activities, (E) English language acquisition activities, (F) Integrated English literacy and civics education, (G) Workforce preparation activities, or (H) Integrated education and training

BASIC SKILLS DEFICIENT (WIOA sec. 3(5)) – means, with respect to an individual— (A) who is a youth, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or (B) who is a youth or adult, that the individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society.

CAREER PATHWAY (WIOA sec. 3(7)) – 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); 2 (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.

CAREER PLANNING (WIOA sec. 3(8)) – means the provision of a client-centered approach in the delivery of services, designed- (A) To prepare and coordinate comprehensive employment plans, such as service strategies, for participants to ensure access to necessary workforce investment activities and supportive services, using, where feasible, computer-based technologies; and (B) To provide job, education, and career counseling, as appropriate during program participation and after job placement.

DEPLOYMENT (10 USC 991(b)) – means (A) A member of the Armed Forces is considered to be deployed or in a deployment on any day on which, pursuant to orders, the member is performing service in a training exercise or operation at a location or under circumstances that make it impossible or infeasible for the member to spend off-duty time in the housing in which the member resides when on garrison duty at the member's permanent duty station or homeport, as the case may be. (B) In the case of a member of a reserve component who is performing active service pursuant to orders that do not establish a permanent change of station, the housing referred to in paragraph (1) is any housing (which may include the member's residence) that the member usually occupies for use during off-duty time when on garrison duty at the member's permanent duty station or homeport, as the case may be. (C) A member is not deployed or in a deployment when the member is— (i) Performing service as a student or trainee at a school (including any Government school); 3 (ii) Performing administrative, guard, or detail duties in garrison at the member's permanent duty station; or (iii) Unavailable solely because of-- (1) a hospitalization of the member at the member's permanent duty station or homeport or in the immediate vicinity of the member's permanent residence; or (2) a disciplinary action taken against the member.

DISLOCATED WORKER (WIOA sec. 3(15)) – means an individual who— (A)(i) has been terminated or laid off, or who has received a notice of termination or layoff, from employment, including separation notice from active military service (under other than dishonorable conditions); (ii) (I) is eligible for or has exhausted entitlement to unemployment compensation; or (II) has been employed for a duration sufficient to demonstrate, to the appropriate entity at a one-stop center referred to in section 121(e), attachment to the workforce, but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an employer that were not covered under a State unemployment compensation law; and (iii) is unlikely to return to a previous industry or occupation; (B) (i) has been terminated or laid off, or has received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff at, a plant, facility, military installation or enterprise; (ii) is employed at a facility at which the employer has made a general announcement that such facility will close within 180 days; or (iii) for purposes of eligibility to receive services other than training services described in section 134(c)(3), career services described in section 134(c)(2)(A)(xii), or supportive services, is employed at a facility at which the employer has made a general announcement that such facility or military installation will close; (C) was self-employed (including employment as a farmer, a rancher, or a fisherman) but is unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters; (D) is a displaced homemaker; or (E) (i) is the spouse of a member of the Armed Forces on active duty (as defined in section 101(d)(1) of title 10, United States Code), and who has experienced a loss of 4 employment as a direct result of relocation to

accommodate a permanent change in duty station of such member; or (ii) is the spouse of a member of the Armed Forces on active duty and who meets the criteria described in paragraph (16)(B).

DISPLACED HOMEMAKER (WIOA sec. 3(16)) – means an individual who has been providing unpaid services to family members in the home and who – (A)(i) has been depending on the income of another family member but is no longer supported by that income; or (ii) is the dependent spouse of a member of the Armed Forces on active duty (as defined in section 101(d)(1) of title 10, United States Code) and whose family income is significantly reduced because of a deployment (as defined in section 991(b) of title 10, United States Code, or pursuant to paragraph (4) of such section), a call or order to active duty pursuant to a provision of law referred to in section 101(a)(13)(B) of title 10, United States Code, a permanent change of station or the service-connected (as defined in section 101(16) of title 38, United States Code) death or disability of the member; and (B) Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment

ELIGIBLE SPOUSE – means an individual whose military active duty or veteran spouse was— a. Any veteran who died of a service-connected disability; b. Any member of the Armed Forces serving on active duty who, at the time of application for the priority, is listed in one or more of the following categories and has been so listed for a total of more than 90 days: i. Missing in action; ii. Captured in the line of duty by a hostile force; or iii. Forcibly detained or interned in the line of duty by a foreign government or power; c. Any veteran who has a total disability resulting from a service-connected disability, as evaluated by the Department of Veterans Affairs; or d. Any veteran who died while a disability was in existence. A spouse whose eligibility is derived from a living veteran or service member (i.e., categories b. or c. above) would lose his or her eligibility if the veteran or service member were to lose the status that is the basis for the eligibility (e.g. if a veteran with a total service-connected disability were 5 to receive a revised disability rating at a lower level). Similarly, for a spouse whose eligibility is derived from a living veteran or service member, that eligibility would be lost upon divorce from the veteran or service member.

ENGLISH LANGUAGE ACQUISITION PROGRAM (34 CFR 463.31) – is a program of instruction— (A) That is designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and; (B) That leads to— (1)(a) Attainment of a secondary school diploma or its recognized equivalent; and (b) Transition to postsecondary education and training; or (2) Employment EXIT (see 20 CFR 677.150 for full definition) – as defined for the purpose of performance calculations for the WIOA Adult, Dislocated Worker, and Employment Service programs, exit is the point after which a participant who has received services through any program meets the following criteria: (1) For the adult, dislocated worker, and youth programs authorized under WIOA title I, the AEFLA program authorized under WIOA title II, and the Employment Service program authorized under the Wagner-Peyser Act, as amended by WIOA title III, exit date is the last date of service. a. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services; services do not include self-service, information-only

services or activities, or follow-up services. This also requires that there are no plans to provide the participant with future services.

FAMILY (20 CFR 675.300) - means two or more persons related by blood, marriage, or decree of court, who are living in a single residence, and are included in one or more of the following categories: (A) A married couple and dependent children; (B) A parent or guardian and dependent children; or (C) A married couple.

HOMELESS INDIVIDUAL OR HOMELESS CHILDREN AND YOUTHS (WIOA sec. 3(24)(G)) – is an individual who meets any of the following criteria: (A) Lacks a fixed regular, and adequate nighttime residence; this includes a participant who: 6 a. Is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; b. Is living in a motel, hotel, trailer park, or campground due to a lack of alternative adequate accommodations; c. Is living in an emergency or transitional shelter; d. Is abandoned in a hospital; or e. Is awaiting foster care placement; (B) Has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, such as a car, park, abandoned building, bus or train station, airport, or camping ground; (C) Is a migratory child who in the preceding 36 months was required to move from one school district to another due to changes in the parent’s or parent’s spouse’s seasonal employment in agriculture, dairy, or fishing work; or (D) Is under 18 years of age and absents himself or herself from home or place of legal residence without the permission of his or her family (i.e. runaway youth) (Note- A participant imprisoned or detained under an Act of Congress or State law does not meet the definition. Additionally, a participant who may be sleeping in a temporary accommodation while away from home should not, as a result of that alone, be recorded as homeless.)

INDIVIDUAL EMPLOYMENT PLAN (20 CFR 680.170) – is an individualized career service, under WIOA sec. 134(c)(2)(a)(xii)(II), that is developed jointly by the participant and career planner when determined appropriate by the one-stop operator or one-stop partner. This plan is an ongoing strategy to identify employment goals, achievement objectives, and an appropriate combination of services for the participant to achieve the employment goals.

INDUSTRY OR SECTOR PARTNERSHIP (WIOA sec. 3(26)) – ‘ means a workforce collaborative, convened by or acting in partnership with a State board or local board, that— (A) organizes key stakeholders in an industry cluster into a working group that focuses on the shared goals and human resources needs of the industry cluster and that includes, at the appropriate stage of development of the partnership— (i) representatives of multiple businesses or other employers in the industry cluster, including small and medium-sized employers when practicable; (ii) 1 or more representatives of a recognized State labor organization or central labor council, or another labor representative, as appropriate; and 7 (iii) 1 or more representatives of an institution of higher education with, or another provider of, education or training programs that support the industry cluster; and (B) may include representatives of— (i) State or local government; (ii) State or local economic development agencies; (iii) State boards or local boards, as appropriate; (iv) a State workforce agency or other entity providing employment services; (v) other State or local agencies; (vi) business or trade associations; (vii) economic development organizations; (viii) nonprofit organizations, community-based organizations, or intermediaries;

(ix) philanthropic organizations; (x) industry associations; and (xi) other organizations, as determined to be necessary by the members comprising the industry or sector partnership.

INTEGRATED EDUCATION AND TRAINING (34 CFR 463.35) – refers to a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

LOW-INCOME INDIVIDUAL (WIOA sec. 3(36))– means an individual who— (A) **IN GENERAL**— (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— 8 (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.

LONG TERM UNEMPLOYED INDIVIDUAL (see Bureau of Labor Statistics definition) – is a person who has been unemployed for 27 or more consecutive weeks.

NONTRADITIONAL EMPLOYMENT (WIOA sec. 3(37)) – refers to occupations or fields of work, for which individuals from the gender involved comprise less than 25 percent of the individuals employed in each such occupation or field of work.

PARTICIPANT (20 CFR 677.150) – is a reportable individual who has received services other than the services described in paragraph (a)(3) of this section, after satisfying all applicable programmatic requirements for the provision of services, such as eligibility determination. (1) For the Vocational Rehabilitation (VR) program, a participant is a reportable individual who has an approved and signed Individualized Plan for Employment (IPE) and has begun to receive services. (2) For the WIOA title I youth program, a participant is a reportable individual who has satisfied all applicable program requirements for the provision of services, including eligibility determination, an objective assessment, and development of an individual service strategy, and received 1 of the 14 WIOA youth program elements in sec. 129(c)(2) of WIOA. (3) The following individuals are not participants: a. Individuals in an Adult Education and Family Literacy Act (AEFLA) program who have not completed at least 12 contact hours; b. Individuals who only use the self-service system;. 9 i. Subject to paragraph (a)(3)(ii)(B) of this section, self-

service occurs when individuals independently access any workforce development system program's information and activities in either a physical location, such as a one-stop center resource room or partner agency, or remotely via the use of electronic technologies. ii. Self-service does not uniformly apply to all virtually accessed services. For example, virtually accessed services that provide a level of support beyond independent job or information seeking on the part of an individual would not qualify as self-service. c. Individuals who receive information-only services or activities, which provide readily available information that does not require an assessment by a staff member of the individual's skills, education, or career objectives. (4) Programs must include participants in their performance calculations.

REPORTABLE INDIVIDUAL (20 CFR 677.150) – is an individual who has taken action that demonstrates an intent to use program services and who meets specific reporting criteria of the program, including: (1) Individuals who provide identifying information; (2) Individuals who only use the self-service system; or (3) Individuals who only receive information-only services or activities.

SERVICE CONNECTED (38 USC 101(16)) – means, with respect to disability or death, that such disability was incurred or aggravated, or that the death resulted from a disability incurred or aggravated, in line of duty in the active military, naval, or air service.

TRANSITIONAL JOB (20 CFR 680.190) – is a time limited work experience that is wage-paid and subsidized, and is in the public, private or non-profit sectors for those individuals with barriers to employment who are chronically unemployed or have inconsistent work history, as determined by the Local Workforce Development Board. These jobs are designed to enable an individual to establish a work history, demonstrate work success in an employee-employer relationship, and develop the skills that lead to unsubsidized employment.

WORK EXPERIENCE (OR INTERNSHIP) (20 CFR 680.180) – is a planned, structured learning experience that takes place in a workplace for a limited period of time. Internships and other work experiences may be paid or unpaid, as appropriate and consistent with other laws, such as the Fair Labor Standards Act. An internship or other work experience may be arranged within the private for profit sector, the non-profit sector, or the public sector. Labor standards apply in any work experience setting where an employee/employer relationship, as defined by the Fair Labor Standards Act, exists. Transitional Jobs are a type of work experience. 10

WORKFORCE PREPARATION ACTIVITIES (34 CFR 463.34) – include activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in: (A) Utilizing resources; (B) Using information; (C) Working with others; (D) Understanding systems; (E) Skills necessary for successful transition into and completion of postsecondary education or training, or employment; and (F) Other employability skills that increase an individual's preparation for the workforce