

Request for Proposals

to

Deliver Workforce Services to Youth

**Services to be Delivered in These Counties
of the Eastern Kentucky “Promise Zone”:
Bell, Clay, Harlan, Jackson,
Knox, Knott, Leslie, Letcher, Perry, and Whitley.**

**Services to be Performed
During the 2021-22 Program Year
(July 1, 2021 through June 30, 2022)
With an Option to Renew for the 2022-23 Program Year
(July 1, 2022 through June 30, 2023)**

**Issued by
The Eastern Kentucky Workforce Innovation Board**

April 16, 2021

I. Description of the Eastern Kentucky Workforce Innovation Board (WIB) and Eastern Kentucky C.E.P. Local Workforce Area

The Eastern Kentucky Workforce Innovation Board (EKWIB) is the workforce development strategy and policy board for the Eastern Kentucky C.E.P. local workforce area, formed and certified under the provisions of the federal Workforce Innovation and Opportunity Act (WIOA) of 2014. The Eastern Kentucky C.E.P. local workforce area consists of these 23 counties in far Eastern Kentucky: Bell, Breathitt, Carter, Clay, Elliott, Floyd, Harlan, Jackson, Johnson, Knott, Knox, Lawrence, Lee, Leslie, Letcher, Magoffin, Martin, Menifee, Morgan, Owsley, Perry, Pike, Wolfe.

Eastern Kentucky C.E.P. (EKCEP), Inc. is a non-profit corporation that serves as the administrative entity and staff for the EKWIB, executing the EKWIB's decisions and pursuing its objectives. However, EKCEP, Inc. does not generally provide Direct Workforce Services to clients of the workforce system, preferring instead to contract for the delivery of most such services. Although most Direct Workforce Services are provided through contractors, EKCEP staff and/or partners may provide workshops, seminars, etc. (e.g., soft skills training, computer literacy) that are aimed at actively engaging private industry in ways that support the placement efforts and other Direct Workforce Services provided by its contractors. Once those contracts have been awarded, EKCEP, Inc. interacts administratively with the contractors, providing leadership, guidance, professional development, technical assistance, monitoring, and other activities to ensure that the contractors faithfully execute the strategies and policies of the EKWIB.

Primary funding for EKCEP, Inc. comes from the U.S. Department of Labor, Employment and Training Administration, through the Kentucky Cabinet for Education and Workforce Development, under WIOA. EKCEP also provides services funded by grants from a variety of other sources, both public and private.

II. Services Solicited by This Request for Proposals (RFP)

A. Overview

This Request for Proposals (RFP) seeks proposals for organizations to deliver WIOA Youth Program services to eligible youth in one, several, or all of the following counties in the Eastern Kentucky C.E.P. local workforce area: Bell, Clay, Harlan, Jackson, Knott, Knox, Leslie, Letcher, Perry, and Whitley. The WIOA youth services program to be delivered under this RFP will be a part of EKCEP's "Opportunity Youth Program." However, the Opportunity Youth Program in these counties must also be a part of a larger, area-wide youth services initiative that combines WIOA youth services with the programs and services of several other agencies and organizations. This larger, area-wide initiative will unite and blend the services of multiple organizations under a single brand and common organizational structure

that provides a “no-wrong-door” opportunity for Promise Zone youth who are disengaged from education and the workforce to access the guidance, vision, experience, and support that will provide them with clear pathways to career-worthy jobs and success in their own communities. Further details about this area-wide initiative appear below in Section C: Area-Wide Program Design.

The WIOA Opportunity Youth Program services will target out-of-school youth ages 18-24 who are disengaged from the workforce and education. The services that comprise the Opportunity Youth Program are detailed below in Section B: WIOA Opportunity Youth Program Design.

EKCEP anticipates procuring approximately \$3 million worth of Youth Program services to serve 250 to 300 youth over the 12-month period that comprises the 2021-22 Program Year (July 1, 2021 – June 30, 2022) in the 10 counties included in this RFP.

Upon initial selection of a successful proposal or proposals, EKCEP and the EKWIB retain the right to negotiate with the successful bidder(s) to modify the proposal and determine the terms of the contract before the award becomes final. If such negotiations fail to produce an agreement, EKCEP and the EKWIB reserve the right to retract their approval of that proposal and select another proposal.

The duration of the contract awarded on the basis of this RFP will be one year (July 1, 2021 – June 30, 2022). However, EKCEP and the EKWIB may choose to renew the contract for one additional year (July 1, 2022 – June 30, 2023) under this procurement.

B. WIOA Opportunity Youth Program Design

It is the EKWIB’s intent that the Opportunity Youth Program be a robustly structured community-based program that will address essential life skills and work skills, training, career coaching, and support services for older youth who are disengaged from the workforce and education. The program will deliver services that are relevant to the employment and training needs of these youth, using structured curricula in a progression that leads each youth to obtain an industry-recognized credential and/or unsubsidized employment as a part of a career path that leads toward a high-wage, high-demand occupation.

The EKWIB envisions a program design that will require a close working relationship with Berea College’s Partners for Education, FAHE, Save The Children, and the Brushy Fork Institute, and partnerships with the local courts and criminal justice system, employers, education and training providers, social service agencies, recovery/rehabilitation providers, foster care agencies, adult education, vocational rehabilitation services, and other entities that address the program elements listed below in a community-based approach. Successful contractors will establish, maintain, and document relationships with these partners, as well with as other

external agencies, organizations, private businesses, and government entities that contribute to the program's services and curricula delivery.

Virtual facilities will be used to increase the accessibility of Opportunity Youth Program services to youth clients. The responding organization must have both the capacity to deliver services remotely and the commitment to implement remote service delivery to accommodate young clients who prefer that mode of services or don't reside near physical service locations. In addition to having the required equipment, connectivity, and knowledge, Opportunity Youth Program service providers must embrace virtual services as an integral part of the service model, including using social media platforms as a large part of outreach, recruiting, and communication with customers.

It is expected that work-based learning opportunities (that may include paid work experiences, internships, apprenticeships, and on-the-job training) will have a prominent role in the program. These opportunities will include an educational component administered prior to and throughout the work-based learning opportunity that will address critical essential skills identified by employers, which include:

- People Skills, including:
 - Collaboration and working within teams.
 - Cultural competence.
- Problem Solving, including:
 - Inquiry.
 - Critical thinking.
 - Creativity.
- Professionalism, including:
 - Communication skills.
 - Work ethics.
 - Technical agility and digital literacy.

Note: Due to this emphasis on work-based learning, it is anticipated that staff and partner time given to the development of appropriate work-based opportunities, instruction — when added to participants' wage subsidies — will cause the total expenditures on work-based learning to exceed the 20% required by WIOA. Total contractor expenditures to deliver work-based learning may approach or exceed 35% of the total funding provided.

Contractors must participate in regular reviews by the EKWIB's Youth Committee of their programs' progress, achievements, shortcomings, and success or failure to meet the program's objectives.

Target Population: The Opportunity Youth Program will target **out-of-school**

youth ages 18-24 who are disengaged from the workforce and education. The factors that contribute to the disengagement of the youth to be served may include:

- Involvement in the criminal justice system. (This is the population of primary emphasis chosen by the EKWIB.)
- Recovery from substance use disorder (SUD).
- Homelessness.
- Aging out of foster care.
- Being a high school dropout.
- Being pregnant or parenting.
- Being in need of additional assistance to complete an educational program or gain self-sustaining employment.

Each of these factors may make a youth eligible for the Opportunity Youth Program. Definitions of each of these target groups are contained in EKCEP's program policies for the Opportunity Youth Program.

The EKWIB intends for the Opportunity Youth Program to spend **85% to 100%** of its funds on Out-of-School Youth ages 18-24. An "out-of-school youth" is defined by WIOA as an individual who is age 16 through 24 and not attending any school. (For further details about the eligibility of out-of-school youth, see WIOA Section 129(a)(1)(B).) The intent is for the Opportunity Youth Program to spend 85% to 100% of its funds on Out-of-School Youth ages 18-24.

Non-Target Population — Although the Opportunity Youth Program will not recruit or pursue In-School Youth clients to participate, it will be permissible for a contractor to serve a small number of In-School Youth clients, if circumstances make it appropriate. However, any funds expended on In-School Youth clients **must not exceed 15%** of the contractor's total Opportunity Youth Program budget. If they prefer, contractors may choose not to serve any In-School Youth clients.

If a Contractor does decide to serve some In-School Youth clients, EKCEP policies and procedures must be followed. Contractors serving In-School Youth must work with existing community and school partners to ensure that the services provided are comprehensive and collaborative efforts to serve the at-risk In-School Youth population of the service area, and not duplicative in nature. The focus of services to In-School Youth would be to prevent them from becoming disengaged with education and ensure that they develop an understanding of the working world, evaluate their career alternatives, and develop a path that will lead to a successful career.

To be served by the Opportunity Youth Program, a youth must be: **18 to 21** years of age; attending secondary or post-secondary education; and at risk of dropping out of school due to:

- Involvement in the criminal justice system. (This is the population of primary emphasis chosen by the EKWIB.)
- Recovery from substance use disorder (SUD).
- Homelessness.
- Aging out of foster care.
- Being a high school dropout.
- Being pregnant or parenting.
- Being in need of additional assistance to complete an educational program or gain self-sustaining employment.

Referrals and Collaboration: Delivering the Opportunity Youth Program will require a community-based approach. Contractors who deliver the program must establish and maintain close working relationships, memoranda of agreement, and partnerships with entities that serve the program’s target populations and/or provide services that address the Opportunity Youth Program elements and the needs of the youth clients. These entities include the local courts and criminal justice system, employers, education and training providers, social service agencies, substance use disorder (SUD) recovery programs, medical and behavioral health providers, crisis stabilization providers, homeless shelters, adult education, vocational rehabilitation services, and other community-based services (including faith-based services).

C. Area-Wide Program Design

The area-wide initiative proposes a “systems change” approach aimed at addressing the problems that siloed and disjointed programming and services present to disengaged youth in the Promise Zone. Under this area -wide initiative, a consortium of core partners under a single brand identity and organizational structure will provide a common and highly visible point of entry for youth to access diverse opportunities, including leadership development, paid summer internships, personal growth curricula, scholarships for advanced training, career placements/advanced work-based training, mentoring, and opportunities as program alumni to provide ongoing leadership and mentoring to younger participants. The overall mission of the area-wide initiative is to provide youth access to opportunities in their home communities that give them a clear vision of and pathway to career success.

Working in collaboration with partners, employers, community action agencies, K-12 public schools, local colleges and universities, and community partners, the area-wide initiative will serve as the main portal for any youth looking for real-life work experience that will help shape and inform their next steps on the path to post-secondary education, skilled trades training, or sustainable and fulfilling employment.

The initial core partners in the area-wide initiative include EKCEP, Berea College's Partners for Education, FAHE, Save The Children, and the Brushy Fork Institute. (Additional partners are expected to be added as the initiative takes shape and expands.) The partners will hire a director of the initiative, who will engage with an advisory board representing multi-sector organizations that provide portions of the full array of no-wrong-door, cradle-to-career services that the area-wide initiative will present to youth clients. The director, staff, and advisory board will develop a "membership" approach to program services, curricula, and advanced training for youth, from their initial entry throughout the program to their eventual career success.

The the area-wide initiative's partners will also design a common database and/or data sharing agreements, and be a catalyst for expanded opportunities for high-quality internships and apprenticeships that put youth to work with partnering businesses in their communities.

The area-wide initiative is not fully designed yet, and respondents awarded contracts under this RFP may be involved in the development of specific aspects of the area-wide partnership that their Opportunity Youth Program will be a part of.

III. Procurement Terms and Information

A. Procurement Period

The duration of the contract awarded on the basis of this RFP will be one year (July 1, 2021 – June 30, 2022). However, EKCEP and the EKWIB may choose to renew the contract for one additional year (July 1, 2022 – June 30, 2023) under this procurement.

Funding will be provided initially for one year. If the decision is made to renew a contract awarded under this RFP, a second-year budget will be developed based upon funding availability and contract performance during the first year. EKCEP and the EKWIB retain the right to negotiate again with the contractor(s) to modify the contract for the second year before the renewal becomes final. If such negotiations fail to produce an agreement, EKCEP and the EKWIB reserve the right to retract their renewal of the contract and procure another contractor to deliver the program.

EKCEP reserves the option to use this procurement to add or increase workforce services within the region if additional funding for related youth workforce services becomes available and it is in the best interest of the region and EKCEP to do so.

B. Procurement Timeline

This RFP will be available on the EKCEP, Inc. website at www.ekcep.org, beginning April 16, 2021. The timetable for this procurement process is:

- RFP Release: April 16, 2021.
- Bidders Conference (Virtual): April 23, 2021.
- Proposals Due: May 14, 2021.
- Evaluation of Proposals: May 14, 2021 — May 28, 2021.
- Recommendations and Negotiation of Contracts: May 31 — June 4, 2021.
- Staff Recommendation of Contracts: June 4, 2021.
- WIB Approval of Contracts: June 10, 2021.
- Contract Implementation: July 1, 2021.

C. Bidders Conference

An optional bidders conference will be held virtually at 1:30 p.m. Eastern Daylight Time on April 23, 2021. Potential bidders must notify EKCEP of their interest in participating in the bidders conference via email (rfpyouthpromisezone@ekcep.org) by 5:00 p.m. EDT on April 21, 2021. EKCEP will send these potential bidders a link that will allow them to join the bidders conference.

The virtual bidders conference will address bidders' questions about the RFP. The virtual bidders conference will end no later than 3:30 p.m. EDT, but may end earlier if questions are exhausted. Bidders are not required to attend the conference and failure to attend will not affect the score of a bidder's proposal.

Questions from prospective bidders may be submitted at any time before the due date to: rfpyouthpromisezone@EKCEP.org. Questions and answers that provide significant clarification of the intent of the RFP, the services requested by the RFP, or other factors affecting proposals will be posted on the EKCEP website at www.ekcep.org/rfpyouthpromisezone.

D. Criteria for Evaluation of Proposals

Each proposal will be evaluated by EKCEP's Review Team based upon the bidder's:

- Responsiveness to the information requested and format prescribed in this RFP.
- Demonstrated ability to provide the fiscal and administrative capacity to support EKCEP's service delivery model.
- Cost reasonableness and ability to comply to cost-category limitations.
- Innovation and creativity in developing strategies to address the Opportunity Youth Program vision and objectives identified in this RFP.

- Creativity and eagerness to reach out to new customers and partners to develop and establish new Opportunity Youth Program workforce development services.
- Demonstrated capacity to work proactively and effectively within the communities they serve, including consideration for a history of successful collaboration and outreach with partner agencies and employers.

Full or partial points will be awarded for the response to each narrative question according to the amounts noted in Section IV.B.2, below.

The budgets provided in response to Section IV.B.3 below will also be evaluated by EKCEP's Review Team, with an emphasis on appropriate proportion of line items in relation to the services and initiatives identified in the proposal's narrative. Proposed budgets are not final and may be adjusted through negotiation with the bidder after a proposal is conditionally approved by EKCEP.

E. Workforce Innovation Board (WIB) Action

EKCEP, Inc. staff will make recommendations of which proposals to accept to the EKWIB. The final selection of awardees will be made by the EKWIB.

F. Right to Cancel and Negotiate

EKCEP, Inc. reserves the right to delay, amend, reissue, or cancel all or any part of this RFP at any time without prior notice.

This RFP does not commit EKCEP to accept any proposal. EKCEP will not be responsible for any costs incurred by a bidder in the preparation of responses to this RFP.

EKCEP reserves the right to reject any or all proposals, to accept or reject any or all items in any proposal, and to award contracts in whole or in part as is deemed to be in the best interest of EKCEP, Inc. EKCEP, Inc. reserves the right to negotiate with any bidder after proposals are reviewed.

EKCEP, Inc. reserves the right to negotiate the final terms of the contract with successful bidders.

IV. Proposal Submission Instructions and Content Requirements

A. Submission Instructions

EKCEP, Inc. must receive proposals no later than 4:00 p.m. EDT on May 14, 2021. Bidders must submit an electronic copy of their proposal via email to: RFP@EKCEP.org

B. Content Requirements

The proposal should consist of the following information in this prescribed order. (Number and letter each section of your proposal appropriately.):

1. Proposal Cover and Affirmations Form

Complete the Proposal Cover and Affirmations Form (see Appendix 1)

2. Narrative

Answer all the questions (a through r) below. Please keep your answers **under 1,000 words** per question. Provide your answers in the context of this RFP's stated vision of a program that: (1) requires a close working relationships and partnerships with the local court and criminal justice system, recovery/rehabilitation providers, foster care agencies, employers, education and training providers, social service agencies, adult education, vocational rehabilitation services, and other entities in a community-based approach (as described in Section II.B. above), and; (2) will be a part of an area-wide, single-branded, multi-partner initiative to serve disengaged youth with no-wrong-door access to a wide array of services and opportunities (as described in Section II.C. above).

Questions Regarding Provision of WIOA Workforce Services for Out-of-School Youth Ages 18-24 (400 total points possible)

Youth Program Philosophy and Objectives

- a. Describe the ways your organization believes that improving disengaged youths' ability to enter or re-enter the workforce will factor into the overall success of your local economy and workforce. Include workforce and economic problems that will be addressed or eliminated by engaging these youth in the workforce. (20 points)

Youth Program Structure and Flow

- b. Describe the structure and flow your organization will provide to the delivery of services described in Section II.B., based on experience, best practices and evidence-based design. Include specific details where possible. (20 points)

- c. Describe the ways your organization will use virtual (i.e., remote) facilities to increase the accessibility of Opportunity Youth Program services to youth clients. List the services your organization can provide remotely and explain your plans to use social media platforms for outreach, recruiting, and communication with customers. (20 points)
- d. The successful bidder must be able to receive and track non WIOA funding if called upon to serve non-WIOA-eligible youth ages 16-to-24 that may include career services and the payment of subsidized wages. Explain your organization's capacity to do this. (20 points)

Staffing

- e. Describe how your organization will use personnel to staff and manage the Opportunity Youth Program services you will provide. Include: (35 total points, as noted below)
 - i. The qualifications of the specific existing staff that your organization plans to employ to operate this youth program. **Or**, if your organization plans to hire new operational staff for the Youth Program, describe the qualifications that your organization will require when hiring for these positions. (15 points)
 - ii. The roles and duties that will be assigned to those staff (include specific job titles), and what those represent in FTEs. (5 points)
 - iii. Describe how any non-WIOA funds that your organization possesses or administers will be leveraged to support the staffing needs associated with the implementation of the Opportunity Youth Program. (15 points)

Partnerships

- f. Describe your organization's collaborative relationship with local courts and the criminal justice system (10 points)
- g. Describe the ways your staff will coordinate services and manage the workflow with the courts and criminal justice system. (10 points)
- h. Describe the ways your staff will coordinate services and manage the workflow with the local SUD recovery/rehabilitation providers. (10 points)
- i. The Opportunity Youth Program procured under this Request for Proposals will include the elements listed below. For each of these

required elements: (aa) describe how that element will be made available to your Opportunity Youth Program clients; (bb) Indicate whether each element will be provided by your organization or through an agreement or relationship with an external local agency or organization; (cc) If the element will be provided by your organization's staff, describe the qualifications of specific staff members that make them competent to provide that element; (dd) If the element will be provided by an external entity, provide the name of the entity or entities that will provide that element, and describe whether a formal agreement or relationship already exists or must be established. *(140 total points, as noted below)*

- i. Paid and unpaid work experiences that have as a component academic and occupational education, which may include: summer employment opportunities and other employment opportunities such as; pre-apprenticeship programs; internships and job shadowing; and on-the-job training opportunities *(10 points)*;
 - ii. Occupational skill training *(10 points)*;
 - iii. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation *(10 points)*;
 - iv. Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and positive social and civic behaviors *(10 points)*;
 - v. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling *(10 points)*;
 - vi. Financial literacy education *(10 points)*;
 - vii. Entrepreneurial skills training *(10 points)*;
 - viii. Labor market and employment information *(10 points)*;
 - ix. Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies *(10 points)*;
 - x. Alternative secondary school services, or dropout recovery services *(10 points)*;
 - xi. Supportive services *(10 points)*;
 - xii. Adult mentoring, for a total of not less than 12 months *(10 points)*;
 - xiii. Follow-up services for not less than 12 months after the completion of participation, as appropriate *(10 points)*;
 - xiv. Activities to prepare for and transition to postsecondary education and training *(10 points)*.
- j. Describe how your organization will provide the required Opportunity Youth Program client assessments listed below. If the assessments will be provided by a community partner rather than directly by your organization, name the community partner and provide its contact information. *(30 total points, as noted below)*

- i. Basic Skills Assessment (5 points)
 - ii. Interest/Aptitude Assessment (5 points)
 - iii. Profiles (assessing clients profile in comparison to successful employees in the same field) (5 points)
 - iv. Work History Assessment (5 points)
 - v. Health/Wellbeing Assessment (5 points)
 - vi. Housing/Supportive Services Assessment (5 points)
- k. Describe how your organization will develop a client's Employability Plan, which will not only include the standard workforce development Individual Employment Plan but may also include other elements including barrier removal, expunging criminal records, housing needs, etc. (10 points)

Employment Opportunities

- l. Describe the local employment opportunities available to workers ages 18 to 24 in the Health Care industry sector. Name specific employers who provide these opportunities. (15 points)
- m. Name the credentials and/or certifications workers must have to obtain those jobs in the Health Care industry sector. (5 points)
- n. Describe the local employment opportunities available to workers ages 18 to 24 in the Manufacturing industry sector. Name specific employers who provide these opportunities. (15 points)
- o. Name the credentials and/or certifications workers must have to obtain those jobs in the Manufacturing industry sector. (5 points)
- p. Describe the local employment opportunities available to workers ages 18 to 24 in the Skilled Trades industry sector. Name specific employers who provide these opportunities. (15 points)
- q. Name the credentials and/or certifications workers must have to obtain those jobs in the Skilled Trades industry sector. (5 points)
- r. Describe your organization's plans and process for establishing and maintaining MOUs with local employers within these sectors for work-based learning placements (e.g., apprenticeships, on-the-job training, work experience) for Youth Program clients. (15 points)

3. Budget

Answer the budget questions below:

- a. Indicate the number of out-of-school youth your organization intends to serve during the 2021-22 program year (July 1, 2021 through June 30, 2022). Base this target number on: your estimated cost per youth served; the portion of the 10 Eastern Kentucky counties covered by this RFP that you intend to serve; and EKCEP's intention to spend approximately \$3 million to serve 250 to 300 youth area-wide during the 2021-22 program year.
- b. Provide a detailed line-item budget of expenses for the infrastructure (i.e., facilities, equipment, accounting, maintenance etc.) required to deliver Youth Workforce Services for one year (July 1, 2021 through June 30, 2022) for each location where services will be provided.
- c. Provide a detailed budget for staff (i.e., salaries, fringe benefits, travel) to deliver Youth Workforce Services for one year (July 1, 2021 through June 30, 2022).
- d. Provide an estimated budget for training services to be delivered for one year (July 1, 2021 through June 30, 2022), to address the opportunities described in your answers to l through r above.

Note: WIOA requires that at least **20%** of Youth Program funds must be spent to provide “paid and unpaid work experiences that have as a component academic and occupational education,” which may include summer employment opportunities, internships and job shadowing, on-the-job training opportunities, or pre-apprenticeship programs.

- e. Provide a monthly timeline of anticipated expenditures for one year (July 1, 2021 through June 30, 2022), with the understanding that failure to serve the targeted number of individuals and/or meet projected spending milestones may result in EKCEP recapturing budgeted funds and redistributing them to other contractors.

4. **Organizational Documentation**

To be considered, bidders must also submit the following organizational documentation:

- An organizational chart covering all positions
- Auditor's letters or statements indicating the audited financial history of your organization for the past two years. (Access to the full audits for these years may be requested by EKCEP during the proposal evaluation process.)
- A report on the status of any costs that have been disallowed by any state and/or federal agency within the past three (3) years.

Failure to submit this documentation will disqualify a proposing organization from consideration.

C. Supporting Documentation

Bidders recommended for a contract will be required to submit supporting documentation for each budget line item during contract negotiation. Applicable support documentation may include:

- Current lease agreements (if any)
- Personnel policies
- A copy of your current federally approved Indirect Cost Rate approval letter.

NOTE: Please **do not** submit these items with your initial proposal. This documentation will be examined **only** for bidders whose proposal is recommended for a contract.

V. Appendices

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EKCEP Youth Program Policies..... Page 21

APPENDIX 1

Proposal Cover and Affirmations Form

Please copy, complete, and sign the cover and affirmations form that appears on the following pages.
Use the completed form as the first pages of your proposal.

**Proposal to Deliver WIOA Youth Program Workforce Services
to Disengaged Out-of-School Youth Ages 18-24
in the Eastern Kentucky C.E.P. Local Workforce Area
as a Part of a Single-Branded, Multi-Organization Youth Services Initiative**

During Program Year 2021-22 (July 1, 2021—June 30, 2022)

Full Name of Proposing Organization:			
Full Mailing Address (Street, City, State, ZIP):			
Organization Type <i>(non-profit, for-profit, LLC, etc.):</i>	DUNS Number:	Year Established:	Phone Numbers <i>(include area code):</i>
Contact Persons			
Name:	Title:	Email:	
Identify the county (or counties) in which you propose to provide EKCEP's Youth Program:			
Identify the specific service location(s) (Full-Service Career Center[s], Affiliate Career Center[s], and/or Workforce Services Office[s]) from which you would provide these services:			

AFFIRMATIONS: The person signing below affirms that he/she is authorized to submit this proposal on behalf of the proposing entity. The person signing below further affirms that the proposing entity is capable of performing the services (including fiscal management and information tracking and reporting) as described in the attached proposal and agrees to EKCEP Workforce Innovation Board's terms of service as described in the Request for Proposals to which this proposal responds.

Signature:

Date:

Printed Name:

Title:

APPENDIX 2

REFERENCES

EKCEP: www.ekcep.org
www.jobsight.org

WIOA Overview: <http://www.doleta.gov/WIOA/Overview.cfm>

Workforce Innovation and Opportunity Act (WIOA):
<http://www.doleta.gov/WIOA/docs/BILLS-113hr803enr.pdf>

WIOA Rules - [https://www.doleta.gov/wioa/Final Rules Resources.cfm](https://www.doleta.gov/wioa/Final_Rules_Resources.cfm)

This site also includes links to many other resources regarding WIOA operation and implementation, including reference guides, overview documents, and frequently asked questions.

WIOA Fact Sheet: One-Stop Career Centers:
http://www.doleta.gov/WIOA/Docs/WIOA_OneStop_FactSheet.pdf

Training and Employment Guidance Letters: <https://wdr.doleta.gov/directives/>

Kentucky Career Center (KCC) website: <http://kcc.ky.gov/>

KCC Certification – FAQ:
<http://www.kwib.ky.gov/ImplementationStatus/careercentercertification/CCCFAQ102014.pdf>

KCC Certification Information: <http://www.kwib.ky.gov/careercentercertification.htm>

KCC Partner for Success: <http://www.kwib.ky.gov/partnersuccess.htm>

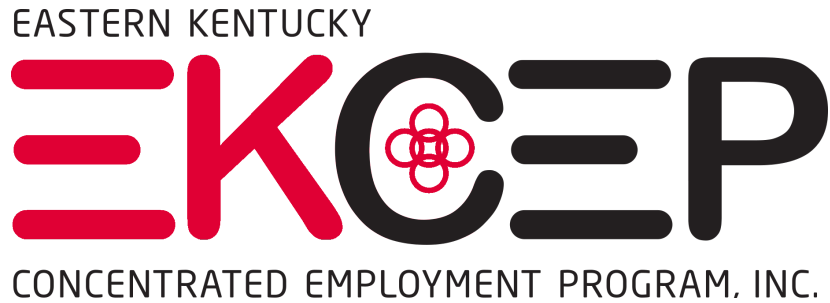
Kentucky Workforce Innovation Board – WORKSmart Kentucky Strategic Plan:
<http://www.kwib.ky.gov/documents/WORKSmart2013.pdf>

Kentucky Skills Network – (Business Services):
<http://www.thinkkentucky.com/workforce/>

Kentucky State Plan 2012 – 2017:
<http://kwib.ky.gov/documents/UNIFIEDSTATEPLAN0113.pdf>

APPENDIX 3
EKCEP Youth Program Policies

The policies that guide the Eastern Kentucky C.E.P., Inc. Opportunity Youth Program provided under the federal Workforce Innovation and Opportunity Act (WIOA) appear on the following pages.



**Program Policies
for the**

**Eastern Kentucky
Opportunity Youth Program**

**for the
Eastern Kentucky C.E.P. Local Workforce Area**

**funded under the
Workforce Innovation & Opportunity Act
(WIOA)**

(May 1, 2021—June 30, 2022)

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Introduction

A. The Eastern Kentucky Workforce Innovation Board's Directive for Youth Services

Stated in the simplest terms, the mission of the Eastern Kentucky Concentrated Employment Program, Inc., (EKCEP) is to prepare, advance, and expand the workforce of Eastern Kentucky.

EKCEP accomplishes this objective through a solutions-based approach, in which it constantly evaluates the needs of eastern Kentucky's job seekers and employers and redesigns and adapts its services to meet those needs. EKCEP is committed to using the full flexibility provided by the Workforce Innovation and Opportunity Act (WIOA) and its other fund sources to develop and customize services to best meet the specific and unique needs of eastern Kentucky's workers and businesses.

EKCEP also sees itself as a broker that provides access to other workforce, training, and supportive services, and as a catalyst for partnerships within the workforce development system and between workforce development and private industry. EKCEP's Kentucky Career Center/JobSight network of one-stop workforce centers and affiliated sites serve as the hub for many of these brokering and partnership activities throughout the EKCEP region.

Eastern Kentucky's Opportunity Youth Program is the result of months of work by the Youth Subcommittee of the Eastern Kentucky Workforce Innovation Board (EKWIB). This subcommittee's membership includes EKWIB members who are business leaders and educators, as well as non-EKWIB members who are community leaders in youth services, criminal justice, apprenticeships, and youth concerns. The activities of the subcommittee were supported by EKCEP staff.

It is the intention of the EKWIB to use its Opportunity Youth Program funds provided under the Workforce Innovation and Opportunity Act (WIOA) to deliver services that are relevant to the employment and training needs of older youth who are disengaged from the workforce and education. The EKWIB desires a robustly structured community-based program that will address essential life skills and work skills, training, career coaching, and supportive service needs, using a structured curriculum in a progression that leads each enrolled youth to attain an industry-recognized credential and/or unsubsidized employment in an occupation that offers a career pathway in a high-wage and high-demand occupation.

As the target population for these services, the EKWIB has chosen Eastern Kentuckians ages 18-24 who:

- Are not attending school of any kind.

— AND —

- Are at risk of long-term unemployment or under-employment due to one of the following barriers:
 - Involvement in the criminal justice system. (This is the population of emphasis chosen by the EKWIB.)
 - In recovery from substance use disorder (SUD).
 - Homelessness.
 - Aging out of foster care.
 - Being a high school dropout.
 - Being pregnant or parenting.
 - Being in need of additional assistance to complete an educational program or gain self-sustaining employment.

Although its target population is out-of-school youth, the EKWIB recognizes that many in-school youths in the region struggle with similar barriers, including involvement in the criminal justice system, housing instability, recovery from substance use disorder, aging out of foster care, and pregnancy/parenting. Therefore, the EKWIB will allow a small portion of its Opportunity Youth Program funds (no more than 15%) to be spent on services to in-school youth who face the same barriers listed above for out-of-school youth.

Delivering the Opportunity Youth Program will require a community-based approach that includes close working relationships, memoranda of agreement, and partnerships with entities that serve the program's target populations and/or provide services that address the program elements described in this policy manual. These entities include the local courts and criminal justice system, employers, education and training providers, social service agencies, SUD recovery programs, medical and behavioral health providers, crisis stabilization providers, homeless shelters, adult education, vocational rehabilitation services, and other community-based services (including faith-based services).

Most importantly, the program envisioned by the EKWIB will require the establishment of a collaborative partnership with each youth being served that respects and values that youth's potential. These collaborative partnerships must be based on the recognition that the youth and program

staff are jointly responsible to work together to solve problems and act courageously to create a pathway to self-sustainability and meaning.

B. Purpose of This Handbook

The purpose of this handbook is to provide vision, strategic guidance, and operational definitions for the Opportunity Youth Program activities and services delivered with the youth program funds provided under the Workforce Innovation and Opportunity Act (WIOA) in the Eastern Kentucky C.E.P., Inc. local workforce area. The service model and priorities described in this handbook reflect the strategies and objectives of the EKCEP Workforce Innovation Board (EKWIB), the EKWIB's Youth Committee, and the local elected officials of the EKCEP service area, as represented by the EKCEP Board of Directors.

This handbook may be amended as necessary. In the interim, supplementary interpretations or more detailed explanations of policies in this handbook may be issued by EKCEP in memo form.

This handbook contains three sections:

- Section 1: Who We Serve – Our Target Populations
- Section 2: Program Design – A Community Based Service Strategy
- Section 3: Program Elements

While Contractors have agreed to abide by the policies contained in this handbook, this handbook is not intended to cover the full breadth of rules and requirements contained in the Workforce Innovation and Opportunity Act (WIOA) and applicable federal regulations, with which Contractors are equally responsible to comply.

SECTION 1: Who We Serve – Our Target Population

A. Primary Target Population, Non-Target Populations, and Eligibility

i. Target Population: Out-of-School Youth

The Opportunity Youth Program will target **Out-of-School Youth ages 18-24** who are eligible for services under WIOA.

According to the WIOA definition, an **Out-of-School Youth** is an individual who is age 16 through 24 and not attending any school. (For further details about the eligibility of out-of-school youth, see WIOA Section 129[a][1][B]. Notice that this program has chosen to serve a narrower age range than the range allowed by WIOA.)

The intent is for the Opportunity Youth Program to spend 85% to 100% of its funds on Out-of-School Youth ages 18-24.

Out-of-School Youth Eligibility Requirements

The eligibility requirements that a person must meet to qualify for WIOA assistance as an Out-of-School Youth client are listed below. The client:

- Must be age 18 to 24.
- Must not be enrolled in any school.
- Must provide and document the information proving eligibility as an Out-of-School Youth as shown within the WIOA-1 form.
- Must have one or more barriers to employment or education as listed below. To be served by the EKCEP WIOA Opportunity Youth Program, the person must be one of the following:
 - An offender.
 - Homeless.
 - In foster care, or aged out of the foster care system.
 - Pregnant or parenting.
 - Have a disability.
 - A school dropout (secondary school).
 - A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

NOTE: Details on the definitions of these barriers are provided in the paragraphs below.

- Male clients age 18 or above **must** be registered with Selective Service in order to be enrolled. No WIOA services can be provided to a male client who has not completed his Selective Service registration. Any referred male client age 18 or above who has not registered with Selective Service must complete Selective Service registration before he can be enrolled or served.

Offender — According to WIOA, an “offender” is an individual “who is or has been subject to any stage of the criminal justice process, and for whom services under this Act may be beneficial; or who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction” (WIOA Section 3[38]).

Opportunity Youth Program contractors will collaborate with their local court systems, judges, probation and parole personnel, and/or other partners to determine their preference for the extent of criminal justice system involvement of the youth clients that will be served in their area. Contractors may choose to limit the levels or categories of offenses of clients that the contractor will accept and serve in its local Opportunity Youth Program. For example: a contractor may choose to exclude youths who have committed sex crimes, armed violent crimes, or other specific types of offenses. Contractors must ensure that any such limits are discussed with and understood by the local criminal justice systems that are collaborating with and providing referrals to that contractor’s Opportunity Youth Program.

A client may document his/her offender status with:

- Juvenile or adult justice system documentation.
- Court records.
- Police records.
- Letter of parole.
- Statement from a halfway house.
- Statement from probation officer.
- Newspaper report (must include name of the newspaper and date of publication).
- Self-attestation (WIOA-2).

Homeless — A homeless person is an individual who lacks a fixed, regular and adequate nighttime residence, including an individual who qualifies under any of the following circumstances:

- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- Living in a motel, hotel, park, or campground due to the lack of alternative adequate accommodations;

- Living in an emergency or transitional shelter;
- Abandoned in a hospital;
- Awaiting foster care placement;
- Has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- A migratory child (as defined in section 6399 of title 20) who qualifies as homeless because he/she is living in one of the circumstances described above.

A homeless individual meets the criteria defined in sec. 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043-e-2(6)), a homeless youth aged 16 to 24 who meets the criteria defined in sec. 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434(2)) or a runaway. Notice that the Opportunity Youth Program has chosen to serve a narrower age range than the range allowed under these statutes.

Aged Out of Foster Care — An individual who has aged out of foster care is a person who has attained 18 years of age and left foster care for kinship guardianship or adoption, a child eligible for assistance under sec. 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement.

School Dropout — The formal definition of a school dropout is a youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter. For the purposes of Opportunity Youth Program, a school dropout is a youth who is above the age of compulsory attendance (18 or above) but dropped out of secondary school either before or after turning 18.

ii. **Non-Target Population: In-School Youth**

The Opportunity Youth Program will not recruit or pursue In-School Youth clients to participate in this Opportunity Youth Program. However, if circumstances make it appropriate, it is permissible for a contractor to serve a small number of In-School Youth clients, as long as the funds expended on In-School Youth clients **do not exceed 15%** of the contractor's total Opportunity Youth Program budget. As an alternative, contractors may choose to opt out of serving In-School Youth clients entirely, choosing instead to focus all their Youth efforts on serving the Out-of-School Youth population.

If a Contractor does decide to serve some In-School Youth clients, EKCEP policies and procedures must be followed. Contractors serving In-

School Youth must work with existing community and school partners to ensure that the services that are being provided are comprehensive and collaborative efforts to serve the at-risk In-School Youth population of the service area, and not duplicative in nature. EKCEP expects In-School Youth services to prevent these youth from becoming disengaged with education and ensure that they develop an understanding of the working world, evaluate their career alternatives, and develop a path that will lead to a successful career.

In-School Youth who would be appropriate to serve under this program could include youth who are at risk of dropping out of school due to circumstances complicated by their status as:

- Being an offender.
- Being homeless.
- Being in foster care, or having aged out of the foster care system.
- Being pregnant or parenting.
- Having a disability.
- Requiring additional assistance to complete an educational program or to secure employment or hold employment.

In-School Youth Eligibility Requirements

In addition to the barriers listed above, youth enrolled as In-School Youth must meet the eligibility requirements listed below. The client must:

- Be **18 to 21** years of age.
- Be attending secondary or post-secondary education.
- Provide and document the information proving eligibility as an In-School Youth as shown within the WIOA-1 form.

B. Source of Referrals

The Opportunity Youth Program is a community-based effort designed to engage community partners to create a community of opportunity and new pathways of success for the youth we serve.

Many of the youth served will come to this Opportunity Youth-Program through referrals as a result of collaborative working relationships established with the criminal justice system (e.g., judges, probation officers, parole officials). The local criminal justice system may incentivize the clients' program participation as a diversionary alternative to trial, as a condition of probation, as a condition of parole, as a way to reduce or eliminate a sentence, or in other ways that encourage the clients to earnestly participate and succeed in the program activities in order to attain legal benefits in addition to the workforce services provided by the program.

Other youth served will come through referrals from cooperative and collaborative partnerships established with homeless shelters, crisis stabilization providers, recovery centers, education and training providers, social service agencies, medical and behavioral health providers, adult education, vocational rehabilitation services, with faith-based organizations, concerned family members, and other community-based services (including faith-based services).

SECTION 2: Program Design — A Community-Based Service Strategy

A. Opportunity Youth Work-Based Program Design

The Eastern Kentucky Opportunity Youth Program is aimed at providing career pathway opportunities to out-of-school youth who have become disengaged from work and education. The program's goal is to create a new direction and improved future for these youth by providing them the guidance, support, experiences, and opportunities that will lead them to sustainable employment or education.

Work-based learning opportunities (that may include paid work experiences, internships, apprenticeships, and on-the-job training) have a prominent role in the program design. Because of the importance of work-based learning placements, a significant portion of the program's activities and curricula are dedicated to preparing clients to succeed in these placements, including elements that address the critical essential skills identified by employers:

- People Skills, including:
 - Collaboration and working within teams.
 - Cultural competence.
- Problem Solving, including:
 - Inquiry.
 - Critical thinking.
 - Creativity.
- Professionalism, including:
 - Communication skills.
 - Work ethics.
 - Technical agility and digital literacy.

B. Employer Partnerships

Local employers are the source of both the work-based learning placements and the permanent, unsubsidized jobs that are the ultimate objective of the job-seeking clients of this Opportunity Youth Program. This makes local employers important partners in the Opportunity Youth Program.

Relationships with employers will be carefully maintained to ensure that the needs and concerns of employers are addressed. Employers partnering in the Opportunity Youth Program will be:

- Included in regular meetings.

- Consulted on program decisions that affect their workplaces.
- Kept fully informed about program progress, including the involvement of the local criminal justice system.

Local employers and their businesses provide important leadership and feedback for improved results and continued improvement of the program's design. They also serve as trainers and can often serve as mentors. The goal of the Opportunity Youth Program, therefore, is to engage employers in a way that cultivates a clear understanding of the employers' role in the community's effort to improve long-standing workforce participation.

C. A Collective Impact

The needs of youth that adversely affect their participation and success in the workforce are interrelated. Often youth have multiple challenges such as transportation, childcare, substance abuse, health care related needs, learning disabilities, and counterproductive coping behaviors. Unaddressed, any one issue can reduce the likelihood that youth will successfully overcome other issues and find meaningful and self-sustaining employment.

The Opportunity Youth program strives to work collaboratively with the faith-based community, behavioral health organizations, and other community partners to collectively address the multiple needs of youth and thus provide the correct combination of services that will unlock the full potential of each individual served.

SECTION 3: Program Service Elements

A. Performance Measures

The Workforce Innovation and Opportunity Act (WIOA) tracks client performance on the basis of:

- Placement in education, training, and/or employment during the 1st, 2nd, and 4th quarters after completion.
- Earnings (what participants earn during the 1st, 2nd, and 4th quarters after completion).
- Credential attainment.
- Measurable skills gain.

The program service elements described below are intended to result in the performance measures above. These measures are further defined in the EKCEP Program Services Handbook.

B. Program Elements

The program elements defined below describe the services provided to participants. These services are provided to individual Opportunity Youth Program participants in a customized manner to best address each individual's needs in order to optimize outcomes that meet that individual's long-term employment and personal achievement goals, both during participation in the Opportunity Youth Program and after completion.

The Opportunity Youth Program is best defined as a collaborative partnership with participants that places value and importance on individual responsibility to do the work necessary to reach their potential. The Opportunity Youth Program provides important support and opportunity to do that.

Proper case management will communicate this partnership and provide guidance throughout the participant's journey. Case managers must document participant activity and participation in the elements below in the KEE-Suite System while also establishing an Individual Employability Plan (IEP) that is also documented in the KEE-Suite System.

The program elements in the Opportunity Youth Program are:

- i. Labor market and employment information about in-demand industry sectors or occupations available in the local area, including services that provide career awareness, career counseling, and career exploration.

(This element is an important part of developing an effective and useful IEP with the client.)

This element provides critical information and self-exploration to help each participant make informed choices and find his/her place in the world of work. The goal for each participant is to develop clear and specific goals for employment and career growth. This includes entry-level employment goals within a specific sector like advanced manufacturing, health care, or one of many other career pathways. It also provides a longer-term growth plan for advancement and his/her ultimate career goal and earning expectations.

Generally, career awareness begins the process of developing knowledge of the variety of careers and occupations available, their skill requirements, working conditions, and training requirements.

Individuals will be provided opportunities to explore in-demand occupations, assess what is needed for achievement within those occupations, and take interest inventories and aptitude assessments as a means to build confidence in their choices and abilities to execute their plan.

Career counseling or guidance provides advice and support in making these important decisions about career pathways to pursue. Career guidance also includes information and assistance about résumé development, interview skills, and opportunities for work experience and the benefits of postsecondary training.

U.S. Department of Labor electronic tools that are relevant to youth include [My Next Move](#) and [Get My Future](#).

ii. Activities to prepare for and transition to postsecondary education and training.

These activities include exploring opportunities for postsecondary education options within the Kentucky Community & Technical College System (KCTCS), four-year colleges, technical education, and apprenticeships. This includes activities to visit and explore training programs and:

- Assisting participants to take entrance exams.
- Assisting participants with applications.
- Searching and applying for financial aid and scholarships.

- iii. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.

This program element, simply stated, describes the over-arching principle that the services provided through the Opportunity Youth Program are interconnected and reflect an integrated education and training model. Workforce preparation, basic skills training, and work-based learning are delivered at the same time and within the context of the participants' goals. For example: An individual may be working with Skills U to earn his/her GED while attending technical training (GED Plus). During this time, he/she may be receiving needed supportive services and exploring work experience opportunities aligned with his/her technical training. Although there are a multitude of integrated service examples, the principle is the same: education and workforce services are all offered concurrently and within the same context.

- iv. Paid and unpaid work experiences that have as a component academic and occupational education, which may include: summer employment and other employment opportunities such as pre-apprenticeship programs; internships and job shadowing; and on-the-job training opportunities.

Work-based learning opportunities — which include Work Experience, Internships, On-the-Job Training, Job Shadowing, and other placements — are an important component of the Opportunity Youth Program.

Work Experience

Work Experience is a service that provides Opportunity Youth with the opportunity to learn basic work skills and workplace behaviors through a subsidized work placement with an employer. A Work Experience placement is a planned, structured learning experience that occurs in a real working environment. In a Work Experience placement, the Opportunity Youth Program or an EKWIB-approved intermediary will be the employer of record.

In addition to the opportunity to earn wages while learning valuable skills, this service also provides a client with an opportunity to connect with an employer in the community and demonstrate his/her work ethic, reliability, honesty, and value as a worker — all of which will be important factors in helping the client obtain unsubsidized employment. In some cases, Work Experience placements can result in unsubsidized employment for the client after the Work Experience placement ends; in other cases, the client will have to take the experience, skills, and behaviors learned from Work Experience into his/her job search for permanent employment elsewhere.

In general, the following guidelines apply to paid work experiences:

- A paid work experience may take place in the private for-profit sector, the non-profit sector, or the public sector.
- Labor standards apply in any work experience where an employee/employer relationship exists, as defined by the Fair Labor Standards Act or applicable State law.
- Consistent with 20 CFR 680.840 et. seq., funds provided for work experiences may not be used to directly or indirectly aid in the filling of a job opening that is vacant because the former occupant is on strike, or is being locked out in the course of a labor dispute, or the filling of which is otherwise an issue in a labor dispute involving a work stoppage.
- A paid work experience helps youth understand proper workplace behavior and what is necessary in order to attain and retain employment. It can serve as a steppingstone to unsubsidized employment and is an important step in the process of developing a career pathway for youth.
- A paid work experience should be made available to any youth who has been assessed as capable of participating in work activities. The particular activity (pre-apprenticeship, OJT, etc.) should be determined based on the objective assessment of the youth, and the justification recorded in the youth's ISS.
- Youth who could benefit from work activities include youth: who have little or no previous work history; only informal work experience (mowing lawns, babysitting); unsuccessful work history (worked only for very short durations); can use the Work Experience placement to get hands-on experience and develop general workplace skills or skills relating to a career of interest; can build a relationship with and/or demonstrate abilities and work ethic to an employer who is hiring or may be hiring in the near future.

Work Experience Limits

An Opportunity Youth Program Client's Work Experience placement may include between 80 hours and 600 hours of work. However, a client may not be placed with a single employer for more than 480 hours of work.

Within these parameters, contractors may determine the length of placement that is most reasonable, effective, and productive for the youth client, the employer providing the work site, and the contractor's program

budget. The 600-hour limit is not intended to entitle every client to 600 hours of Work Experience; contractors are expected to use shorter-duration placements generally and use their fiscal and programmatic judgment to determine when full-length placements are appropriate.

If a client in this program's target population struggles or fails in a Work Experience placement (due to inappropriate behaviors, difficulty with authority figures, personality conflicts, poor conflict resolution skills, or other characteristic issues), the contractor may choose to withdraw the client from that Work Experience placement, work further with the client on the work readiness and behavioral issues involved, and then place the client in another Work Experience placement — as long as the total number of work hours for all placements for that client does not exceed the maximum of 600 work hours.

The 600-hour limit does not include time spent in basic educational skills instruction or other instructional services offered by the Opportunity Youth Program. These services are unpaid activities.

Work Experience Wages

The hourly wage paid to an Opportunity Youth Program client for a Work Experience placement:

- **Must** be at least the legal minimum wage.
- **May not** exceed \$10 per hour.
- **May not** exceed the prevailing wage that the employer pays to entry-level employees who are hired without subsidy.

Within these limits, the hourly wage paid to an Opportunity Youth Program client for a Work Experience placement may be determined by the local contractor, in collaboration with the employer.

Work Experience Career Advisor Meetings

Any Opportunity Youth Program client receiving Work Experience should meet for at least one hour every two weeks with his/her Career Advisor. These regular meetings allow the Career Advisor to monitor the progress of the client's Work Experience placement and "troubleshoot" any issues that may arise, monitor the client's educational progress, and continue to build a collaborative relationship with the client that will continue after the Work Experience placement ends.

When a Career Advisor plans an activity for the regular meeting that would be appropriate for more than one of his/her Work Experience

clients, the Career Advisor may meet with those clients simultaneously. For example, if several Work Experience clients could profit from a review of customer service principles, the Career Advisor may do that review for a group of clients rather than doing it with each client individually. However, because it is important for Career Advisors to listen to clients and build a personal relationship with them, the majority of the required bi-weekly meetings should not be group meetings.

Work Experience Educational Components

Contractor's local programs have the flexibility to determine the appropriate type of academic and occupational education necessary for a specific work experience. Work Experience must also include an educational component that:

- Refers to contextual learning that accompanies a work experience.
- Consists of *both* academic and occupational education.
- May occur concurrently or sequentially with the work experience.
- May occur inside or outside of the work site.
- Can be provided by the work experience employer, provided separately in a classroom, or through other means. States and local areas have the flexibility to decide who provides the education component.

Internships

An internship is a work-based training placement with an EKWIB-approved private sector employer that has an established training schedule and program for interns. Eligibility for and enrollment in internships are defined in the EKCEP Internship Policy.

The terms, procedures, and wages for internships may vary, depending upon the employer's approved training program.

Unpaid Job Shadowing

In Unpaid Job Shadowing, a youth learns about a job by walking through the workday as a shadow to a competent worker. This allows the youth to witness firsthand work environment, employability, and occupational skills in practice, to learn the value of professional training, and to explore potential career options.

Unpaid Job Shadowing is intended as temporary, unpaid exposure to the workplace in an occupational area of interest to the participant. This activity can range anywhere from a few hours to a day, or a week, or more and provides an opportunity for youth to conduct short interviews with people in their prospective professions to learn more about those fields.

Pre-Apprenticeship Programs

As discussed in 20 CFR 681.480, pre-apprenticeship is a program designed to prepare individuals to enter and succeed in an apprenticeship program and includes the following elements:

- Training and curriculum that aligns with the skill needs of employers in the economy of the State or region involved.
- Access to educational and career counseling and other supportive services, directly or indirectly.
- Hands-on, meaningful learning activities that are connected to education and training activities, such as exploring career options, and understanding how the skills acquired through coursework can be applied toward a future career.
- Opportunities to attain at least one industry-recognized credential.
- A partnership with one or more registered apprenticeship programs that assists in placing individuals who complete the pre-apprenticeship program in a registered apprenticeship program.

On-The-Job Training (OJT)

On-the-Job training (OJT) is skills training provided to an employee by an employer while the employee is engaged in productive work.

OJT is provided under a contract with an employer in the non-profit sector or private sector. Under an OJT contract, the employer provides occupational training for a WIOA client who is their employee in exchange for up to a **50% reimbursement** of the client's wages by WIOA. The wage reimbursement compensates the employer for the extraordinary costs of training and the additional supervision needed during the training process. OJT contracts are developed by an EKCEP Industry Liaison in coordination with the Career Advisor(s). Opportunity Youth Program contractors who identify OJT possibilities in their service area should contact an EKCEP Industry Liaison to develop the OJT contract.

When appropriate and endorsed by the employer, OJT can be linked to Work Experience or to classroom trainings like Skills U Adult Education, literacy, Work SENSE training, and job retention skills.

The duration of an OJT training period is limited to the time required for the client to become proficient in the occupation for which he/she is training. In determining the appropriate length of the training period, consideration will be given to the skill requirements of the occupation and the client's academic and occupational skill level, prior work experience, and Individual Employment Plan. The Occupational Information Network

(O*NET) contains average training lengths for occupations and may be used as a guide in making this determination.

The limit on wages paid during the training period will be specified in each contract. Wages must be appropriate and customary for a trainee in the job(s) covered by the contract.

The employer:

- Must pay a wage of at least **the minimum wage** per hour for the job(s) for which OJT will be provided.
- Must be doing business in a sector that EKCEP has identified as a sector of emphasis for occupational training. These sectors include:
 - Healthcare.
 - Skilled trades.
 - Manufacturing.
 - Business services including information technology.
 - Energy creation and transmission.

NOTE: OJT may also be provided in other expanding or emerging industries or occupational areas when it is in the best interest of economic development and regional economic growth. These decisions may be made on a case-by-case basis by EKCEP under the direction of the Eastern Kentucky Workforce Innovation Board.

- Must be training employees whose positions represent an expansion or extension of their workforce, not routine turnover.
- May select a previous employee for OJT, but the position must be different from the one that the employee previously held at the company.
- May choose to pay the trainee a higher wage than the maximum wage EKCEP will use as a basis for OJT reimbursement (\$19.25 per hour, due to the state wage cap). However, the employer will be responsible for 100 percent of the wages above \$19.25 per hour; no portion of wages above \$19.25 per hour will be reimbursed by EKCEP for an OJT.
- Cannot be eligible for OJT funds if the company has relocated within the last 120 days from another location that resulted in the loss of jobs.
- Cannot use OJT-funded trainees to replace employees laid off within six months prior to the date of the OJT application

v. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referrals, as appropriate.

Comprehensive guidance and counseling provides individualized counseling to participants. This includes career and academic counseling, drug and alcohol abuse counseling, mental health counseling, and referral to partner programs, as appropriate. When referring participants to necessary counseling that cannot be provided by program staff, program staff will coordinate with the organization it refers to in order to ensure continuity of service. When resources exist within the local program or its service providers, it is allowable to provide counseling services directly to participants rather than referring youth to partner programs.

All youth should receive career and academic counseling. Other counseling should be provided as necessary, depending on the needs of the individual youth as determined through the intake and assessment process and as recorded in the youth's ISS.

Examples of qualifying activities include:

- Drug and alcohol counseling.
- Mental health counseling/therapy.
- Career counseling.
- Educational counseling.
- Supplementing guidance and counseling activities with additional materials and resources.

*Note: Informal guidance and counseling from well-meaning but inexperienced individuals **do not** qualify as appropriate services within this element.*

- vi. Occupational skills training, which may include training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area.

Definition

Occupational skills training is defined as an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Training programs must lead to recognized post-secondary credentials that align with in-demand industry sectors or occupations in the local area.

Individual Training Accounts (ITAs)

The most common method of providing financial assistance, if needed, to youth enrolled into occupational skills training is through an Individual Training Account (ITA).

An Individual Training Account (ITA) is a payment agreement established on behalf of a client with a training provider. WIOA funds for an ITA can only be used to pay for training programs that are listed on Kentucky's Eligible Training Provider List (ETPL). Trainings must also fall within a sector that EKCEP has identified as a sector of emphasis for occupational training. These sectors include:

- Healthcare.
- Skilled trades.
- Manufacturing.
- Business services including information technology.
- Energy creation and transmission.

NOTE: An ITA may also be allowed in other expanding or emerging industries or occupational areas when it is in the best interest of economic development and regional economic growth. These decisions may be made on a case-by-case basis by EKCEP under the direction of the Eastern Kentucky Workforce Innovation Board.

ITA – Financial Aid Coordination

All clients seeking an ITA for training that will be provided by an institution that is approved to administer Title IV funds under the Higher Education Act (HEA) must apply for financial aid. The amounts of WIOA funding to be allocated will take into account all other state and federal financial assistance that is available to the client. This includes the Commonwealth's Work Ready Scholarships and occupational training provided through GED Plus.

The client should apply for financial aid as soon as possible. The Career Advisor will help the client complete the necessary application(s) for financial aid and/or refer the client to the training provider's financial aid office.

NOTE: WIOA funds are not to be included as "other income" on any financial aid application. WIOA funds are considered a resource only after financial aid eligibility is established.

ITA – WIOA Application for Financial Assistance (WAFA)

The WAFA is used to determine:

- If a client is in need of WIOA financial assistance.
- How the WIOA financial assistance, if needed, will be coordinated with

other state and federal financial assistance.

The WAFAs establish the cost of attendance (COA) and the amount of financial need (if any) that remains after other state and federal financial assistance is considered. WIOA funds are used to meet only the portion of the remaining need that consists of direct training costs (i.e., tuition and fees). WIOA funds are **not** used to pay the other estimated associated costs of attendance, including books or supportive services such as transportation, meals, or childcare.

WIOA funds are a supplement to other sources of financial aid, excluding loans.

ITA costs are paid through a voucher system. A voucher will be issued after the need for assistance is established by completing the WAFAs and the resources that will be used to meet the COA are identified. If the available assistance through WIOA, Pell, and other resources will not cover the total COA, the client must show how he/she will meet the remaining balance of the COA before a WIOA voucher will be issued. The Career Advisor should document in case notes how the client will meet the remaining balance of the COA. If the client cannot demonstrate how the entire COA will be paid, a WIOA voucher will not be issued.

Vouchers are generally written for a single term or semester. However, a voucher may be written for an entire training program if that program is not divided into terms or semesters. A completed copy of the electronic WAFAs and WAFAs voucher must be uploaded in KEE-Suite.

ITA – Limits for Financial Assistance

The limit for maximum financial assistance through an ITA is \$7,000.

The WAFAs limit ITA funding to:

- \$2,000 per semester for full-time students.
- \$1,000 per semester for part-time students.
- \$1,000 per summer term.

Although there is no time limit for completing ITA training, it is expected that the approved training will be completed by the time the limit for WIOA financial assistance is reached.

NOTE: Waivers to the limits for Financial Assistance may be granted by EKCEP, Inc. upon request when the training is not eligible for financial aid, is of high quality, and is in a high demand

occupational area for which the participant shows high aptitude and ability to benefit.

ITA — Eligible Training

Training paid for through an ITA must be:

- In a career sector that EKCEP has identified as a sector of emphasis for occupational training. EKCEP may identify other sectors of emphasis by memo to meet changing conditions within the region.
- Provided by an eligible training provider approved by EKCEP.
- Provided by a training provider listed on Kentucky's Eligible Training Provider List (ETPL).

See EKCEP's Participant Handbook for all requirements related to ITAs.

Non-Individual Training Account (Non-ITA) Training

A Non-Individual Training Account (Non-ITA) is a payment agreement established on behalf of a group of clients or an individual with an approved training provider.

Non-ITA Occupational Training is provided under a contract with EKCEP and a training provider for occupational training. EKCEP develops the Non-ITA contract with the training provider in coordination with the Opportunity Youth Program provider.

vii. Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of a secondary school diploma or its recognized equivalent.

These services focus on providing academic support, helping participants identify areas of academic concern, assisting with overcoming learning obstacles, and providing tools and resources to develop learning strategies.

Tutoring

Tutoring involves a tutor and a youth. The tutor helps the youth acquire knowledge and skills in a specific area (e.g., math, reading, chemistry). The tutor provides instruction and the youth practices knowledge and skills being taught while the tutor observes. The tutor provides feedback on the youth's performance, allowing the youth to learn from his/her mistakes

Examples of tutoring services include:

- Actual instruction provided one-on-one, in a group setting, or through resources and workshops.
- Regular, structured sessions in which individualized instruction occurs.
- Instruction based on goals derived from the youth's individual service strategy (ISS).
- Instruction provided by a qualified instructor.
- Assessment to determine if the youth is making progress.

Tutoring is **not**:

- Meetings with teachers or tutors to discuss youth's progress. (This may qualify as case management.)
- Supplying books or school supplies. (This qualifies as supportive services.)
- Paying school fees. (This qualifies as supportive services.)
- Activities provided by an unqualified instructor.

Tutoring should be part of the ISS for out-of-school youth (OSY) who are basic skills deficient and other youth who may require tutoring based on the results of the objective assessment of their academic skill levels. Additional instructional assistance must be provided to youth with disabilities as necessary.

Study Skills Training should be provided to youth who have been determined to have difficulty learning on their own. For example, if an objective assessment indicates that a youth lacks good study habits, the youth worker should identify Study Skills Training as an appropriate program element for the youth in the ISS.

viii. Alternative secondary school services, or dropout recovery services.

While the activities within both these types of services may overlap, each are provided with the goal of helping youth to re-engage and persist in education that leads to the completion of a recognized high school equivalent.

Alternative Secondary School Services

Alternative secondary school services (such as basic education skills training, individualized academic instruction, and English as a Second Language training) are services that assist youth who have struggled in traditional secondary education. An alternative education

program means a comprehensive educational program delivered in a nontraditional learning environment that is distinct and separate from the existing general or special education program. The Commonwealth's Skills U qualifies as an alternative secondary school service for those without a high school diploma or its equivalent.

Dropout Recovery Services

Dropout recovery services (such as credit recovery, counseling, and educational plan development) are services that assist youth who have dropped out of school.

ix. Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and positive social and civic behaviors.

The Opportunity Youth Program will initiate opportunities for participants to engage/re-engage and habilitate/rehabilitate into communities. Opportunities in leadership development are intended to create valued relationships within the community.

Leadership development opportunities are opportunities that encourage responsibility, confidence, employability, self-determination and other positive social behaviors. They include:

- Community and service learning projects.
- Peer-centered activities, including peer mentoring and tutoring.
- Organizational and teamwork training, including team leadership training.
- Training in decision-making, including determining priorities and problem solving.
- Citizenship training, including life skills training such as parenting and work behavior training.
- Civic engagement activities that promote the quality of life in a community.

Positive social and civic behaviors are outcomes of leadership opportunities that are incorporated by the Opportunity Youth Program. Positive social and civic behaviors focus on areas that may include:

- Positive attitudinal development.
- Self-esteem building.
- Openness to work with individuals from diverse backgrounds.
- Maintaining healthy lifestyles, including being alcohol-free

- and drug-free.
- Maintaining positive social relationships with responsible adults and peers, and contributing to the well-being of one's community, including voting.
- Maintaining a commitment to learning and academic success.
- Avoiding delinquency.
- Postponing parenting and responsible parenting, including child support education.
- Positive job attitudes and work skills.
- Keeping informed about community affairs and current events.

x. Financial literacy education.

The lack of credit, poor credit, and financial hardship negatively impact employment opportunities and lead to poor financial decisions that negatively impact upward mobility and success. Financial literacy education activities include those that:

- Support the ability of participants to create budgets, initiate checking and savings accounts at banks, and make informed financial decisions.
- Support participants in learning how to effectively manage spending, credit, and debt, including student loans, consumer credit, and credit cards.
- Teach participants about: the significance of credit reports and credit scores; what their rights are regarding their credit and financial information; how to determine the accuracy of a credit report and how to correct inaccuracies; and how to improve or maintain good credit.
- Support a participant's ability to understand, evaluate, and compare financial products, services, and opportunities and to make informed financial decisions.
- Educate participants about identity theft, ways to protect themselves from identify theft, and how to resolve cases of identity theft and in other ways understand their rights and protections related to personal identity and financial data.
- Support activities that address the particular financial literacy needs of non-English speakers, including providing support through the development and distribution of multilingual financial literacy and education materials.
- Provide financial education that is age appropriate, timely, and provides opportunities to put lessons into practice, such as by access to safe and affordable financial products that

- enable money management and savings.
- Implement other approaches to help participants gain the knowledge, skills, and confidence to make informed financial decisions that enable them to attain greater financial health stability by using high quality, age appropriate, and relevant strategies and channels, including, where possible, timely and customized information, guidance, tools, and instruction.

x. Supportive services.

As defined in WIOA Sec, 3(59), supportive services for youth are services that enable an individual to participate in WIOA activities. These services include, but are not limited to, the following:

- Linkages to community services.
- Assistance with transportation.
- Assistance with childcare and dependent care.
- Assistance with housing.
- Assistance with educational testing.
- Reasonable accommodations for youth with disabilities.
- Referrals to healthcare.
- Assistance with uniforms or other appropriate work attire and work related tools, including such items as eyeglasses and protective eye gear.
- Assistance with books, fees, school supplies, and other necessary items for students enrolled in postsecondary education classes.
- Payments and fees for employment and training-related applications, tests, and certifications.

Payments for activities that are not needed in order for the youth to participate in WIOA services and purchases of items that are not necessary for the youth to participate in WIOA youth services are not considered allowable supportive services. Examples of non-qualifying supportive services expenditures include the payment of fines, penalties, or court costs.

Supportive services should be provided to address needs or issues that are identified during the intake and assessment process. Any issue that would hinder the ability of the youth to participate in WIOA youth services should be addressed through the provision of supportive services. A plan for what supportive services will be provided and how they are provided **must** be included in the youth's ISS.

The provision of supportive services is based upon the specific needs

and circumstances of each individual. Providers of the Opportunity Youth Program are responsible for maintaining fair and reasonable policies for meeting the supportive service needs of participants in ways that encourage responsible behavior by participants and meet high standards of fiscal responsibility and efficacy for agencies utilizing federal funding provided by WIOA.

xii. Entrepreneurial skills training.

Entrepreneurial skills training provides the basic information about starting and operating a small business. Such training must develop the skills associated with entrepreneurship that include, but are not limited to, the ability to:

- Take initiative.
- Creatively seek out and identify business opportunities.
- Develop budgets and forecast resource needs.
- Understand various options for acquiring capital and the trade-offs associated with each option.
- Communicate effectively and market oneself and one's ideas.

Examples of Qualifying Activities

Examples of qualifying entrepreneurial skills training activities include:

Entrepreneurship education that provides an introduction to the values and basics of starting and running a business — Entrepreneurship education programs often guide youth through the development of a business plan and may also include simulations of business start-up and operation.

Enterprise development which provides supports and services that incubate and help youth develop their own businesses — Enterprise development programs go beyond entrepreneurship education by helping youth access small loans or grants that are needed to begin business operation and by providing more individualized attention to the development of viable business ideas.

Experiential programs that provide youth with experience in the day-to-day operation of a business — These programs may involve the development of a youth-run business that young people participating in the program work in and manage. Or, they may facilitate placement in apprentice or internship positions with adult entrepreneurs in the community.

xiii. Adult mentoring, for a total of at least 12 months, including during the period of participation and/or after completion.

Adult mentoring offers many documented benefits to youth. In addition to the direct benefits provided to youth, the benefits are reciprocal for the mentors and organizations. To be effective, mentoring relationships must be long-standing, at least one year, and well organized.

Participants will be provided adult mentoring that:

- Lasts at least 12 months and may take place both during the program and following exit from the program.
- Be a formal relationship between a youth participant and an adult mentor that includes structured activities where the mentor offers guidance, support, and encouragement to develop the competence and character of the mentee.
- May include mentoring activities through electronic means, however, at a minimum, the local youth must be matched with an individual mentor with whom the youth interacts on a face-to-face basis.

Contractors that provide the Opportunity Youth Program must ensure appropriate processes are in place to adequately screen and select mentors. Mentoring may include workplace mentoring in which the local program matches a youth participant with an employer or employee of a company.

Mentoring is not case management and is not provided by case managers or other service providers unless they meet the definition of adult mentoring. Mentoring is not sporadic and is not simply providing self-help materials.

Note: The Eastern Kentucky WIB acknowledges that formal mentoring programs are in need of development and that few established mentoring programs currently exist. Therefore, the EKWIB is committed to work in concert with Opportunity Youth Program providers and will assist in the training and development of an effective mentoring program. While the EKWIB prefers that Career Advisors not serve as mentors, Career Advisors may serve as

mentors while a formal mentoring program is developed.

xiv. Follow-up services for not less than 12 months after the completion of participation, as appropriate.

The Opportunity Youth Program's priority focus is to assist participants to enter employment and/or training in a career pathway that will result in sustainability and continuous growth and upward mobility. Also, successful program graduates will serve as inspiration and potential mentors to participants. Follow-up services, therefore, are critical services that are provided to youth upon exit from the program to help ensure the youth are successful in employment and/or post-secondary education and training.

Follow-up services may include:

- Regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise.
- The leadership development and supportive service activities.
- Assistance in securing better paying jobs, career pathway development, and further education or training.
- Work-related peer support groups.
- Adult mentoring.
- Financial literacy education.

Follow-up services may begin immediately following the last date of service. Follow-up services do not cause the exit date to change and do not trigger re-enrollment in the program. Follow-up services are provided to all youth in some form for a minimum duration of 12 months, unless the participant declines to receive follow-up services or in cases where the participant cannot be located or contacted. Follow-up services include more than merely attempting a contact or making a contact to secure documentation in order to report a performance outcome.

Note: The exit date is determined when the participant has not received services in the youth program or any other DOL-funded program in which the participant is co-enrolled for 90 days and no additional services are scheduled. At that point, the date of exit is applied retroactively to the last date of service. Once 90 days of no services (other than follow-up services, self-service, and information-only services and activities) occurs and the participant has an official exit date applied retroactively to the last date of service, the program continues to provide follow-up services for the remaining 275 days of the 12-month follow-up requirement. The 12-month follow-up requirement is completed upon one year from the date of exit.

See EKCEP's Participant Handbook for instructions about how to document and record when a participant cannot be located or contacted. At the time of enrollment, youth should be informed that follow-up services will be provided for 12 months following exit. If at any point in time during the program or during the 12 months following exit the youth requests to opt out of follow-up services, they may do so. In this case, the request to opt out or discontinue follow-up services made by the youth must be documented in the case file.