

**REQUEST FOR PROPOSALS
FOR
INNOVATIVE YEAR-ROUND YOUTH
PROGRAMS
PY 2011-2012**

Administered by:
Golden Sierra Job Training Agency for

**The Golden Sierra
Workforce Investment Board**

1919 Grass Valley Hwy, Suite 100
Auburn, CA 95603

(530) 823-4635
Jason Buckingham,
Executive Director

Funded by Title I of the Workforce Investment Act of 1998

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Calendar of Events

Event	Date
RFP Released	April 18, 2011
First Bidder's Conference	April 26, 2011 (9:00 am)
Second Bidder's Conference	April 28, 2011 (9:00 am)
Pre-Qualification Requirements Due	May 2, 2011 (5:00 pm)
Applications Due	May 9, 2011 (5:00 pm)
Response Review Committee Meets	May 13, 2011 (tentative)
Recommendation of Awardees made at Youth Council Meeting	May 16-18, 2011 (tbd)
Recommendation of Awardees made at Workforce Investment Board (WIB) meeting	May 19, 2011
Recommendation of Awardees made at Governing Body meeting	June 1, 2011
Contract Finalization Period	June 1-15, 2011
Contact Period Begins	July 1, 2011

SPECIAL NOTICE TO INTERESTED PARTIES

CONGRESS IS CONSIDERING LEGISLATION TO REAUTHORIZE THE WORKFORCE INVESTMENT ACT (WIA). THE GOLDEN SIERRA WORKFORCE INVESTMENT BOARD RESERVES THE RIGHT TO CANCEL OR MODIFY THIS REQUEST FOR PROPOSAL OR THE SCOPE OR FUNDING OF AN APPROVED WIA PROGRAM TO ANY EXTENT NECESSARY TO ENSURE COMPLIANCE WITH STATE AND/OR FEDERAL GUIDELINES ONCE REAUTHORIZATION IS SIGNED OR IF AVAILABLE WIA FUNDING IS IMPACTED DUE TO THE FEDERAL AND/OR STATE BUDGET APPROPRIATIONS. THIS MAY OCCUR AT ANY TIME PRIOR TO OR DURING IMPLEMENTATION OF THE WIA PROGRAMS FOR PY 2011-2012. THEREFORE, ALL SUCCESSFUL PROPOSERS MUST DEMONSTRATE THE CAPABILITY AND AGREE, IN ADVANCE, TO MODIFY THEIR PROGRAM DESIGN TO COMPLY WITH THE NEW REGULATIONS AND/OR CHANGES TO AVAILABLE FUNDS.

PART I - GENERAL REQUIREMENTS/INFORMATION

A. INTRODUCTION

The Golden Sierra Workforce Investment Board (GSWIB) through its Youth Council is seeking proposals from organizations to conduct programs providing youth services as allowed under Title I of the Workforce Investment Act (WIA). The Golden Sierra Workforce Investment Board through the Golden Sierra Job Training Agency, hereafter referred to as "GSJTA" or "WIB Staff" is the designated entity that will be administering the WIA youth funds through a contractual agreement with the selected proposer(s).

The GSWIB serves Alpine, El Dorado and Placer Counties.

One or many awards may be made. Final funding will be subject to availability depending on fiscal year funding allocation or contract negotiations.

Youth-oriented organizations with or without previous experience as a contractor are encouraged by GSJTA to submit proposals; however, *only* proposals from organizations that are located within and/or can demonstrate that they have the ability to provide youth services within the Golden Sierra Workforce Investment Board Local Workforce Investment Area encompassing Alpine, El Dorado and Placer Counties will be accepted.

B. CONTACT INFORMATION

The primary point of contact for information on this program is:

Lorna Magnussen
WIB Analyst
Golden Sierra WIB
(530) 823-4635
info@goldensierra.com

Questions concerning this Request for Proposal (RFP), the application process or programmatic issues, should be submitted by e-mail. Contact information is provided above; however, WIB staff cannot and will not assist proposers with the actual preparation of their proposal. During the period of time between the publication date of the RFP and the deadline date to submit technical RFP questions, the WIB can only respond to technical questions about the RFP submitted by e-mail.

C. MANDATORY BIDDER'S CONFERENCE

THIS IS A MANDATORY REQUIREMENT THAT MUST BE MET BY ALL RESPONDENTS PROPOSING SERVICES UNDER THIS BID REQUEST.

Bibber's Conferences are scheduled for:

Tuesday – April 26, 2011
9:00am— 11:00am
1919 Grass Valley Hwy, Suite 100
Auburn, CA 95603

Thursday – April 28, 2011
9:00am – 11:00am
3047 Briw Road
Placerville, CA 95667

The RFP document will be reviewed at the Bidder's Conference. All prospective proposers **MUST** attend one of two area Bidder's Conferences. Prospective proposers are also encouraged to submit questions in advance of the Bidder's Conference to the contact person identified in paragraph B of this Part. To ensure a fair and objective evaluation, answers to all questions will be posted on the www.goldensierrawib.com website.

D. PRE-QUALIFICATION REQUIREMENTS

THIS IS A MANDATORY REQUIREMENT THAT MUST BE MET BY ALL RESPONDENTS PROPOSING SERVICES UNDER THIS BID REQUEST.

A copy of GOLDEN SIERRA's Prequalification Requirements are included as an attachment to this bid request. Please note that the deadline for submission of all prequalification documents to GOLDEN SIERRA at the address identified in Part I - Section E below is **May 2, 2011, no later than 5:00 PM.**

E. PROPOSAL DUE DATE

The Due Date and Time Is: May 9, 2011 no later than 5:00 PM

The RFP can be downloaded from the Workforce Investment Board website rfp.goldensierrawib.com Once you have downloaded the RFP with pre-qualification packet, appendices and attachments, please contact Lorna Magnussen: (530) 823-4635 or info@goldensierra.com to put your name on the list of respondents known to have received the RFP.

The WIB, at its discretion, may revise any part of this RFP. These revisions will become addendums to the RFP and will be posted on the GSWIB website. All proposals must be received by the due date and on time. Proposals delivered in person will be date and time stamped by staff to the GSWIB. **Proposals received after the due date and time specified will be disqualified from this RFP process.** All proposers must submit a proposal that is original, (not duplicated from other sources) and developed within the past thirty (30) days. Proposer must submit **one original and four copies** of the unbound proposal to:

Golden Sierra Workforce Investment Board
Attention: WIA Youth RFP
1919 Grass Valley Hwy, Suite 100
Auburn, CA 95603

F. ELIGIBILITY

Proposals may be submitted by any public educational institution, community-based organization, non-profit or for-profit agency or government agency serving Alpine, El Dorado and Placer County youth ages 17 through 21 (in-school youth must have senior-class status). Agencies should have facilities and staff in the area(s) they are proposing to serve, or present in their proposal a plan describing how they would (1) provide services and (2) provide a timeline with tasks to be accomplished in order to meet the prescribed date for client services to begin.

The Local Workforce Investment Board (LWIB) strongly urges partnerships with local employers, community education institutions and other youth programs, including, but not limited to, other WIA Youth service providers. In addition, providers must be capable of partnering with local one-stops. The local one-stops in the Golden Sierra Workforce Investment Area are hereby identified as the Workforce Development and Business Resource Centers (WDBRC) It is mandatory for all selected providers to attend a one-day orientation training session and regular youth provider meetings. Any organization or person currently operating a WIA Youth Program under contract with the WIB, shall not be eligible to submit a proposal or receive a contract under this RFP if such organization or person has any outstanding Monitoring Finding items either at the time the proposal is submitted or prior to the award of a contract under this RFP.

Proposers may elect to serve in-school youth only, out-of-school youth only or a combination of both. (In-school youth must be in senior-class status.) Additional points will be awarded to those proposals serving only out-of-school youth. It should be noted that the current federal reauthorization proposal for WIA Youth programs has substantially changed the program to serve out-of-school youth and those at-risk of dropping out of school as a youth population that is currently largely underserved. The WIB reserves the right to negotiate the associated activities and services that are deemed most appropriate and necessary to serve the targeted youth.

G. AWARD CONSIDERATIONS AND AWARD PERIOD

The primary consideration of this Request for Proposals (RFP) is to seek proposals that offer innovative partnerships and approaches to providing youth with the skills essential to be successful in careers that have been defined as high growth, high demand industries within their communities. Included in this RFP is a listing of the demand occupations or Industries of Opportunity that have been determined to be available within most regions of The Golden Sierra Workforce Investment Area (see Industries of Opportunity under *DEFINITIONS* at the beginning of Part II of this RFP).

The WIB has determined a priority need for youth services in four of the ten WIA elements. Therefore, in accordance with the WIA regulations this RFP seeks to competitively select programs for funding that reflect, at minimum, the four WIA priority elements. These priority elements are as follows:

- Occupational skill training; bonus points for certificate programs in identified Industries of Opportunity
- Paid/unpaid work experiences, internships and job shadowing;
- Leadership Development Opportunities;
- Literacy/Numeracy basic and/ or remedial education, including tutoring, study skills training and instruction leading to the completion of secondary school with dropout prevention strategies.

The Youth Council and staff have determined that all proposals must demonstrate the following:

- Evidence of youth involvement in the proposed service approach/delivery; and
- Connection to the Workforce Development and Business Resource Centers (WDBRC).

Proposers have the option of including any combination of the required elements into their proposals. To be eligible to receive a contract award, a proposer must provide services in at least two of the four elements listed above as well as the two mandatory components.

In the event of a tie in rating score between two proposals and when the number of priority elements provided is the same in each proposal, consideration may be given to proposals containing additional WIA elements as listed in Part I; Section P.1. The additional elements must not be duplicative of the four priority elements.

For those proposals requesting funding for multiple priority elements, evaluators will score each priority element separately. The rating process may indicate that one or more of the elements are not competitive for funding and may result in a reduced award. The reduction will be commensurate with the non-competitive element(s).

The anticipated contract period is **July 1, 2011 through June 30, 2012**. This term may vary depending on the outcome of contract negotiations.

H. FORMAL SUBGRANT

All successful proposers will be required to enter into a standard form subgrant agreement with GOLDEN SIERRA. A copy of the most recent form of this subgrant agreement is available for review at GOLDEN SIERRA. Subgrant agreements entered into under this REQUEST will be in similar form, subject to modification required by recent amendments in the WIA, the State Plan, and their Planning Guidelines or Regulations.

In order to assist the efforts of the WIB in marketing its programs, the GOLDEN SIERRA Governing Board, as the Chief Elected Official for the Placer County Workforce Investment Area, will require that all recipients of funds from GOLDEN SIERRA publicize the fact that the program it operates is funded, in whole or in part, by the GSWIB. All subgrants will contain a provision requiring the subrecipient to abide by this requirement.

I. TERM OF SUBGRANT

All subgrants will be awarded for an initial term beginning no later than July 1, 2011 and ending June 30, 2012. Subject to fund availability, GOLDEN SIERRA shall have the exclusive option to extend any subgrants awarded for an additional period(s) of time as outlined in Extension of Subgrants. Subgrant agreements will include a maximum dollar amount which cannot be exceeded, and any unspent funds will be returned to GOLDEN SIERRA.

J. EXTENSION OF SUBGRANTS

Every subgrant will contain a provision permitting GOLDEN SIERRA the sole option to extend or renew the subgrant for additional periods of time commensurate with any subsequent obligation of federal funds that authorizes the provision of activities consistent with the WIA, up to the time periods obligated for funding by the subsequent federal obligation of funds. GOLDEN SIERRA may exercise such options at any time prior to the expiration of the subgrant agreement. The decision to exercise the option to extend or renew, and the length of time for any extension or renewal, shall be made by GOLDEN SIERRA in its sole discretion. If GOLDEN SIERRA exercises its discretion to extend the subgrant for an additional term(s), based upon subrecipient performance and the existing conditions, GOLDEN SIERRA may, in its sole discretion, condition extensions on program performance or budget modifications.

K. LIMITATION

GOLDEN SIERRA shall not pay for any costs incurred by the responding agency in the preparation of proposals. Completion of pre-qualification requirements or the Response Section of this REQUEST does not, in any way, obligate GOLDEN SIERRA to award a subgrant.

GOLDEN SIERRA reserves the right to accept or reject any or all proposals, to negotiate with all qualified sources, or to cancel in part or in its entirety, this REQUEST if it is in the best interest of GOLDEN SIERRA to do so.

GOLDEN SIERRA will require successful respondent agencies to participate in subgrant negotiations and to submit any programmatic, financial, or other revision of their proposal that may result from negotiations prior to any subgrant finalization. GOLDEN SIERRA shall reserve the right to terminate, with or without cause, any subgrant entered into as a result of this REQUEST process.

L. MODIFICATION OF SUBGRANTS

Any subgrant funded pursuant to this REQUEST may be unilaterally modified by GOLDEN SIERRA upon written notice to subrecipient under the following circumstances:

- (a) Sub-recipient fails to timely meet its performance standards and reporting requirements as set forth in the subgrant, or
- (b) The Federal or State government increases, reduces, or withdraws funds allocated to GOLDEN SIERRA under the WIA, or
- (c) There is a change in Federal or State law or regulations or the policies and procedures of the Governor and/or the State Workforce Investment Board or GOLDEN SIERRA are amended, revised or modified.

M. SUBCONTRACTING

Subcontracting to another entity for the provision of training services is not allowable. All training services provided with GOLDEN SIERRA funding must be provided by the respondent's staff. Subcontracting for specialized, technical portions of training services, may be permitted. In such instances, proposers must clearly delineate in the proposal any plans to subcontract, identify with clarity the nature and scope of any planned subcontracting activity, and identify and verify the capability of the proposed subcontractor(s). GOLDEN SIERRA reserves the right to approve the form and content of all subcontracts.

Payment for books and tuition for community college, regional occupation programs, or adult education as part of an individual service strategy plan is not considered subcontracting.

N. PRICE/COST REASONABLENESS

All applicants will be evaluated based on the reasonableness of the cost of their proposal as compared to the historical cost of similar programs.

GOLDEN SIERRA will review budgets for the reasonableness of cost items in relation to the type and length of service. GOLDEN SIERRA will compare costs in the proposal to the costs of other proposers with similar programs to see if they are competitive.

O. PROGRAM AND REPORTING REQUIREMENTS

1. Management Information System/Fiscal Reporting Requirements

GOLDEN SIERRA has established specific reporting processes to administer its programs. These include:

- a. Management Information Systems (MIS) reports; and,
- b. Monthly Fiscal Reports;
- c. Funded programs will also be accountable to provide information on the progress of the program in relation to other indicators of success identified by GOLDEN SIERRA.

In addition, all funded programs will be monitored, both fiscally and programmatically during the term of the contract. The details for accomplishing the above will be provided to all funded programs.

2. Nondiscrimination Requirements

All programs must not deny any individual an opportunity to participate in services based on grounds of race, color, religion, sex, national origin, age, disability, political affiliation or belief, and against beneficiaries on the basis of either citizenship/status as a lawfully admitted immigrant authorized to work in the United States or participation in any WIA Title I – financially assisted program or activity. Furthermore, the agency agrees to ensure that all qualified applicants receive consideration for employment and that employees are treated during employment without regard to their race, color, religion, sex, national origin, age, disability, political affiliation or belief, and for beneficiaries on the basis of either citizenship/status as a lawfully admitted immigrant authorized to work in the United States or participation in any WIA Title I – financially assisted program or activity.

P. PREPARING A PROPOSAL

The forms to be used in the preparation and submittal of a proposal are included in the Attachment Listing. The forms and documents listed below are components required for a complete proposal:

- Proposal Cover Sheet
- Letter of Authorization
- Service Provider Information Summary
- Contracting Experience
- Statement of Experience
- Project Narrative
- Program Linkages
- Project Budget Narrative
- Budget Form
- Organizational Chart
- Job Description/Resume of Key Personnel
- Formalized Agreements (sample included as Appendix C)
- Credit Authorization
- Leveraged Resources

Note: Failure to include all of the required components will result in a reduced score or disqualification. WIB staff will not advise a proposer that his/her proposal is incomplete prior to rating or disqualification.

Use of professional proposal writers is discouraged, since the quality of the proposal is one method for evaluating the skills of the staff and the ability of the organization to operate the proposed program. All proposal writers who do not work for the proposing organization on an ongoing basis, must be identified in the Service Provider Information Summary (Attachment Listing) and may not be paid proposal writing fees from current or future WIA awards. Any assistance provided by a grant writer and/or persons not affiliated with proposer must also be identified.

Information shall include the name, title, address and telephone number of the grant writer and/or person. Give a detailed description of grant writer's responsibility and involvement should the proposer be awarded a contract.

All proposals become the property of The WIB. It is understood and agreed that the proposer claims no proprietary rights to the ideas or written materials contained in or attached to its proposal.

This RFP is not, in itself, an offer to contract nor does it commit the Golden Sierra Job Training Agency its Governing Body or the WIB to fund any proposal submitted.

Q. WIA YOUTH SPECIFIC RFP INFORMATION

1. WIA Program Overview

Under WIA, the main focus of the youth program is long-term academic and occupational learning opportunities for youth. The goal is to increase employment, job retention and earnings by developing the work/career potential that will prepare the youth to effectively compete in the global economy. Proposers are encouraged to include this rationale in their development of proposals.

WIA requires local youth programs to provide either by the proposer or through linkages (detailed in Formalized Agreements) with various community and public institutions the following ten elements:

1. tutoring, study skills training, and instruction leading to the completion of secondary school including dropout prevention strategies;
2. alternative secondary school services;
3. summer employment opportunities directly linked to academic and occupational learning;
4. paid and unpaid work experiences, including internships and job shadowing;
5. occupational skill training;
6. leadership development opportunities;
7. supportive services;
8. adult mentoring for the period of participation;
9. follow-up services for not less than 12 months after exit;
10. comprehensive guidance and counseling.

The "Definitions" (at the beginning of Part II of this RFP) are provided to assist the proposer in understanding terms used in this RFP and to assist in the development of proposals.

2. Program Elements

The proposer will provide a detailed description in the Project Narrative, as to how the objectives of its proposal will be met for each of the WIA priority elements contained in its proposal:

a. **Literacy/Numeracy, basic and remedial education, including tutoring, study skills training and instruction leading to the completion of secondary school including dropout prevention strategies**

Basic and remedial education will consist of classroom training in reading, writing, and mathematics with a focus on literacy and numeracy gains of at least one level per individual participants. The training may be provided in a traditional classroom setting, in a small group or individualized setting, and/or self-paced computer-based setting. Qualified teachers will provide all basic and remedial education.

b. **Paid/Unpaid Work experiences, internships and job shadowing**

Work experiences are planned, structured learning experiences that take place in a workplace for a limited period of time. Work experiences may be in the private, for-profit sector, the non-profit sector or the public sector. Paid internships are placement in the private, for-profit or the non-profit sector. Work experiences are designed to enable youth to gain exposure to the working world and its requirements, assisting the youth in acquiring the personal attributes, knowledge and skills needed to obtain a job and advance in employment. The purpose is to provide the youth participant with the opportunities for career exploration and skill development and is *not* to benefit the employer, although the employer may, in fact, benefit from the activities performed by the youth. It may also include summer employment opportunities. Youth participating in paid work experience shall be paid wages which shall not be less than the highest of the following: (a) the minimum wage under Section 6 (a) (1) of the Fair Labor Standard Act of 1938; (b) minimum wage under the applicable State or local minimum wage law.

c. **Occupational Skills Training (OST)**

OST is short-term vocational training that provides participants with the skills necessary to obtain employment leading to self-sufficiency. Formalized agreements may be developed for up to 12 months with businesses or educational institutions to provide advanced skills training or entry-level employability skills for high-growth industries and demand occupations to meet the workforce needs of regional businesses. Proposers may wish to designate "tuition accounts", with established maximums per participant, for a participant to enroll in a vocational training that would lead to employment in one of the pre-determined industries of opportunity.

d. Leadership Development Opportunities

Activities that promote citizenship and leadership development to encourage responsibility, employability and other positive social behaviors through voluntary community service opportunities, adult mentoring, peer-centered activities, follow-up services and targeted opportunities. Leadership development opportunities may include the following:

1. Exposure to postsecondary educational opportunities;
2. Community and service learning projects;
3. Peer-centered activities, including peer mentoring and tutoring;
4. Organizational and teamwork training, including team leadership training;
5. Training in decision making, including determining priorities;
6. Citizenship training, including life skills training such as parenting, work behavior training and budgeting of resources;
7. Employability;
8. Positive social behaviors.

e. Recruitment and Enrollment

Contractors are responsible for the recruitment and enrollment of eligible youth participants in accordance with the eligibility requirements detailed in Section 3 of this part (below). Proposers must submit a recruitment plan, explaining in detail, how they plan to conduct outreach activities to recruit youth (in-school and out-of-school) participants into the program. The plan would include, but not be limited to, areas of recruitment, what schools will be targeted and any existence of a waiting list. The intent of this RFP is to provide WIA services to youth who live within the boundaries of the Golden Sierra Workforce Investment Area. Total enrollment of all participants proposed to be served in the program must be determined eligible and complete the enrollment process in the WIA Youth Program no later than September 2009. This deadline may be extended depending on the details of the project narrative; however, the specific date of extension request must be identified in the narrative.

f. Participant Eligibility Determination

Contractors are responsible for initial determination of the WIA eligibility of all youth participants recruited to its program, in addition to the collection and verification of all necessary eligibility source documents. The WIB will have final eligibility determination for youth participants, which includes approval of the completed WIA application, verification of the information provided for the application and determination if the applicant meets the criteria required by 20 CFR Sections 664.200, 664.220 and 664.250. In addition, a system shall be in place to ensure that the necessary WIA documents that report program activities will be submitted in the timeframes required by the LWIB.

g. Initial Assessment

Contractors are responsible for conducting an initial assessment of all participants. The type of assessment is based upon whether the participant has been determined to be in-school or out-of-school. All out-of-school youth must be assessed in basic reading/writing and math to measure the educational functioning levels for the Literacy/Numeracy performance measure. In-school youth are excluded from this measure. Assessments must also include participants with disabilities (as defined in 29 CFR Part 37.4) with reasonable accommodations, as appropriate, according to Section 188 of WIA: 29 CFR Part 37, Section 504 of the Rehabilitation Act of 1973 and Title H of the Americans with Disabilities Act. All participants will be given an objective assessment that is a client-based diagnostic approach, aimed at determining the participant's level of need. Assessments shall include, but are not limited to, basic skills, basic literacy skills, basic numeracy skills, occupational skills, interests and for any supportive service needs. Prior to the end of the program, youth must be post-tested, using the same test as was used for the pre-test, and scores recorded for determining skill attainment levels and Literacy/Numeracy gains. See "Definitions" for a listing of required/acceptable assessment tools that are appropriate for the in-school versus out-of-school youth. Contractors are required to only use the tests included in this listing.

h. Orientation

All participants will receive information from The WIB on the full services that are available through WIA Title I youth programs and all services that are available through the WIB Employment Resource Centers including participation in an orientation to and registration in the available center in their area.

i. Individual Service Strategy (ISS)

Contractors shall develop the ISS in conjunction with each participant. The ISS shall identify primary educational and employment goals and describe the training activities and appropriate services the youth will receive to achieve those goals. All out-of-school youth determined to be basic skills deficient, must be measured by pre-tests administered within 60 days of enrollment and at regular intervals thereafter for literacy and numeracy levels and gains. The ISS must be reviewed with the participant, at a minimum, quarterly and adjusted, as necessary, to evaluate the progress of the participant's services and activities. This continued evaluation will ensure progress is being made toward the achievement of the participant's employment goals, training objectives, and advancement of one or more educational functioning levels within the program year.

3. Youth Eligibility

Under WIA, all youth must meet eligibility criteria to be determined eligible for the program prior to enrollment and receipt of WIA funded services. The contractor will work closely with WIB Staff to determine eligibility for targeted youth. WIA eligibility requirements provide that enrolled youth must be:

1. Economically disadvantaged as determined by WIA regulations;
2. Ages of 17 through 21 (in-school youth must have senior-class status); and
3. Have one or more of the following barriers to employment:
 - a. Basic literacy/numeracy skills deficient;
 - b. At-risk of dropping out;
 - c. High school drop-out;
 - d. Homeless, a runaway or a foster child;
 - e. Pregnant or parenting;
 - f. Offender; and
 - g. Youth who require additional assistance to complete an educational program or to secure and hold employment (this includes youth that are/have);
 - h. Disabled, including learning disabled;
 - i. Limited English language proficiency;
 - j. Attending alternative school;
 - k. Eligible for free meals under the National School Lunch Act;
 - l. In an abusive relationship that results in a barrier to education or employment;
 - m. Poor work history;
 - n. Substance abuse problems;
 - o. Mental health problems,
 - p. Living in a single parent household,
 - q. Receiving or is part of a family receiving cash public assistance;
 - r. An educational attainment that is one or more grade levels below the grade level appropriate to their age.

4. Use of WIA Program Funds for Youth Activities

The main thrust of the WIA youth program is to increase the focus on longer-term academic and occupational learning opportunities. Congress has outlined six purposes for use of WIA funds for youth activities:

- A. Provide assistance in achieving academic and employment success by improving education and skills competencies and by strengthening connections to businesses and employers;
- B. Ensure ongoing mentoring opportunities with adults committed to providing such opportunities;
- C. Provide opportunities for occupational skills training, including formal apprenticeships;
- D. Provide continued supportive services;
- E. Provide incentives for recognition and achievement;
- F. Provide opportunities in activities related to leadership, development, decision-making, citizenship and community service.

5. Program Design Features

- a. The contractor shall provide the following program components:
 - Recruitment and identification of the target population;
 - Provision of supportive services such as: transportation assistance, tools, materials and work-related clothing;
 - Case management.
- b. The contractor will work closely with the local Workforce Development and Business Resource Centers (WDBRC) by providing information to each Youth participant during orientation and referring appropriate Youth to the local WDBRC for services.
- c. All responsive proposals must include both mandatory components as well as provide no less than two of the four priority elements as outlined below and referenced in Part I; Section G :

Mandatory components:

- Evidence of youth involvement in the proposed service approach/delivery; and
- Connection to the Workforce Development and Business Resource Centers (WDBRC).

Priority elements:

- Occupational skill training; bonus points for certificate programs in identified Industries of Opportunity
- Paid/unpaid work experiences, internships and job shadowing;
- Leadership Development Opportunities;
- Literacy/Numeracy basic and/ or remedial education, including tutoring, study skills training and instruction leading to the completion of secondary school with dropout prevention strategies.

Proposals will receive points for each of the four priority elements included. Proposals containing additional WIA elements, as listed in Part I; Section G, which do not duplicate the four priority elements may receive additional consideration during the rating process.

PART II – INSTRUCTIONS

A. Definitions

Term	Definition
Activity	The specific steps or actions that a project takes to achieve a measurable objective.
Administrative Agency or Contractor	The agency or organization designated on the Proposal Cover Sheet who is the programmatic recipient of the WIA funds and will accomplish the planned objectives and program goals.
Alternative Education	A student need-based school or program that is an alternative to the school in which the student would normally be enrolled. Participation in alternative education must have as its major objective the attainment of a high school diploma or its equivalent.
Apprenticeship	The apprenticeship-training program is a cross between on-the-job training and theoretical and practical classroom instruction, to prepare exceptional workers for American industries. The content of the apprenticeship-training program curriculum is driven by industry needs resulting in workers with skills that are in high demand.
Assessment	Assessment includes a review of educational skill levels, occupational skills, prior work experience, employability, interests, aptitudes (including interest in non-traditional jobs) and supportive service needs. Where appropriate, recent assessments (within 6 months) could be used in lieu of additional assessment. The goal is to accurately evaluate the youth in order to develop an appropriate Service Strategy to meet his/her individual needs.
Assessment Tools	<p>Assessment tools must be approved prior to usage and may include, but are not limited to, such tools as.</p> <p>CASAs Test of Adult Basic Education (TABE) Eureka OPAC Holland Caps, Cops, Copes</p> <p>We also encourage the use of www.careergps.com</p>

Term	Definition
At-Risk of Dropping Out (High School)	<p>A youth who meets one or more of the following criteria:</p> <ol style="list-style-type: none"> 1. Two grades below his/her age group; 2. Is a formal referral by a school counselor, probation officer or other agent documenting chronic attendance problems, or other indicators of a high potential to drop out that have been adopted by the Local Education Agency (LEA) as criteria for identifying potential dropouts; 3. Is on their school's D and F list, or has failing grades as evidenced by a report card; 4. Did not pass the High School Proficiency Test.
Barriers to Employment	<p>Any demonstrable characteristic(s) of a person that has served to limit, hinder or prohibit that person's opportunities for employment and/or promotion. Examples of barriers to employment for youth are:</p> <ol style="list-style-type: none"> 1. Limited English language proficiency; 2. Pregnant teenage parenting; 3. Individuals with disabilities; 4. Substance abuse; 5. Homelessness; 6. Basic skills deficiency; 7. Welfare assisted youth.
Basic Literacy/Numeracy Skills Deficient Basic Skills Deficient	<p>An out-of-school youth that computes or solves problems, reads, writes or speaks English at or below Literacy/Numeracy level 4 as determined by the required assessment tools listed in (Appendix B) or is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual's family or in society. An in-school youth 1 that has English reading, writing or computing skills at or below the 8th grade level (8.9) on one of the standardized tests listed under the definition of Assessment Tools.</p>

Term	Definition
Case Management	Refers to the provision of a client-centered approach in the delivery of all encompassing, customized services. This is an activity used to document the general coordination of all other youth services.
Collaborative	A mutually beneficial and well-defined relationship entered into by organizations to achieve common goals. The relationship includes a commitment to mutual relationships and goals, jointly developed structure and responsibility, mutual authority and accountability for success and sharing of resources.
Contract	The document executed by the Chairman of the Governing Body, on behalf of The Golden Sierra Workforce Investment Board, and the contractor which creates a legally binding agreement for the performance of certain services by contractor for compensation paid by The WIB, a sample copy of which is attached to this RFP.
Contractor	A proposer that is awarded a contract by The WIB Board of Supervisors to provide a WIA Youth Program pursuant to this RFP.
Credential	A nationally recognized degree or certificate or a state/locally recognized credential. Credentials will include, but are not limited to a high school diploma, GED or other recognized equivalents, postsecondary degrees, recognized skills standards and licensure or industry recognized certificates. Includes all State Education Agency recognized credentials.
EEOP Guidelines	Extensive description of state and federal civil rights requirements and what constitutes an EEOP (samples, forms, etc.). The document was prepared to assist contractors in ensuring nondiscrimination and in the development, implementation and/or improvement of their EEOP for compliance with the law.
Enrollment	All youth eligible for WIA services must be enrolled into the WIA Youth Program in order to receive services. At the point of enrollment, participants are counted for performance measurement purposes.
Equal Employment Opportunity Plan (EEOP)	A comprehensive plan that analyzes the agency's workforce and all agency employment practices to determine their impact on the basis of ethnicity and gender.

Term	Definition
Exit	A participant completing services, or who has a termination date within the quarter and has not received any WIA services for 90 days, except follow-up and has no future services scheduled. A WIA Exit Form must be completed.
Formalized Agreement	A formal agreement between two agencies that specifies the responsibilities of each agency in implementing the project.
High School Dropout	An individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent. (Does not include a youth attending alternative school). A youth's dropout status is determined at the time of application and remains in effect throughout her or his participation.
Individual Service Strategy (ISS)	A plan to identify the youth's education and employment goals. The ISS is a living document and must be updated as needed. Updates may include further discussions of education and employment strategies, training options, and training information, barriers to education and/or employment, and the Supportive Services or other services needed to overcome the barriers.
Industries of Opportunity	The Industries of Opportunity were established by the Youth Council to provide demand occupations and career paths within the Local Workforce Investment Area that will lead area residents to self-sufficiency. Industries of Opportunity were based on current local Labor Market Information (LMI) obtained from the Employment Development Department (EDD) and local LMI entities. The sectors are: Green and Clean – Sustainable Industries 1. Healthcare 2. Manufacturing and Utilities 3. Entrepreneurialism 4. Hospitality and Tourism 5. Other professional services (Science, Technology, Engineering and Math)
In-School Youth	Attending High School — The individual is not a high school graduate (or equivalent) and is attending any school (including elementary, intermediate, junior high school, secondary or post-secondary or an alternative school or program whether full or part-time) or is between school terms and intends to return to school

Term	Definition
Internship	A paid or unpaid internship is an opportunity created by an employer to provide an on-the-job practice. This may be done in collaboration with a participant's school, so academic credit and real work experience can be earned at the same time. Internships are typically for short periods of time and are developed to provide guidance, supervision and evaluation of the youth's work as an intern.
Job Placement	Services provided to assist a youth in obtaining a specific placement in unsubsidized employment.
Job Search Techniques	Means the provision of instruction and support to a participant to give the participant skills in acquiring full time employment. The services provided may include, but are not limited to: <ol style="list-style-type: none"> 1. Résumé writing; 2. Interviewing skills; 3. Labor market guidance; 4. Telephone techniques; 5. Information on job openings; 6. Job acquisition strategies; 7. 7The provision of office space and supplies for the job search.
Job Shadow	An unpaid short-term activity offered by an employer who agrees to engage a student to follow or "shadow" them throughout their work day, providing insight on the duties and skills of the position and information on career tracks.
Leadership Development Activities	Activities that encourage responsibility, employability and other positive social behaviors such as: <ol style="list-style-type: none"> 1. Exposure to post secondary opportunities; 2. Community service and service learning projects; 3. Peer-centered activities, including peer mentoring and tutoring; 4. Organizational and team leadership training; 5. Training in decision making, including determining priorities; 6. 6Citizenship training, including life skills training.
LWIB or WIB	The Golden Sierra Local Workforce Investment Board
Not Employed	An individual who does not meet the definition of employed or who although employed has received a notice of termination of employment.
Objectives	A set of quantifiable projections to be carried out in order to accomplish the program goals.

Term	Definition
Occupational Skills Training	Short-term vocational skills training that provide participants with the skills necessary to obtain employment in industries of opportunity leading to self-sufficiency.
Offender	An (youth or juvenile) who: <ol style="list-style-type: none"> 1. Is or has been subject to any stage of the criminal justice process, for whom services under WIA may be beneficial; or 2. Requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.
On-the-Job Training(OJT)	Training by an employer that is provided to a paid participant while engaged in productive work in a job that: <ol style="list-style-type: none"> 1. Provides knowledge or skills essential to the full and adequate performance of the participant 2. Provides reimbursement to the employer up to fifty percent (50%) of the wage rate o the participant. 3. Is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant and the service strategy of the participant, as appropriate.
Out-of-School Youth	An eligible youth who is a (high) school dropout or an eligible youth, who has received a secondary school diploma or its equivalent, but is basic skills deficient, unemployed or underemployed. This definition includes: <ol style="list-style-type: none"> 1. Youth who are not attending high school or those who have been dropped from school enrollment; 2. Youth who have completed secondary school (either attaining high school diploma or GED) and are basic skills deficient, under-employed or unemployed; 3. Youth attending postsecondary education and are basis skills deficient.
Participant	Any youth that is determined eligible and accepted into a WIA Youth Program provided by the WIB through a qualified proposer.
Poor Work History	Individual has not worked full-time in unsubsidized employment for more than 13 consecutive weeks in the last 12 calendar months.

Term	Definition
Post-Secondary Education	Postsecondary education is a program at an accredited degree-granting institution that leads to an academic degree (e.g., AA, AS, BA, BS). Does not include programs offered by degree-granting institutions that do not lead to an academic degree.
Pregnant or Parenting	An individual under 22 years of age who is pregnant or a youth (male or female) that provides custodial care for a minor child
Proposer	Any eligible person or organization that prepares and timely submits a proposal that is responsive to this RFP.
Request for Proposals (RFP) Secondary School	This Request for Proposals for Year Round Youth Programs. The term “secondary school” has the meaning given the term in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801).
Supportive Services	Services such as transportation, child care, clothing/uniforms, work related tools or license/certification fees that are necessary to enable an individual to participate in activities authorized under Title 1 of WIA and consistent with the provisions of the Act.
Underemployed	Underemployed means an individual who is working part-time, but desires full-time employment or who is working in employment not commensurate with the individual’s demonstrated level of educational attainment.
Work Experience	Work Experience is defined as a short-term and/or part-time work assignment with an employer or private non-profit agency that is subsidized or unsubsidized and which provides an individual with the opportunity to acquire the skills and knowledge necessary to perform a job, including appropriate work habits and behaviors and is combined with classroom or other training. Includes internships and job shadowing, not including summer work experience opportunities
Work Readiness Skills	Work Readiness Skills include world of work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision-making and job search techniques (résumés, applications, interviews and follow-up letters).

Term	Definition
Workforce Investment Act (WIA)	Employment and training program legislation that was effective as of July 1, 2000 intended to consolidate, coordinate and improve employment, training, literacy and vocational rehabilitation programs in the U.S. (Public Law 105-220—Aug. 7, 1998) (http://www.doleta.gov/regs/statutes/).
Youth Council	A subgroup within each local Workforce Investment Board (WIB), appointed by the local WIB, in cooperation with the chief elected official(s) for the local area. The Youth Council will have membership as designated in WIA and will recommend youth service providers who are selected through a competitive process, conduct oversight of eligible providers of youth activities and coordinate youth activities and other duties determined to be appropriate by the local WIB.
Youth Program	A specific set of goals and objectives established pursuant to legislative, congressional, or administrative action and supported by a set appropriation from state or federal funding sources.

B. GENERAL INSTRUCTIONS

The instructions in this Part correspond to each of the proposal components, as well as to the forms provided in Attachment Listing.

Proposers must use the forms provided or computer-generated forms, and plain 8 1/2" x 11" white paper for the project narrative sections. If computer-generated forms are used, they must duplicate the WIB forms and must not allow the proposer more space than that provided on the WIB forms.

Proposer must ensure information requested by the RFP instructions is included in the appropriate section of the proposal to receive credit. If a space limitation is specified for a component, strict adherence to the space limitation is required. All pages in the proposal must be numbered. Proposals must be typed with characters no smaller than 11-point font.

Proposers must double-space all narrative sections of the proposal

Copies of the proposal must be assembled separately and individually fastened in the upper left corner.

Do not bind the proposal.

Failure to follow these spacing/formatting requirements is one of the many factors that may negatively impact a proposal's comprehensive assessment score.

C. THE PROJECT NARRATIVE (The entire project narrative is limited to 15 pages.)

The project narrative is the main body of information describing the problem to be addressed, the plan to address that problem through appropriate and achievable objectives and activities and the ability of the proposer to implement the proposed plan. Brevity is encouraged. The total number of pages is not required but please be clear about your proposition and do not exceed the maximum allowed.

1. Problem Statement (This section is limited to 3 pages.)

Clearly state the problem in providing services to WIA youth in relation to the priority components and elements of this RFP as defined in Part I; Section G. Describe the problems associated in reaching WIA eligible youth living in the Golden Sierra Workforce Investment Area; define geographic area(s) to be served.

2. Plan and Implementation (This section is limited to 8 pages.)

- a. Present the plan to address the problem identified above and what the program intends to accomplish. Include two or more of the four priority elements and any additional WIA elements, outline the goals, objectives, activities and timelines for addressing how the selected element(s) support the identified problem.
- b. Describe the number and characteristics of the target group to be served. Further discuss how many in-school and how many out-of-school youth will be served. All in-school youth must have senior-class status and be at risk of drop-out or expect to receive a high school diploma or equivalent by the end of the 3 quarters after the exit quarter.
- c. Identify and describe the target area(s) the proposer will be serving under this project.
- d. Describe how the proposer will implement the plan of service. Include the applicable components such as:
 - Outreach and recruitment;
 - Case management;
 - Program services (I.E.: basic/remedial education, tutoring, study skills training and instruction leading to the completion of secondary school including dropout prevention strategies; paid/unpaid work experiences, internships and job shadowing; occupational skill training; leadership development; job placement);
 - Supportive services;
 - Cost per participant;
 - Responsible end date of completion.

- e. Administrative and Staffing Plan — Describe the proposed program’s management plan and staff positions. Complete a “Job Description/Résumé of Key Personnel” (Attachment VIII of this RFP) for all key personnel who will be involved in administering a contract resulting from this proposal to be included as part of budget section.
- f. Provide a copy of your current organizational chart showing all major functions and components and the names of persons occupying named positions. Identify those staff that are proposed to be fully or partially paid from WIA funds to be included as part of budget section.
- g. If the award of a contract based on this proposal will require your organization to obtain additional staff, provide a detailed explanation of the type of positions required and when personnel will be available. The costs associated with the addition of these personnel must be calculated into the proposed total cost of your program.
- h. Subcontracting/Formalized Agreements — If subcontracting, the proposer must submit written justification for subcontracting if any portions of the proposed services/activities are contracted out to another agency/organization. Attach a statement from each potential subcontractor, signed by a duly authorized officer, employee or agent of the organization/agency, that includes the name and address of the organization/agency, type of work to be performed and percentage of the total work to be subcontracted. The statement must also include that the subcontractor will perform all work as indicated and will comply with all WIA regulations, state or federal laws. The proposer shall be responsible for the performance of the subcontractor. **If not subcontracting**, the proposer should provide a statement to that effect. Formalized Agreements are with other organizations, education institutions, and potential employers that the proposer has established linkages with to provide WIA youth services as part of this proposal, and that would not be directly provided by the proposer.
- i. Administrative and Fiscal Capacity — Briefly describe the administrative and fiscal capacity of the proposer to fulfill WIA-required documentation and recording keeping such as:
 - Collecting data and preparing WIA required documents;
 - Security and confidentiality of participant records;
 - Accounting controls;
 - Use of payroll vendor services;
 - Preparing and submitting monthly requests for reimbursements;
 - Handling of corrective actions/findings if needed; and,
 - Identity of person (s) responsible for the administrative/fiscal activities and their job title.

3. Program Performance Measures & Outcomes (This section is limited to 4 pages.)

Use the chart below or in table format, state quantifiable and measurable performance measures for the projected results of the services/activities proposed. Identify the proposed activities (i.e. welding certification), estimate number of youth to complete the training, enter into unsubsidized employment and the potential training-related employment. If the proposed outcome is entry into the military, entry into a post-secondary education institution, or Numeracy/Literacy gains, estimate the number of youth that will achieve this result. The chart should include information that covers the total number of youth to be served, whether they are in-school or out-of-school youth the program’s services or activities, outcomes, measurement tools and documentation and performance indicators. Clearly indicate how the required performance measures will be tracked, reported and how the source documentation will provide sufficient verification that performance measures will be accomplished.

Following is a sample chart:

Activities Or Services	Outcomes	Measurement Tool/Verification	Performance Indicators	
			Program Performance Measures	WIA Mandated Performance Measures

In preparing this portion of the proposal, refer to the Appendices of this RFP that contain the WIA Mandated Performance Measures (Appendix A) and the Training and Employment Guidance Letter (TEGL) No. 17-05 (Change 1), (Appendix B) which provides direction on performance, methodology and common measures reporting. Proposers must demonstrate that the performance measures contained in the proposal will result in compliance with those mandated performance measures. The achievement of performance measures will be used by the WIB to hold contractors accountable for the performance outcomes imposed on the WIB for WIA funded youth programs.

D. THE PROJECT BUDGET

The purpose of the Project Budget is to demonstrate how the project will implement the proposed plan with the funds available through this program. The budget is the basis for management, fiscal review and audit. Project costs must be directly related to the objectives and activities of the project. The budget must cover the entire contract period. In the budget, include **only** those items that you want covered by WIA funds. Projects may supplement WIA funds with funds from other sources. A 25% match of in-kind/leveraged funds are required.

The proposer shall develop a **line-item** budget that will enable the proposal to meet the intent and requirements of the program, ensure the successful implementation of the project and are cost-effective. The proposer should prepare a realistic and prudent budget avoiding unnecessary or unusual expenditures that would detract from the accomplishment of the objectives and activities of the project. The following information is provided to assist in the preparation of the budget. Strict adherence to all required and prohibited items is expected. **Where the proposer does not budget for a required item, the proposer assumes responsibility for the cost of that item.** Failure of the proposer to include required items in the budget does not affect the responsibility of the proposer to provide those items during the implementation of the project.

All expenses incurred prior to the contract being awarded and the agreement fully executed is the responsibility of the proposer.

1. The Budget Narrative (This section is limited to 2 pages.)

Proposer is required to submit a narrative with the project budget. The narrative must be typed and placed in the proposal in front of the budget pages. In the narrative describe:

- a. How the project's proposed budget supports the stated objectives and activities in the project;
- b. How funds are allocated to minimize administrative costs and support direct services to participants;
- c. The duties of project-funded staff, including qualifications or education level necessary to the job assignment;
- d. How project-funded staff duties and time commitments support the proposed objectives and activities;
- e. Proposed staff commitment/percentage of time to other efforts, in addition to this project;
- f. Any unusual expenditure;
- g. Identify all proposed subcontracts.

2. Budget Form (This section is limited to 2 pages.)

There is a Budget Form in the Forms Section (Part IV).

Each budget category requires additional line item detail that addresses the method of calculation and justification for the expense. Enter the amount of each line item. All charges must be clearly documented **and rounded off to the nearest whole dollar.**

3. Organizational Chart & Job Descriptions

The Organizational Chart should provide a clear and detailed depiction of the structure of the proposer organization, and the specific unit within the organization that will be responsible for the implementation of the project. This chart should also depict supporting units within the organization (e.g., the Accounting Unit) and depict the lines of authority within the organization. Job titles on the Organizational Chart should match those in the Budget and Budget Narrative

A current résumé of all key personnel included on the organizational chart who will be involved in administering a contract resulting from this proposal shall be attached. Complete a “Job Description/Résumé of Key Personnel” (Attachment VIII of this RFP).

4. Formalized Agreements

Formalized Agreements must be dated and contain original signatures, titles and agency names for both parties. This document must demonstrate a formal system of networking and coordination with other agencies and the project. Those submitted with the proposal must be effective for the proposed program year. For the purpose of this RFP, the terms “Formalized Agreement” and “MOU” are synonymous. A sample Formalized Agreement is provided in Appendix C. Additional points shall be awarded for formalized agreements in accordance with Part III; Section B.

5. Program Costs

Program expenses are defined as necessary expenditures exclusive of personnel salaries, benefits and participant costs. Such expenses may include specific items directly charged to the project. The expenses must be program-related (e.g., to further the program objectives as defined in the contract award) and be encumbered during the contract period. The following items may fall within this category: consultant services such as sub-contractors who are not employed by the proposer, travel, office supplies, training materials, software, telephone, postage, printing, facility rental and other consumable items.

6. Administrative Costs

These costs are defined as costs of operations related, required and incurred for official business in coordination of those functions under WIA. Some examples include accounting, financial, procurement and purchasing, payroll, personnel management, resolution of findings and general legal services. **Administrative / Indirect costs are capped at 5%. Any proposal reflecting an administrative cost above 5% will be deemed non-responsive.**

7. Participant Costs

Participant Costs include the cost of items that are spent directly on individual participants and are tracked by individual enrollment. Possible costs include participant supportive services (transportation and ancillary items), participant wages, participant supplies, participant stipends and participant tuition and fees incurred to achieve participant goals, objectives, and activities.

Proposers that propose programs which exceed \$5,000 cost per participant will receive a lower evaluation score.

8. In-Kind/Leveraged Funds

Proposers are required to seek in-kind contributions and/or leveraged funds from non-WIA sources to assist in the operation of this project. An amount which is at least 25 percent (%) of the amount of funding requested must be supplemented from in-kind services, equipment, space or contributions from funds that are being leveraged from other sources.

9. Prohibited Expense Items

The following is a list of prohibited items:

a. Automobiles

Purchase or lease of automobiles is not allowable budget items.

b. Lobbying

WIA funds cannot be used for lobbying activities.

c. Fundraising

WIA funds cannot be used for organized fundraising, including financial campaigns, endowment drives, solicitation of gifts and bequests or similar expenses incurred solely to raise capital or obtain contributions.

d. Real Property and Improvements

Real property, including land, land improvements, structures and their attachments and structural improvements and alterations are not allowable.

e. Interest

The cost of interest payments is not an allowable expenditure, unless the cost is a result of a lease/purchase agreement.

f. Membership Dues

The cost of membership dues for projects involved in the licensing or credentialing of professional personnel is not an allowable expenditure, unless it is part of a governmental negotiated benefit package.

g. Professional License

The cost of a professional license is not an allowable expenditure.

h. Annual Professional Dues or Fees

The cost of professional dues or fees is not an allowable expenditure, unless it is part of a governmental negotiated benefit package.

i. Charges, Fees and Penalties

Finance charges, late payment fees, penalties and returned check charges are not allowable expenditures.

j. Depreciation

Depreciation charges are not allowable expenditures.

PART III - ADDITIONAL INFORMATION

This Part contains additional information that a proposer is strongly encouraged to review in preparing the proposal.

PRE-QUALIFICATION REQUIREMENTS

Instructions & Attachments 1-10

APPENDICES

Appendix A — Mandated Performance Measures and Outcomes
Appendix B — Training and Employment Guidance Letter (TEGL) No. 17-05 (Change 1)
Appendix C — Sample Formalized Agreement

ATTACHMENT LISTING (FORMS)

Attachment I — Proposal Cover Sheet
Attachment II — Letter of Authorization
Attachment III — Service Provider Summary
Attachment IV — Contracting Experience
Attachment V — Statement of Experience
Attachment VI — Program Linkages
Attachment VII — Budget Form
Attachment VIII — Job Descriptions
Attachment IX — Credit Authorization
Attachment X — Leveraged Resources

A. SUBMITTING A PROPOSAL

The proposal (**the original and four copies**) must be received by the WIB **no later than 5 PM on May 9, 2011**. If the proposal is mailed, it must be mailed to the mailing address listed below and the proposer must allow sufficient time for the proposal to arrive by the due date. All proposals received become the property of the WIB and will not be returned. Faxed proposals will not be accepted.

Mailing Address:

**Golden Sierra Workforce investment Board
Attn: WIA Youth RFP
1919 Grass Valley Hwy, Suite 100
Auburn, CA 95603**

If the proposal is hand delivered, it must be delivered to the Workforce Investment Board, 1919 Grass Valley Hwy, Suite 100, Auburn, CA 95603, **no later than 5 PM on May 9, 2011**. The proposal will be date stamped and a receipt will be provided. All proposals, hand delivered or mailed, must be received by the specified due date and time. ***Late proposals will be disqualified from this RFP process.***

B. SELECTION OF PROPOSAL FOR FUNDING

1. Proposal Rating

All proposals received by the deadline will be read and rated by a team consisting of at least three raters. The averaged scores from the raters for the qualified proposals will be ranked numerically to develop a ranked list for each program.

a. Project Narrative — 70 Points

- i. Problem Statement: Youth Identification.
 1. Targeted youth groups include school dropouts, pregnant and parenting teens, youth on probation and/or parole, foster youth, and/or youth deficient in basic literacy skills;
 2. Data to support the needs of the youth to be served;
 3. Proposal states recruitment methods used to identify and enroll the targeted groups and specifically the out-of-school youth;
 4. The activities are to be age appropriate, interesting and beneficial and likely to attract youth.
- ii. Geographic area(s) to be served:
 1. What region(s) or locale(s) do you plan to serve and how?
 - a. Placer County;
 - b. El Dorado County;
 - c. Alpine County;

- iii. Description of the WIA program elements and how they will be provided.
These are:
 - 1. Academic enhancement skills;
 - 2. Alternative secondary school services;
 - 3. Summer opportunities;
 - 4. Paid and unpaid work experience;
 - 5. Occupational skill training;
 - 6. Leadership development opportunities;
 - 7. Supportive services;
 - 8. Adult mentoring;
 - 9. Follow-up services;
 - 10. Comprehensive guidance and counseling.

- iv. Description of how the program is designed to address:
 - 1. Recruitment,
 - 2. Objective assessment, and
 - 3. Individual service strategy.

- v. Proposal Program Implementation.
 - 1. WIA priority program elements that make this proposal unique are stated and measurable;
 - 2. The proposer will provide a “custom” program;
 - 3. Number of youth served;
 - 4. The proposer will have the capability to provide all required services;
 - 5. All sites for outreach, enrollment, and program operations are clearly identified;
 - 6. Program and service sites are located conveniently for the targeted youth.

- vi. Program Performance Outcomes.
 - 1. Proposal states the number of participants expected to be served in each major program area;
 - 2. Proposal states the short-term benefits for participants in each major program function;
 - 3. Proposal states the long-term benefits for participants in each major program function;
 - 4. Goals for placing youth in employment or education are clearly stated;
 - 5. Goals for youth attainment of a degree or certificate are clearly stated;
 - 6. Numeracy and Literacy gains for basic skills deficient out-of-school youth are clearly stated.

b. Budget Narrative — 30 Points

- i. All required information, including staff, operational and other needed costs is provided in the required budget format according to instructions;
- ii. Line-item budget is accurate and complete;
- iii. Proposer has demonstrated that it is fiscally solvent;
- iv. Proposer demonstrates multiple funding sources and not WIA-dependent;
- v. The proposer is part of a collaborative partnership with other organizations that are providing innovative staffing approaches and/or in-kind services for the overall project;
- vi. The amount of supplemental funding being provided to the program by the proposer is at least 25% of the total funding needed to deliver the proposed services;
- vii. Proposer describes the management oversight of the WIA youth program operations and the site location of the administrative activities.
- viii. Proposers that propose programs which exceed \$5,000 cost per participant will receive a lower evaluation score.

c. Extra Points — 30 points

- i. Maximum of 10 points — Two (2) points each for formalized collaborative agreements with entities such as; County Probation, County Department of Children Services, Foster Care programs, Youth Commission, County Superintendent of Schools and local Alternative Education site.
- ii. 10 points — Proposals serving 100% Out-of-School Youth.
- iii. 10 points — Occupational skill training (certificate programs) in identified Industries of Opportunity

2. Funding Recommendations

- a. Recommendations for funding will be based on the following:
 - i. The ranked score of the proposal;
 - ii. Consideration of the funding priorities or geographical distribution of selected proposals as applicable to each program;
 - iii. Prior negative administrative and programmatic performance and compliance as a County-funded project, if applicable; and
 - iv. Proposers that propose programs which exceed \$5,000 cost per participant will receive a lower evaluation score.

In accordance with Federal/State regulations, projects previously funded by the WIB or the LWIB will be reviewed for past performance, including financial management, progress and annual reports, monitoring results, audit reports, results of credit worthiness and any other relevant information. This review may result in one or more of the following actions: a) the project may not be selected for funding; b) the amount of funding may be reduced; or c) contract award conditions may be placed in the contract.

Proposals are first submitted to the WIB Youth Council who makes recommendations for funding to the LWIB. The LWIB then makes final funding recommendations to the Governing Body. The Governing Body has the sole authority to make all final decisions for funding and contract authorization.

WIB staff may conduct a pre-award site review to determine the administrative capacity of the proposer and to address the ability of the proposer and/or its partners to deliver the proposed services. This review may include a request for appropriate documents (e.g. insurance), completion of Fiscal and Administrative Capacity Policies & Procedures for County and/or LWIB review.

d. Notification Process

All proposers submitting a proposal will receive written notification of the funding recommendations made by the WIB Youth Council to the LWIB.

e. Rejection of Proposals

The WIB reserves the right to reject any or all proposals received pursuant to this RFP. The WIB will not pay for any information herein requested, nor is it liable for any costs incurred by those submitting proposals. The WIB reserves the right to select the contractor(s) who will most meet the needs of the WIB and the proposed program(s); the selection will not necessarily be made solely on cost.

f. Appeals

- a. An appeal of a **denial of award** can only be brought on the following grounds:
 - i. Failure of WIB Staff to follow the selection procedures and adhere to requirements specified in the RFP or any addenda or amendments;
 - ii. There has been a violation of conflict of interest as provided by California Government Code Section 87100 et seq;
 - iii. A violation of State or Federal law.
- b. Appeals will not be accepted for any reasons other than those stated above. Appeals must be sent to:

**Golden Sierra Workforce Investment Board
Attn: Executive Director
1919 Grass Valley Hwy, Suite 100
Auburn, CA 95603**

- c. Accepted appeals will be processed and reviewed by a panel convened by the Chairperson of the Youth Council and the Executive Director of the WIB;
- d. The Youth Council and WIB Executive Director will consider only those specific issues addressed in the written appeal.

g. Statement of Experience

A statement of experience shall be prepared on letterhead of the proposing organization and signed by the authorized agent and must include the following:

- a. Affirmation that the proposer is a valid legal entity in the State of California, such as a corporation, partnership, etc. and attach copies of the official papers showing formation of a corporation, partnership or sole proprietorship as attachment.
- b. Include a copy(s) of current business license(s), and permits if applicable, or has the ability to obtain the required licenses or permits, as necessary;
- c. Identify the number of years the proposer has been in business under the present business name, as well as related prior business names;
- d. Attach a completed Contracting Experience Form (Attachment IV);
- e. Include any suspension requirements from prior contracts or an applicable statement that the proposer has not been suspended from any prior contracts;
- f. Certify that the organization is not proposed for debarment, is not presently debarred, suspended or declared ineligible, as required by Executive Order 12549, "Debarment and Suspension," and implemented by 28 CFR, Part 67, for prospective participants in primary covered transactions;
- g. Demonstrate that the WIA funding requested in its proposal submitted under this RFP will not exceed 75% of the organization's gross revenue;
- h. Include a completed credit report authorization.

C. FINALIZING THE CONTRACT AGREEMENT

The following requirements apply to projects selected for funding. These requirements are explained below for planning purposes in processing contract awards.

1. Submission of Additional Materials

Upon selection of the projects to be funded, contractor(s) will be required to meet with WIB staff to provide additional information prior to funds being awarded. The WIB is not obligated to fund such projects until the proposer submits correctly completed documents requested by the WIB and a final contract is fully executed by both the WIB and the contractor.

2. Contract Award Conditions

Contract award conditions include any requirements deemed necessary by the WIB. The County may add one or more contract award conditions to the contract before or after funding. If conditions are added, these will be discussed with the proposer before they are made part of the contract. The selected project proposal may be included under the *scope of work* section, in whole or in part, in the finally executed contract.

3. Contract

A copy of the executed contract and all the attachments will be sent to the project director. A proposer/contractor shall not incur any costs until the proposer/contractor has received a copy of the fully executed contract. When the executed contract is received, the contractor may begin to submit claims for payment of costs.

4. Contract Award Amounts

Due to the limited amount of funds available, it may be necessary for the WIB to reduce the amount of the contract award from that requested by the proposer. In addition, the WIB reserves the right to negotiate budgetary changes with the proposer prior to executing the contract. If either of these actions is required, the WIB will notify the proposer prior to executing the contract. The WIB reserves the right to cancel or modify this RFP or the scope or funding of the program to any extent necessary to ensure compliance with state and/or federal guidelines. Once the reauthorization successor legislation is signed, or impacts due to federal and state budget appropriations' process that may increase or decrease available funds.

D. ADMINISTRATIVE REQUIREMENTS

The following requirements apply to projects selected for funding. These requirements are explained below for planning purposes.

1. A Review of WIA Regulations

The WIA Regulations are accessible on the Internet website at www.edd.ca.gov. Contractors can select "Youth", and then select, "Workforce Investment Act (WIA) Youth Services." The WIA Regulations contain information and requirements necessary to the project. Contractors must administer their programs in accordance with the WIA Regulations. Failure to comply with these requirements can result in the withholding of funds or termination of the contract.

2. Internet Access

Funded projects must maintain Internet access with an established e-mail address.

3. Progress Reports and Data Collection

Funded projects are required to participate in data collection and to submit progress and closeout reports required by the program. All required reports have to describe activities and services provided and the number of participants served in specific activities during the report period. Contractors are required to keep accurate records and routinely document the progress of each participant in achieving program objectives.

A final program report is due 30 days after the end of the State fiscal year (June 30th)~ The final report should address performance objectives achieved by the project and what lessons were learned that could improve future services. These records must be kept by the contractor for a period of not less than four years. During programmatic monitoring visits, the WIB will review these records for accuracy and compare them with the reported data submitted on the progress reports.

4. Monthly Request for Reimbursement Claim

Projects shall submit a Request for Reimbursement Claim on a monthly basis. The information will be submitted on the form(s) supplied by the WIB and must include supporting documentation for all expenses being reimbursed from WIA funds. All claims are due on the tenth (10th) day of the following month. The contractor shall provide the WIB a completed taxpayer identification number and certification form prior to the submission of the first claim if one is not currently on file with the Auditor-Controller's office.

**All claims must be submitted to:
Golden Sierra Workforce Investment Board
Attn: Fiscal Officer
1919 Grass Valley Hwy, Suite 100
Auburn, CA 95603**

Delays in submitting these forms will result in the withholding of funds and may result in the termination of the contract award. The WIB shall release payment through the WIB Auditor-Controller approximately forty-five (45) days after the receipt of correctly completed documents.

5. Availability of Records

All records pertaining to service delivery and fiscal, statistical and management books and records shall be available for examination and audit by County, Federal and State representatives.

Program data shall be retained locally and made available upon request or turned over to the WIB. If said records are not made available at the WIB's scheduled monitoring visits the contractor may, at the WIB's option, be required to reimburse the WIB for expenses incurred due to required rescheduling of monitoring visit(s). Such reimbursement will not exceed \$50 per hour (including travel time) and be deducted from the following month's claim for reimbursement.

6. Monitoring and Evaluation Requirements

A monitoring visit is an on-site assessment by the WIB to determine if the contractor and the project is in compliance with the terms of the contract, the RFP and WIA regulations.

Contractors and projects will be monitored on a random or as-needed basis. The monitoring will cover all areas of project operation, fiscal management and will include a review of the source documentation as substantiation for project goals, objectives, activities and use of WIA funds.

Each onsite assessment will be followed by a formal report of findings. Any finding requiring corrective action will be documented and will include a timeline for completing the corrective actions(s). In addition to monitoring project compliance, WIB staff will review program effectiveness.

Program effectiveness is determined through the review, assessment and evaluation of project performance. The determination of program effectiveness can involve either a review of process activities related to service delivery or an assessment of outcomes and the impact of the project on the service population and on the community or both. Contractors selected for funding may be required to collect and submit data for evaluation purposes. Contractors must have an internal quality control system to monitor progress toward achieving contracted goals, as well as the quality of program operations, administrative and participant activities.

7. WIA Mandated Performance Outcomes

WIA requires that the WIB achieve certain performance outcomes for its WIA funded youth programs. As a result, the WIB is requiring all contractors to achieve these same performance outcomes for their individual WIA funded youth program. The required performance outcomes will be set forth in the final contract.

As discussed above in this RFP, every proposer is required to include in its proposal detailed performance measurements that comply with the WIA Mandated Performance Measurements set forth in Appendices A and B to this REP. The performance measurements will be used by the WIB over the term of the contract to hold the contractor accountable for achieving the required performance outcomes. If a contractor fails to achieve the required outcomes or if the contractor fails to comply with the performance measurement requirements and renders the WIB unable to determine whether or not the contractor has achieved the performance outcomes, the WIB shall have the right to terminate the contract and cease all funding of the contractor's WIA youth program.

8. Information on Former County Administrative Officials

Provide information on former Placer, El Dorado or Alpine County officials (as defined below) who are employed by or represent your business. The information provided must include a list of former county administrative officials who terminated WIB employment within the last five years and who are now officers, principals, partners, associates or members of the business. This list should also include the employment and/or representative capacity and the dates these individuals began employment with or representation of your business. For purposes of this section, "WIB administrative official" is defined as a member of the WIB or such officer's staff, WIB Administrative Officer or member of such officer's staff, County department or group head, assistant department or group head, or any employee in the Exempt Group, Management Unit or Safety Management Unit.

Failure to provide this information may result in the response to the request for proposal being deemed non-responsive. Inaccuracies or Misrepresentations: If, in the course of the RFP process or in the administration of a resulting contract, the WIB determines that the vendor has made a material misstatement or misrepresentation or that materially inaccurate information has been provided to the WIB, the vendor may be terminated from the RFP process or in the event a contract has been awarded, the contract may be immediately terminated. In the event of a termination under this provision, the WIB is entitled to pursue any available legal remedies.

9. Michelle Montoya School Safety Act

Staff for the youth program should be competent in dealing with the target population (and cultural competency is a primary concern). In providing direct services to minors, the lead agency and its collaborative partners must comply with the Michelle Montoya School Safety Act that requires all staff members working with youth to be fingerprinted and comply with other laws pertaining to youth work.

10. Disclosure of Civil and Criminal Proceedings

The WIB reserves the right to request the information described herein from the proposer. Failure to provide the information may result in a disqualification from the selection process and no award of contract to the proposer. The WIB also reserves the right to obtain the requested information by way of a background check performed by an investigative firm. The proposer also may be requested to provide information to clarify initial responses. Negative information provided or discovered, may result in disqualification from the selection process and no award of contract.

The Proposer may be asked to disclose whether the firm or any of its partners, principals, members, associates or key employees (as that term is defined herein), within the last 10 years, has been indicted on or had charges brought against it or them (if still pending) or convicted of any crime or offense arising directly or indirectly from the conduct of the firm's business or whether the firm or any of its partners, principals, members, associates or key employees has, within the last 10 years, been indicted on or had charges brought against it or them (if still pending) or convicted of any crime or offense involving financial misconduct or fraud. If the response is affirmative, the proposer will be asked to describe any such indictments or charges (and the status thereof), convictions and the surrounding circumstances in detail.

In addition, the proposer may be asked to disclose whether the firm or any of its partners, principals, members, associates or key employees, within the last 10 years, has been the subject of legal proceedings, as defined herein, arising directly from the provision of services by the firm of those individuals. "Legal proceedings" means any civil actions filed in a court of competent jurisdiction or any matters filed by an administrative or regulatory body with jurisdiction over the firm or the individuals. If the response is affirmative, the proposer will be asked to describe any such legal proceedings (and the status and disposition thereof) and the surrounding circumstances in detail.

For purposes of this provision, "key employees" includes any individuals providing direct service to the WIB. "Key employees" does not include clerical personnel providing service at the proposer's offices or locations.

PART IV – CHECKLIST

PROPOSAL CHECKLIST AND REQUIRED SEQUENCE

This checklist is provided to assist the proposer in ensuring that a complete proposal is submitted to the WIB. Failure to include any of the following elements will result in disqualification of the proposal.

PROPOSAL COVER SHEET

1. Cover Sheet — Attachment I (signed by the official authorized to enter into a Contract)
2. Letter of Authorization — format provided in Attachment II
3. Service Provider Information Summary — Attachment III
4. Contracting Experience — Attachment IV
5. Statement of Experience — Attachment V

THE PROJECT NARRATIVE

1. Problem Statement
2. Geographic Area(s) to be Served
3. Estimated number of Youth to be Served
4. Plan and Implementation
5. Project Evaluation/Proposed Outcomes
6. Program Linkages — Attachment VI

THE PROJECT BUDGET

1. The Budget Narrative
2. Budget Form — Attachment VII
3. Organization Chart
4. Job Description/Résumé of Key Personnel — Attachment VIII
5. Formalized Agreements — (sample agreement included as Appendix C)
6. Credit Authorization — Attachment IX
7. Leveraged Resources — Attachment X

**APPENDIX A
YOUTH PERFORMANCE MEASURES (Common Measures)**

<i>PERFORMANCE MEASURE</i>	<i>DESCRIPTION (Refer to TEGL 17-05 And State Directive #WSD07-1)</i>
Literacy and Numeracy Gains	<p>How many out-of-school youth that are basic skills deficient increased one or more educational functioning levels. (Determined at time of exit.)</p> <ul style="list-style-type: none"> • Exclude all in-school youth. • Exclude youth that are not basic skills deficient. • Exclude youth that are institutionalized, deceased, have health/medical condition, required to care for family member, reservist called to active duty, or relocation to a mandated residential program.
Placement in Unsubsidized Employment or Education	<p>How many youth are employed or enrolled in post-secondary education, advanced training, or occupational skills training in the first quarter after exit?</p> <ul style="list-style-type: none"> • Exclude youth employed at the date of program participation. • Exclude youth that are in post-secondary education, advanced training or occupational skills training at the date of program participation. • Exclude youth that are institutionalized, deceased, have health/medical condition, required to care for family member, reservist called to active duty, or relocation to a mandated residential program.
Attainment of a Degree or Certificate	<p>How many youth enrolled in education (either at date of program participation or anytime during the program) attained a high school diploma/GED or certificate by the end of the 3rd quarter after exit?</p> <ul style="list-style-type: none"> • Exclude those youth not enrolled in education at any point during the program. • Exclude youth that are institutionalized, deceased, have health/medical condition, required to care for family member, reservist called to active duty, or relocation to a mandated residential program.
TERMS	DEFINITIONS (Refer to TEGL 17-05)
Basic Skills Deficient	An individual who computes or solves problems, reads, writes or speaks English at or below grade level 8.9; or is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual's family or in society. An individual performing at educational functioning level 1-4 is considered basic skills deficient.
Certificate	Certificates are awarded for attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These skills are based upon standards developed or endorsed by employers. Note: Generic pre-employment and/or work readiness skills are not considered certificates. Awarding institutions include: a State educational agency; institution of higher education; professional, industry or employer organization or a product manufacturer; registered apprenticeship program; public regulatory agency; Department of Veterans Affairs; Office of Job Corps; Indian Tribe Higher Education Institution; or State Department of Education.
In-school Youth	The individual is not a high school graduate (or equivalent) and is attending any school (including elementary, intermediate, junior high school, secondary or post-secondary, or an alternative school or program whether full or part-time), or is between school terms and intends to return to school.
Literacy and Numeracy Gains	See TEGL 17-05 especially Attachment C that shows educational functioning levels and approved assessment tests.
Out-of-school Youth	An eligible youth who is a school dropout, or who has received a secondary school diploma/GED but, is basic skills deficient, unemployed, or underemployed. For reporting purposes, this term includes all youth except: (1) those who are attending any school and have not received a school diploma/GED, or (2) those who are attending post-secondary school and are not basic skills deficient.
WIA Quarters	January - March, April - June, July - September, October -December

EMPLOYMENT AND TRAINING ADMINISTRATION ADVISORY SYSTEM U.S. DEPARTMENT OF LABOR Washington, D.C. 20210	CLASSIFICATION ETA-Performance Accountability System
	CORRESPONDENCE SYMBOL OWI - PROTECH
	DATE August 13, 2007

TRAINING AND EMPLOYMENT GUIDANCE LETTER NO. 17-05 Change 1

TO: ALL STATE WORKFORCE AGENCIES
ALL STATE WORKFORCE LIAISONS
ALL STATE TRADE COORDINATORS

FROM: EMILY STOVER DeROCCO 
Assistant Secretary

SUBJECT: Common Measures Policy for the Employment and Training Administration's (ETA) Performance Accountability System and Related Performance

- Purpose.** The intent of this guidance is to further clarify the application of the literacy/numeracy measure, initially provided in Attachment C, Educational Functional Level Descriptors, in Training and Employment Guidance Letter (TEGL) 17-05, issued February 17, 2006. This change TEGL only addresses specific reporting changes for the Youth literacy/numeracy measure.
- References.** President's Management Agenda, <http://www.whitehouse.gov/omb/budget/fy2002/mgmt.pdf> Director's Memorandum M-02-06, <http://www.whitehouse.gov/omb/budintegration/common.html>; and the Workforce Investment Act Title 1 B Standardized Record Data (WIASRD) layout, see page 101, http://www.doleta.gov/performance/Reporting/docs/WIA6_2/DRVS%20WIA%20Users%20Guide.pdf#Page=101
- Background.** ETA published TEGL 17-05 on February 17, 2006. TEGL 17-05 includes guidance on the literacy/numeracy measure for youth participants. This change TEGL provides additional clarification on the measure, to be consistent with guidance from the Department of Education.

RESCISSIONS TEGL 7-99; TEGL 6-00; TEGL 6-00 change 1; TEGL 28-04	EXPIRATION DATE Continuing
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4. **Revisions.** This change TEGL updates TEGL 17-05 to revise the Educational Functioning Level descriptors (EFL) table (Attachment A) from the Department of Education. ETA is implementing the revised EFL definitions for PY07, effective July 1, 2007. In addition, this change TEGL provides a new table that illustrates the difference between the new and old EFL tables (Attachment B) and includes the literacy/numeracy specifications table (Attachment C) with a column that helps to further clarify the specifications. There is also a new Workforce Investment Act Standardized Record Data (WIASRD) record layout for the literacy/numeracy specification (Attachment D, Section 3), which incorporates the changes. Finally, there is now a third option for Element 701, Category of Assessment, which will allow states to choose both Adult Basic Education (ABE) and English-As-A-Second-Language (ESL).

5. **Action Required.** These modifications to ETA's Youth performance accountability system are effective July 1, 2007. Please make this information available to appropriate program and technical staff.

6. **Attachments.**
Attachment A: REVISED Educational Functioning Level (EFL) Descriptors Levels (effective July 1, 2007)
Attachment B: EFL Crosswalk
Attachment C: REVISED Literacy/Numeracy Specifications
Attachment D: WIASRD Literacy/Numeracy Excerpt

ATTACHMENT A: REVISED Educational Functioning Level (EFL) Descriptors Levels

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Beginning ABE Literacy</p> <p><i>Test Benchmark:</i> <i>TABE (7–8 and 9–10) scale scores (grade level 0–1.9):</i> Reading: 367 and below Total Math: 313 and below Language: 392 and below</p> <p><i>CASAS scale scores:</i> Reading: 200 and below Math: 200 and below Writing: 200 and below</p> <p><i>ABLE scale scores (grade level 0–1.9):</i> Reading: 523 and below Math: 521 and below</p>	<p>Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.</p>	<p>Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.</p>	<p>Individual has little or no ability to read basic signs or maps and can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.</p>
<p>Beginning Basic Education</p> <p><i>Test Benchmark:</i> <i>TABE (7–8 and 9–10) scale scores (grade level 2–3.9):</i> Reading: 368–460 Total Math: 314–441 Language: 393–490</p> <p><i>CASAS scale scores:</i> Reading: 201–210 Math: 201–210 Writing: 201–225</p> <p><i>ABLE scale scores (grade level 2–3.9):</i> Reading: 525–612 Math: 530–591</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety, but individual shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can count, add, and subtract three digit numbers, can perform multiplication through 12, can identify simple fractions, and perform other simple arithmetic operations.</p>	<p>Individual is able to read simple directions, signs, and maps, fill out simple forms requiring basic personal information, write phone messages, and make simple changes. There is minimal knowledge of and experience with using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts (e.g., understands logos related to worker safety before using a piece of machinery); and can read want ads and complete simple job applications.</p>

Notes: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level. ABLE = Adult Basic Learning Examination; CASAS = Comprehensive Adult Student Assessment System; SPL = student performance levels; and TABE = Test of Adult Basic Education.

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Low Intermediate Basic Education</p> <p><i>Test Benchmark:</i> <i>TABE (7–8 and 9–10) scale scores (grade level 4–5.9):</i> Reading: 461–517 Total Math: 442–505 Language: 491–523</p> <p><i>CASAS scale scores:</i> Reading: 211–220 Math: 211–220 Writing: 226–242</p> <p><i>ABLE scale scores (grade level 4–5.9):</i> Reading: 613–644 Math: 593–641</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with a main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits and can identify and use all basic mathematical symbols.</p>	<p>Individual is able to handle basic reading, writing, and computational tasks related to life roles, such as completing medical forms, order forms, or job applications; and can read simple charts, graphs, labels, and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; and can read simple dials and scales and take routine measurements.</p>
<p>High Intermediate Basic Education</p> <p><i>Test Benchmark:</i> <i>TABE (7–8 and 9–10) scale scores (grade level 6–8.9):</i> Reading: 518–566 Total Math: 506–565 Language: 524–559</p> <p><i>CASAS scale scores:</i> Reading: 221–235 Math: 221–235 Writing: 243–260</p> <p><i>ABLE scale score (grade level 6–8.9):</i> Reading: 646–680 Math: 643–693</p> <p><i>WorkKeys scale scores:</i> Reading for Information: 75–78 Writing: 75–77 Applied Mathematics: 75–77</p>	<p>Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context and can make some minimal inferences about familiar texts and compare and contrast information from such texts but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics and has consistent use of basic punctuation but makes grammatical errors with complex structures.</p>	<p>Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; and can perform basic operations on fractions.</p>	<p>Individual is able to handle basic life skills tasks such as graphs, charts, and labels and can follow multistep diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts, and can follow simple instructions for using technology.</p>

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT SECONDARY EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Low Adult Secondary Education</p> <p><i>Test Benchmark:</i> <i>TABE (7–8 and 9–10): scale scores (grade level 9–10.9):</i> Reading: 567–595 Total Math: 566–594 Language: 560–585</p> <p><i>CASAS scale scores:</i> Reading: 236–245 Math: 236–245 Writing: 261–270</p> <p><i>ABLE scale scores (grade level 9–10.9):</i> Reading: 682–697 Math: 694–716</p> <p><i>WorkKeys scale scores:</i> Reading for Information: 79–81 Writing: 78–85 Applied Mathematics: 78–81</p>	<p>Individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors; can comprehend a variety of materials such as periodicals and nontechnical journals on common topics; can comprehend library reference materials and compose multiparagraph essays; can listen to oral instructions and write an accurate synthesis of them; and can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; and can write personal notes and letters that accurately reflect thoughts.</p>	<p>Individual can perform all basic math functions with whole numbers, decimals, and fractions; can interpret and solve simple algebraic equations, tables, and graphs and can develop own tables and graphs; and can use math in business transactions.</p>	<p>Individual is able or can learn to follow simple multistep directions and read common legal forms and manuals; can integrate information from texts, charts, and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; and can interpret the appropriate use of new software and technology.</p>
<p>High Adult Secondary Education</p> <p><i>Test Benchmark:</i> <i>TABE (7–8 and 9–10): scale scores (grade level 11–12):</i> Reading: 596 and above Total Math: 595 and above Language: 586 and above</p> <p><i>CASAS scale scores:</i> Reading: 246 and above Math: 246 and above Writing: 271 and above</p> <p><i>ABLE scale scores (grade level 11–12):</i> Reading: 699 and above Math: 717 and above</p> <p><i>WorkKeys scale scores:</i> Reading for Information: 82–90 Writing: 86–90 Applied Mathematics: 82–90</p>	<p>Individual can comprehend, explain, and analyze information from a variety of literacy works, including primary source materials and professional journals, and can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail, and individual can use varied and complex sentence structures with few mechanical errors.</p>	<p>Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines, and surfaces and can also apply trigonometric functions.</p>	<p>Individual is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes; and can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations; and can instruct others, in written or oral form, on software and technology use.</p>

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p>Beginning ESL Literacy</p> <p><i>Test Benchmark:</i> <i>CASAS scale scores:</i> Reading: 180 and below Listening: 180 and below Oral BEST: 0–15 (SPL 0–1) BEST Plus: 400 and below (SPL 0–1) BEST Literacy: 0–7 (SPL 0–1)</p>	<p>Individual cannot speak or understand English, or understands only isolated words or phrases.</p>	<p>Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.</p>	<p>Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.</p>
<p>Low Beginning ESL</p> <p><i>Test benchmark:</i> <i>CASAS scale scores</i> Reading: 181–190 Listening: 181–190 Writing: 136–145</p> <p>Oral BEST 16–28 (SPL 2) BEST Plus: 401–417 (SPL 2) BEST Literacy: 8–35 (SPL 2)</p>	<p>Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.</p>	<p>Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.</p>	<p>Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.</p>
<p>High Beginning ESL</p> <p><i>Test benchmark:</i> <i>CASAS scale scores</i> Reading: 191–200 Listening: 191–200 Writing: 146–200</p> <p>Oral BEST 29–41 (SPL 3) BEST Plus: 418–438 (SPL 3) BEST Literacy: 36–46 (SPL 3)</p>	<p>Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.</p>	<p>Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading.</p> <p>Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors.</p>	<p>Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.</p>

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p>Low Intermediate ESL</p> <p><i>Test Benchmark:</i> <i>CASAS scale scores:</i> Reading: 201–210 Listening: 201–210 Writing: 201–225</p> <p>Oral BEST: 42–50 (SPL 4) BEST Plus: 439–472 (SPL 4) BEST Literacy: 47–53 (SPL 4)</p>	<p>Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar.</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).</p>
<p>High Intermediate ESL</p> <p><i>Test Benchmark:</i> <i>CASAS scale scores:</i> Reading: 211–220 Listening: 211–220 Writing: 226–242</p> <p>Oral BEST: 51–57 (SPL 5) BEST Plus: 473–506 (SPL 5) BEST Literacy: 54–65 (SPL 5-6)</p>	<p>Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.</p>

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p>Advanced ESL Test Benchmark: <i>CASAS scale scores:</i> Reading: 221–235 Listening: 221–235 Writing: 243–260</p> <p>Oral BEST 58–64 (SPL 6) BEST Plus: 507–540 (SPL 6) BEST Literacy: 66 and above (SPL 7)</p> <p>Exit Criteria: CASAS Reading and Listening: 236 and above</p> <p>CASAS Writing: 261 and above Oral BEST 65 and above (SPL 7) BEST Plus: 541 and above (SPL 7)</p>	<p>Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.</p>	<p>Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.</p>	<p>Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.</p>

ATTACHMENT B: EFL Crosswalk

New EFL	Old EFL	ABE	ESL	Basic Skills Deficient
1	1		Beginning ESL Literacy	Basic Skills Deficient
2			Low Beginning ESL Literacy	
3		Beginning ABE Literacy	High Beginning ESL Literacy	
4	2	Beginning Basic Education	Low Intermediate ESL	
5	3	Low Intermediate Basic Education	High Intermediate ESL	
6	4	High Intermediate Basic Education	Advanced ESL	
7	5	Low Adult Secondary Education	Exit ESL	Not Basic Skills Deficient
8	6	High Adult Secondary Education		

ATTACHMENT C: REVISED Literacy/Numeracy Specifications

LITERACY/NUMERACY NUMERATOR

Measure	Specification	Explanation of the Specification
Literacy/ Numeracy Gains Youth (14-21) Numerator (First two years of state implementation)	Count of unique RECORDS where YOUTH and <i>BASIC SKILLS DEFICIENT</i> ¹ and SCHOOL STATUS AT PARTICIPATION => 3	Includes Youth Records (those with youth funding who are between 14 and 21 years of age on the Date of First Youth Service) who are basic skills deficient and out-of-school
	and at least one <i>SUCCESSFUL TEST COMPLETION DATE</i> is within the reporting period	And have at least one successful test completion within the reporting period as specified in the participant cohort table
	and (at least one <i>SUCCESSFUL TEST COMPLETION DATE</i> < <i>LIT-NUM START DATE</i> + 2 Years)	And the successful test completion date is within 2 years of the time that the state began to officially report literacy/numeracy results. For most states, this will be Program Year (PY) 2006, but a handful of states may have started in PY 2005
	and (<i>DATE OF FIRST YOUTH SERVICE</i> => <i>LIT-NUM START DATE</i> and <i>DATE OF FIRST YOUTH SERVICE</i> < <i>LIT-NUM START DATE</i> + 1 Year)	And the youth entered the program during the first program year that the state began to officially report literacy/numeracy. For example, if a state began to report literacy/numeracy in PY 2006, PY 06 and PY 07 literacy/numeracy results would only include youth who had a date of first youth service between 7/1/2006 and 6/30/2007.
	and (<i>OTHER REASONS FOR EXIT</i> is null or <i>OTHER REASONS FOR EXIT</i> = 00 or <i>OTHER REASONS FOR EXIT</i> = 98)	And the youth did not exit due to an exclusion (e.g., medical reasons)

¹ Italicized text refers to constructed variables; these variables are not in the WIASRD. Definitions for these variables are provided at the end of the literacy/numeracy specification.

LITERACY/NUMERACY NUMERATOR (cont'd)

Measure	Specification	Explanation of the Specification
Literacy/ Numeracy Gains Youth (14-21) Numerator (third and subsequent years of state implementation)	Count of unique RECORDS where YOUTH and BASIC SKILLS DEFICIENT and SCHOOL STATUS AT PARTICIPATION => 3	Includes Youth Records (those with youth funding who are between 14 and 21 years of age on the Date of First Youth Service) who are basic skills deficient and out-of-school
	And a SUCCESSFUL TEST COMPLETION DATE => START OF CURRENT PARTICIPATION YEAR and SUCCESSFUL TEST COMPLETION DATE <= END OF CURRENT PARTICIPATION YEAR and END OF CURRENT PARTICIPATION YEAR is within the reporting period	And there is a successful test completion date within the current participation year, and the current participation year is within the reporting period.
	And DATE OF FIRST YOUTH SERVICE => LIT-NUM START	The youth first received youth funded services on or after the date when the state first began to report on the literacy-numeracy measure.
	And (DATE OF EXIT is null or DATE OF EXIT > END OF CURRENT PARTICIPATION YEAR or (DATE OF EXIT <= END OF PARTICIPATION YEAR#1 and END OF PARTICIPATION YEAR#1 is within the reporting period))	And the participant did not exit during the reporting period. Or, if the participant exited during the reporting period, it must be within the participant's first participation year.
	And (FOLLOW-UP SERVICES <> 1 or (FOLLOW-UP SERVICES = 1 and END OF PARTICIPATION YEAR#1 is within the reporting period)) ²	And the participant did not receive follow-up services during the period. Or, if the participant received follow-up services, it must have been within the participant's first participation year.
	And (OTHER REASONS FOR EXIT is null or OTHER REASONS FOR EXIT = 00 or OTHER REASONS FOR EXIT = 98)	And the participant did not exit because of an exclusion.

² This applies to the current WIASRD. Under WISPR, the specification would change to “**and** (DATE OF MOST RECENT FOLLOW-UP SERVICE is null **or** DATE OF MOST RECENT FOLLOW-UP SERVICE > the END OF CURRENT PARTICIPATION YEAR **or** (DATE OF MOST RECENT FOLLOW-UP SERVICE is < END OF PARTICIPATION YEAR#1 **and** END OF PARTICIPATION YEAR#1 is within the reporting period)).”

LITERACY/NUMERACY DENOMINATOR

Measure	Specification	Explanation of the Specification
<p>Literacy/ Numeracy Gains Youth (14-21) Denominator</p> <p>(First two years of state implementation)</p>	<p>Count of unique RECORDS where YOUTH and BASIC SKILLS DEFICIENT and (SCHOOL STATUS AT PARTICIPATION => 3</p>	<p>Includes Youth Records (those with youth funding who are between 14 and 21 years of age on the Date of First Youth Service) who are basic skills deficient and out-of-school</p>
	<p>and (DATE OF FIRST YOUTH SERVICE => LIT-NUM START DATE and DATE OF FIRST YOUTH SERVICE < LIT-NUM START DATE + 1 Year)</p>	<p>And the youth entered the program during the first program year that the state began to officially report literacy/numeracy.</p>
	<p>and ((a SUCCESSFUL TEST COMPLETION DATE is within the reporting period) and (OTHER REASONS FOR EXIT is null or OTHER REASONS FOR EXIT = 00 or OTHER REASONS FOR EXIT = 98))</p>	<p>And the participant has at least one successful test completion within the reporting period as specified in the participant cohort table and the participant did not exit due to an exclusion</p>
	<p>or (DATE OF EXIT is within the reporting period and (OTHER REASONS FOR EXIT is null or OTHER REASONS FOR EXIT = 00 or OTHER REASONS FOR EXIT = 98))</p>	<p>Or the participant exited within the reporting period for a reason other than an exclusion. This situation occurs when a person exits without a post-test or exits with a post-test and no increase in EFLs.</p>
	<p>or (END OF CURRENT PARTICIPATION YEAR is within the reporting period and (OTHER REASONS FOR EXIT is null or OTHER REASONS FOR EXIT = 00 or OTHER REASONS FOR EXIT = 98))</p>	<p>Or the participant's first year anniversary date is within the report period and the participant did not exit because of an exclusion.</p>

LITERACY/NUMERACY DENOMINATOR

Measure	Specification	Explanation of the Specification
Literacy/ Numeracy Gains Youth (14-21) Denominator (Third and subsequent years of state implementation)	Count of unique RECORDS where YOUTH and BASIC SKILLS DEFICIENT and SCHOOL STATUS AT PARTICIPATION => 3	Includes Youth Records (those with youth funding who are between 14 and 21 years of age on the Date of First Youth Service) who are basic skills deficient and out-of-school
	and END OF CURRENT PARTICIPATION YEAR is within the reporting period	And the end of the current participation year is in the report period.
	And DATE OF FIRST YOUTH SERVICE => LIT-NUM START	The youth first received youth funded services on or after the date when the state first began to report on the literacy-numeracy measure.
	and (DATE OF EXIT is null or DATE OF EXIT > END OF CURRENT PARTICIPATION YEAR or (DATE OF EXIT <= END OF PARTICIPATION YEAR#1 and END OF PARTICIPATION YEAR#1 is within the reporting period))	And the participant did not exit, exited after the current participation year, or exited during the youth's first participation year
	and (FOLLOW-UP SERVICES <> 1 or (FOLLOW-UP SERVICES = 1 and END OF PARTICIPATION YEAR#1 is within the reporting period)) ³	And the participant did not receive follow-up services during the period. Or, if the participant received follow-up services, it must have been within the participant's first participation year.
	and (OTHER REASONS FOR EXIT is null or OTHER REASONS FOR EXIT = 00 or OTHER REASONS FOR EXIT = 98)	And the participant did not exit because of an exclusion.

³ This applies to the current WIASRD. Under WISPR, the specification would change to **and** (DATE OF MOST RECENT FOLLOW-UP SERVICE is null **or** DATE OF MOST RECENT FOLLOW-UP SERVICE is > the END OF CURRENT PARTICIPATION YEAR **or** (DATE OF MOST RECENT FOLLOW-UP SERVICE is < END OF PARTICIPATION YEAR#1 **and** END OF PARTICIPATION YEAR#1 is within the reporting period))

The following tables provide specifications to calculate the constructed variables used for the literacy/numeracy measure. These variables include:

1. BASIC SKILLS DEFICIENT
2. LIT-NUM START DATE
3. START OF PARTICIPATION YEAR, END OF PARTICIPATION YEAR, and CURRENT PARTICIPATION YEAR
4. SUCCESSFUL TEST COMPLETION DATE

Constructed Variable	Specification	Explanation of the Specification
Basic Skills Deficient	BASIC LITERACY SKILLS DEFICIENCY = 1	The participant is basic skills deficient at participation. This is determined by WIASRD element 130.
	and (DATE ADMINISTERED POST-TEST #1 < START OF CURRENT PARTICIPATION YEAR and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #1 > 0 and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #1 <=6)	And if post-test #1 was administered prior to the start of the current participation year, the EFL must be 6 or less (participants with EFLs of 7 and 8 are no longer basic skills deficient).
	or (DATE ADMINISTERED POST-TEST #1 => START OF CURRENT PARTICIPATION YEAR) or (DATE ADMINISTERED POST-TEST #1 is null))	Or post-test #1 was administered after the start of the current participation year or there has been no post-test.
	and ((DATE ADMINISTERED POST-TEST #2 < START OF CURRENT PARTICIPATION YEAR and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #2 > 0 and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #2 <= 6) or (DATE ADMINISTERED POST-TEST #2 => START OF CURRENT PARTICIPATION YEAR) or (DATE ADMINISTERED POST-TEST #2 is null)) and ((DATE ADMINISTERED POST-TEST #3 < START OF CURRENT PARTICIPATION YEAR and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #3 > 0 and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #3 <= 6) and (DATE ADMINISTERED POST-TEST #3 => START OF CURRENT PARTICIPATION YEAR) or (DATE ADMINISTERED POST-TEST #3 is null))	Applies the same criteria to post-test 2 and 3 that were applied to post-test 1.

Constructed Variable	Specification	Explanation of the Specification
<p>Basic Skills Deficient (continued)</p>	<p>or ((DATE ADMINISTERED POST-TEST #4 < START OF CURRENT PARTICIPATION YEAR and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #4 > 0 and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #4 <= 6) or (DATE ADMINISTERED POST-TEST #4 => START OF CURRENT PARTICIPATION YEAR or DATE ADMINISTERED POST-TEST #4 is null)) and ((DATE ADMINISTERED POST-TEST #5 < START OF CURRENT PARTICIPATION YEAR and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #5 > 0 and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #5 <= 6) or (DATE ADMINISTERED POST-TEST #5 => START OF CURRENT PARTICIPATION YEAR or DATE ADMINISTERED POST-TEST #5 is null)) and ((DATE ADMINISTERED POST-TEST #6 < START OF CURRENT PARTICIPATION YEAR and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #6 > 0 and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #6 <= 6) or (DATE ADMINISTERED POST-TEST #6 => START OF CURRENT PARTICIPATION YEAR or DATE ADMINISTERED POST-TEST #6 is null))</p> <p>or ((DATE ADMINISTERED POST-TEST #7 < START OF CURRENT PARTICIPATION YEAR and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #7 > 0 and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #7 <= 6) or (DATE ADMINISTERED POST-TEST #7 => START OF CURRENT PARTICIPATION YEAR or DATE ADMINISTERED POST-TEST #7 is null)) and ((DATE ADMINISTERED POST-TEST #8 < START OF CURRENT PARTICIPATION YEAR and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #8 > 0 and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #8 <= 6) or (DATE ADMINISTERED POST-TEST #8 => START OF CURRENT PARTICIPATION YEAR or DATE ADMINISTERED POST-TEST #8 is null)) and ((DATE ADMINISTERED POST-TEST #9 < START OF CURRENT PARTICIPATION YEAR and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #9 > 0 and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #9 <= 6) or (DATE ADMINISTERED POST-TEST #9 => START OF PARTICIPATION YEAR or DATE ADMINISTERED POST-TEST #9 is null))</p>	<p>Applies the same criteria to the 2nd functional area (post-tests 4–6) and 3rd functional area (post-tests 7–9) that are applied to the 1st functional area (post-tests 1–3).</p>

Constructed Variable	Specification	Explanation of the Specification
Lit-Num Start Date	<p>If a state implements the literacy/numeracy measure for PY2005, then the LIT- NUM START DATE = 7/1/2005.</p> <p>If a state implements the literacy/numeracy measure for PY2006, then the LIT- NUM START DATE = 7/1/2006.</p>	<p>For states implementing in PY2005, the LitNum Start Date is 7/1/2005.</p> <p>For states implementing in PY2006, the LitNum Start Date is 7/1/2006.</p>
Current Participation Year	<p>Year #1: Start of Participation Year = Date of First Youth Service End of Participation Year = Date of First Youth Service + 1 Year – 1 Day</p> <p>Year #2: Start of Participation Year = Date of First Youth Service + 1 Year End of Participation Year = Date of First Youth Service + 2 Years – 1 Day</p> <p>Year #3: Start of Participation Year = Date of First Youth Service + 2 Years End of Participation Year = Date of First Youth Service + 3 Years – 1 Day</p> <p>Year #N: Start of Participation Year = Date of First Youth Service + (N - 1) Years End of Participation Year = Date of First Youth Service + N Years – 1 Day</p> <p>Current Participation Year = Year #N where END OF PARTICIPATION YEAR #N is within the report period</p> <p>Else Null</p>	<p>Literacy/Numeracy results for each participant are calculated based on the Date of First Youth Service and each subsequent anniversary of that date. The Current Participation Year establishes the one-year period for which results are currently being calculated for each participant based on the reporting periods specified in the participant cohort table.</p>
	<p>DATE ADMINISTERED POST-TEST (YEAR #1)</p> <p>where EDUCATIONAL FUNCTIONING LEVEL (YEAR #1) minus EDUCATIONAL FUNCTIONING LEVEL > 0</p> <p>and (DATE OF EXIT is null or DATE OF EXIT => DATE ADMINISTERED POST-TEST (YEAR #1)</p> <p>and (DATE ADMINISTERED POST-TEST (YEAR #1) => DATE OF FIRST YOUTH SERVICE and DATE ADMINISTERED POST-TEST (YEAR #1) < DATE OF FIRST YOUTH SERVICE + 1 Year)</p>	<p>Set successful test completion date equal to the date administered post-test (Year#1)</p> <p>Where the Educational Functional Level (EFL) for the first post-test is greater than the pre-test</p> <p>And there is no exit date or the exit date is after the first post-test</p> <p>And the post-test is within the first year that the youth is in the program.</p>

Constructed Variable	Specification	Explanation of the Specification
Successful Test Completion Date	<p>or</p> <p>DATE ADMINISTERED POST-TEST (YEAR #2) where EDUCATIONAL FUNCTIONING LEVEL (YEAR #2) minus EDUCATIONAL FUNCTIONING LEVEL (YEAR #1) > 0 and (DATE OF EXIT is null or DATE OF EXIT => DATE ADMINISTERED (POST-TEST #2) and (DATE ADMINISTERED POST-TEST (YEAR #2) => DATE OF FIRST YOUTH SERVICE + 1 Year and DATE ADMINISTERED POST-TEST (YEAR #2) < DATE OF FIRST YOUTH SERVICE + 2 Years</p>	<p>Or set successful test completion date equal to the date administered post-test (Year #2) if:</p> <ul style="list-style-type: none"> a. the second post-test is greater than the first post-test b. the youth has not exited or exited after the date administered post-test (year #2) c. and took the second post-test during the second participation year.
	<p>or</p> <p>DATE ADMINISTERED POST-TEST (YEAR #3) where EDUCATIONAL FUNCTIONING LEVEL (YEAR #3) minus EDUCATIONAL FUNCTIONING LEVEL (YEAR #2) > 0 and (DATE OF EXIT is null or DATE OF EXIT => DATE ADMINISTERED POST- TEST (YEAR #3) and (DATE ADMINISTERED POST-TEST (YEAR #3) => DATE OF FIRST YOUTH SERVICE + 2 Years and DATE ADMINISTERED POST-TEST (YEAR #3) < DATE OF FIRST YOUTH SERVICE + 3 Years</p>	<p>Or set successful test completion date equal to the date administered post-test (Year #3) if:</p> <ul style="list-style-type: none"> a. the third post-test is greater than the second post-test b. the youth has not exited or exited after the date administered post-test (year #3) c. and took the third post-test during the third participation year.
	<p>(This set of conditions repeats for each functional area to determine if there are successes.)</p>	<p>Repeat the prior steps for the two other functional areas.</p>

PARTICIPANT COHORTS FOR THE LITERACY/NUMERACY MEASURE

Option	July – Sept. 14-Nov-05	Oct. – Dec. 14-Feb-06	Jan. – Mar 15-May-06	Apr. – June 14-Aug-06
Literacy and Numeracy Gains State Reporting Option # 1	7/1/2005 to 9/30/2005	7/1/2005 to 12/31/2005	7/1/2005 to 3/31/2006	7/1/2005 to 6/30/2006
Literacy and Numeracy Gains State Reporting Option #2	N/A	N/A	N/A	N/A
	14-Nov-06	14-Feb-07	15-May-07	14-Aug-07
Literacy and Numeracy Gains State Reporting Option # 1	7/1/2005 to 9/30/2006	7/1/2005 to 12/31/2006	7/1/2005 to 3/31/2007	7/1/2005 to 6/30/2007
Literacy and Numeracy Gains State Reporting Option #2	7/1/2006 to 9/30/2006	7/1/2006 to 12/31/2006	7/1/2006 to 3/31/2007	7/1/2006 to 6/30/2007
	14-Nov-07	14-Feb-08	15-May-08	14-Aug-08
Literacy and Numeracy Gains State Reporting Option # 1	10/1/2006 to 9/30/2007	1/1/2007 to 12/31/2007	4/1/2007 to 3/31/2008	7/1/2007 to 6/30/2008
Literacy and Numeracy Gains State Reporting Option #2	7/1/2006 to 9/30/2007	7/1/2006 to 12/31/2007	7/1/2006 to 3/31/2008	7/1/2006 to 6/30/2008

Note: Option # 1 states are those that began to report the literacy/ numeracy measure in program year (PY) 2005. Option # 2 states are those that began to report the literacy/numeracy measure in PY 2006. Most states are option # 2 states.

ATTACHMENT D: WIASRD Literacy/Numeracy Excerpt

SECTION III.D - ADDITIONAL YOUTH LITERACY AND NUMERACY ASSESSMENT DATA										
701	Category of Assessment	IN 1	<p>Record 1 if the participant was assessed using approved tests for Adult Basic Education (ABE)</p> <p>Record 2 if the participant was assessed using approved tests for English-As-A-Second Language (ESL)</p> <p>Record 3 if the participant was assessed using approved tests for Adult Basic Education (ABE) for at least one functional area and English-As-A-Second Language (ESL) for a different functional area.</p> <p>Record 0 or leave "blank" if the individual was not assessed in literacy or numeracy.</p>	<p>1 = ABE</p> <p>2 = ESL</p> <p>3 = Both ABE and ESL</p>					R	R
702	Type of Assessment Test	IN 1	<p>Use the appropriate code to record the type of assessment test that was administered to the youth participant.</p> <p>Record 0 or leave "blank" if the individual was not assessed in literacy or numeracy.</p>	<p>1 = TABE 7-8, 9-10</p> <p>2 = CASAS</p> <p>3 = ABLE</p> <p>4 = WorkKeys</p> <p>5 = SPL</p> <p>6 = BEST</p> <p>7 = BEST Plus</p> <p>8 = Other Approved Assessment Tool</p>					R	R
703	Functional Area	IN 1	<p>Use the appropriate code for the functional area of the assessment test that was administered to the youth participant.</p> <p>Record 0 or leave "blank" if the individual was not assessed in literacy or numeracy.</p>	<p>1 = Reading</p> <p>2 = Writing</p> <p>3 = Language</p> <p>4 = Mathematics</p> <p>5 = Speaking</p> <p>6 = Oral</p> <p>7 = Other Literacy Functional Area</p> <p>8 = Other Numeracy Functional Area</p>					R	R
704	Date Administered Pre-Test	DT 8	<p>Record the date on which the pre-assessment test was administered to the youth participant.</p> <p>Leave "blank" if the individual was not assessed in literacy or numeracy.</p>	YYYYMMDD					R	R
705	Pre-Test Score	IN 3	<p>Record the raw scale score achieved by the youth participant on the pre-assessment test.</p> <p>Record 000 or leave "blank" if the individual was not assessed in literacy or numeracy.</p>	000					R	R

706	Educational Functioning Level	IN 1	Record the educational functioning level that is associated with the youth participant's raw scale score. Record 0 or leave "blank" if the individual was not assessed in literacy or numeracy.	1 = Beginning ESL Literacy 2 = Low Beginning ESL Literacy 3 = Beginning ABE Literacy/High Beginning ESL Literacy 4 = Beginning Basic Education/Low Intermediate ESL 5 = Low Intermediate Basic Education/High Intermediate ESL 6 = High Intermediate Basic Education/Advanced ESL 7 = Low Adult Secondary Education/Exit ESL 8 = High Adult Secondary Education					R	R
707	Date Administered Post-Test (Year #1)	DT 8	Record the date on which the post-test was administered to the youth during his/her first year of participation in the program. If multiple post-tests were administered, record the most recent date on which the functional area post-test was administered. Leave "blank" if the youth did not receive a post-test during his/her first year of participation in the program.	YYYYMMDD					R	R
708	Post-Test Score (Year #1)	IN 3	Record the raw scale score achieved by the youth participant. Record 000 or leave "blank" if the youth did not receive a post-test during his/her first year of participation in the program.	000					R	R

709	Educational Functioning Level (Year #1)	IN 1	Record the educational functioning level that is associated with the youth participant's raw scale score. Record 0 or leave "blank" if the youth did not receive a post-test during his/her first year of participation in the program.	1 = Beginning ESL Literacy 2 = Low Beginning ESL Literacy 3 = Beginning ABE Literacy/High Beginning ESL Literacy 4 = Beginning Basic Education/Low Intermediate ESL 5 = Low Intermediate Basic Education/High Intermediate ESL 6 = High Intermediate Basic Education/Advanced ESL 7 = Low Adult Secondary Education/Exit ESL 8 = High Adult Secondary Education					R	R
710	Date Administered Post-Test (Year #2)	DT 8	Record the date on which the post-test was administered to the youth during his/her second year of participation in the program. If multiple post-tests were administered, record the most recent date on which the functional area post-test was administered. Leave "blank" if the youth did not receive a post-test during his/her second year of participation in the program. <u>Additional Note:</u> For WIASRD Elements #710-712, these fields are <u>only reported</u> for youth who remain basic skills deficient and continue to participate in the program for a second full year. At the completion of the second year, the individual should be post-tested and the information reported in these fields. To determine an increase of one or more levels, the individual's post-test scores from the second year in the program will be compared to the scores from the test that was administered at the latest point during the first year.	YYYYMMDD					R	R
711	Post-Test Score (Year #2)	IN 3	Record the raw scale score achieved by the youth participant. Record 000 or leave "blank" if the youth did not receive a post-test during his/her second year of participation in the program.	000					R	R

712	Educational Functioning Level (Year #2)	IN 1	Record the educational functioning level that is associated with the youth participant's raw scale score. Record 0 or leave "blank" if the youth did not receive a post-test during his/her second year of participation in the program.	1 = Beginning ESL Literacy 2 = Low Beginning ESL Literacy 3 = Beginning ABE Literacy/High Beginning ESL Literacy 4 = Beginning Basic Education/Low Intermediate ESL 5 = Low Intermediate Basic Education/High Intermediate ESL 6 = High Intermediate Basic Education/Advanced ESL 7 = Low Adult Secondary Education/Exit ESL 8 = High Adult Secondary Education					R	R
713	Date Administered Post-Test (Year #3)	DT 8	Record the date on which the post-test was administered to the youth during his/her third year of participation in the program. If multiple post-tests were administered, record the most recent date on which the functional area post-test was administered. Leave "blank" if the youth did not receive a post-test during his/her third year of participation in the program. <u>Additional Note:</u> For WIASRD Elements #713-715, these fields are <u>only reported</u> for youth who remain basic skills deficient and continue to participate in the program for a third full year. At the completion of the third year, the individual should be post-tested and the information reported in these fields. To determine an increase of one or more levels, the individual's post-test scores from the third year in the program will be compared to the scores from the test that was administered at the completion of the second year.	YYYYMMDD				R	R	
714	Post-Test Score (Year #3)	IN 3	Record the raw scale score achieved by the youth participant. Record 000 or leave "blank" if the youth did not receive a post-test during his/her third year of participation in the program.	000				R	R	

715	Educational Functioning Level (Year #3)	IN 1	Record the educational functioning level that is associated with the youth participant's raw scale score. Record 0 or leave "blank" if the youth did not receive a post-test during his/her third year of participation in the program.	1 = Beginning ESL Literacy 2 = Low Beginning ESL Literacy 3 = Beginning ABE Literacy/High Beginning ESL Literacy 4 = Beginning Basic Education/Low Intermediate ESL 5 = Low Intermediate Basic Education/High Intermediate ESL 6 = High Intermediate Basic Education/Advanced ESL 7 = Low Adult Secondary Education/Exit ESL 8 = High Adult Secondary Education					R	R
716 to 743	Information on Additional Functional Areas		The collection of ABE/ESL assessment data for youth who are basic skills deficient is organized according to the Type of Assessment Test and Functional Area, providing space for the collection of up to 3 annual post-test scores in each functional area. Additional space has been provided on the record layout so that information on youth achievement in more than one functional area (e.g., reading, mathematics) can be reported as needed to fully reflect progress toward literacy or numeracy gains. For example, if the youth is assessed using TABE 9-10 in Reading and Math, data elements 702-715 will be used to track achievement in the Reading functional area (if necessary, for up to 3 full years) and then repeat to track achievement in the Math functional area (if necessary, for up to 3 full years) using the additional spaces 716-729 provided on the record layout.					R	R	

APPENDIX C

SAMPLE

**FORMALIZED AGREEMENT / MEMORANDUM OF UNDERSTANDING
BETWEEN
(Lead Agency name)
and
(Linking Agency / Subcontractor)**

Both parties mutually agree to the following provisions, conditions and covenants.

I. TERM OF AGREEMENT

- The term of the agreement shall be from _____ through _____ unless terminated pursuant to Section VI.
- Subsequent services shall be authorized by a written extension signed by authorized agents of both *Lead Agency and Linking Agency/Subcontractor names*.

II. Linking Agency / Subcontractor RESPONSIBILITIES

- *Linking Agency name* will provide Adult Mentoring and Leadership Development Services to forty (40) eligible youth who are enrolled in *Lead Agency name* youth program. Hours of training will be Mondays and Wednesdays from 8:00am to 10:00am and 4:00pm to 6:00pm.
- *Linking Agency name* will provide monthly participant progress reports to *Lead Agency name* by the tenth of each month.
- *Linking Agency name* shall provide cooperation in any WIA Youth Program monitoring conducted by *Lead Agency name*, Golden Sierra Job Training Agency, State or Federal agencies.
- *Linking Agency name* agrees to hold Golden Sierra WIB and its authorized agents harmless as a result of linking and/or subcontracting with *Lead Agency name*.

III. LEAD AGENCY RESPONSIBILITIES

- Refer eligible youth participants to *Linking Agency name* for adult mentoring and leadership development activities.
- Provide technical assistance to *Linking Agency name* regarding WIA program implementation.
- *Lead Agency name* will monitor work performed under this Formalized Agreement, which relates to WIA Youth participants on a weekly/monthly basis to determine if program objectives are being met. *Lead Agency name* will make a written record of any findings and will share this information with the appropriate agency staff.

IV. **JOINT RESPONSIBILITIES**

- *Lead Agency and Linking Agency name* agree to protect and maintain confidentiality of all clients as specified in the provisions of WIA Section 146 (f) 3 and Section 10850 of the Welfare and Institutions (W&I) Code and Division 19-000 of the Department of Social Services Manual of Policies and Procedures.
- *Lead Agency and Linking Agency name* shall not discriminate against any clients on the basis of race, national origin or ancestry, religion, sex, marital status, age, political affiliation or disability.
- *Lead Agency and Linking Agency name* will comply with the Workforce Investment Act and its regulations. Reference 20 CFR Part 652, et al. Workforce Investment Act; Interim Final Rules.
- *Lead Agency and Linking Agency name* agree to retain all WIA records in their original form for a period of three (3) years after the termination of this Formalized Agreement MOU or any other pending matters or actions concerning the records.
- Provide excellent customer service to all enrolled youth participants.

V. **FISCAL PROVISIONS**

- *Linking Agency name* will receive a flat fee of \$_____ for each youth served.
- Compensation for Adult Mentoring and Leadership Development Services/ Activities will not exceed _____dollars \$_____ for the term of this agreement.
- *Linking Agency name* has agreed to provide these services in-kind.
- *Linking Agency name* shall request payments by the fifteen of each month. Payment requests should be sent to the following address:

Lead Agency Name

Lead Agency Address

VI. **GENERAL TERMS AND CONDITIONS**

INSURANCE REQUIREMENTS

- *Lead Agency and Linking Agency name* agree to provide Workers' Compensation for their own employees who may provide services under this Formalized Agreement.
- *Linking Agency name* must comply with the same Indemnification and Insurance requirements that are imposed on *Lead Agency name*.

AMENDMENTS

- This Formalized Agreement may be amended by written mutual consent of both parties.

- Either party may terminate this Formalized Agreement upon _____ days' written notice.

This Formalized Agreement consists of ___ pages and is the full and complete document describing services to be rendered by *Linking Agency to Lead Agency*.

Authorized Agent: (Lead Agency Name)

Authorized Agent: (Linking Agency Name)

By: _____
Name

By: _____
Name

Title

Title

Signature

Signature

Address

Address