

South Central Workforce Service Area #7  
South Central Workforce Council

Request for Proposal  
Workforce Innovation and Opportunity Act  
Youth Career Development Services

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## Section I - Application Information

### A. General Introduction

The South Central Workforce Council and its Youth Council has been given the responsibility of identifying eligible providers to carry out youth career development activities funded under the Workforce Innovation and Opportunity Act (WIOA). This Request for Proposal (RFP) is being issued to solicit proposals for the operation of youth career development programs in the nine county area of Blue Earth, Brown, Faribault, LeSueur, Martin, Nicollet, Sibley, Waseca, and Watonwan Counties. This Workforce Development Area contracts for all services except administrative services, which includes: accounting, data management, monitoring, policy development and management, planning and marketing. The Workforce Council will retain 15% of the funds to cover administration and oversight of WIOA. The start date for youth career development programs under the Workforce Innovation and Opportunity Act is April 1, 2016. The end date for all programs is March 31, 2020.

The application instructions and attachments are intended to assist organizations interested in responding to the RFP. The entire application should be reviewed to ensure that all the requirements are understood.

This RFP does not commit the SC Workforce Council to award a contract or grant, or to reimburse any costs incurred by successful or unsuccessful bidders in the preparation of their proposal.

The SC WorkForce Council will provide limited technical assistance to those preparing a proposal. Assistance will be in the form of a Proposer's Conference to review the Workforce Innovation and Opportunity Act legislation, clarify the instructions and respond to questions. Proposers may contact the WorkForce Council prior to the Proposer's Conference with questions. Verbal instructions or explanations are not binding on the WorkForce Council. No assistance will be provided after the Proposer's Conference.

Applicants must complete all required forms, attachments and assurances.

The awarding of WIOA Youth funds to successful proposers will be contingent upon the satisfactory negotiation of a contract.

### B. Funding Authority

The SC Workforce Council is soliciting proposals for the operation of youth career development programs authorized under the Workforce Innovation and Opportunity Act. An estimated \$350,000 will be available in federal resources *annually* for youth programs in all nine counties. Youth served under this grant will be youth ages 14-24 (see eligibility requirements under section I. E.). A minimum of 75% of the funds must be used to provide services to out-of-school youth and a minimum of 20% of the funds must be spent on work experiences. Final allocations will be based on the actual funds available. Actual fund availability should be known by April, 2016.

**C. Eligible Applicants**

Eligible applicants are organizations which have adequate administrative controls and personnel to provide services for the proposed youth programs, achieve the goals and objectives of their proposed program and the conditions of the contract. Eligible applicants may include public organizations/agencies; incorporated, private non-profit and for-profit organizations. Proposers may enter into partnership with other providers to deliver services throughout the nine-county area. Prior experience in working with low income youth is desirable.

**D. Timeline**

Issue Notice of RFP Availability .....	October 9, 2015
Deadline to Notify WorkForce Council of Intent to Apply for Funds.....	October 19, 2015
Proposer’s Conference .....	10:30 a.m., October 19, 2015
Proposals Due .....	<u>4:00 p.m., November 16, 2015</u>
Reviewer Ratings Completed.....	November 23, 2015
Workforce Council & Joint Powers Board Approval Secured .....	January, 2016
Contracting Completed .....	March 31, 2016
Begin Implementation .....	April 1, 2016

**E. Purpose/Program Requirements**

The purpose of these funds is to provide career development activities for eligible youth. Proposers must demonstrate the ability to establish integration between the Workforce Innovation and Opportunity Act and a broad range of State and local providers, including a commitment to Minnesota’s WorkForce Center system. The Workforce Innovation and Opportunity Act outlines the Workforce System. The purpose and program requirements of the WIOA Youth Program is summarized below and described in Chapter 2 of the Workforce Innovation and Opportunity Act. The Workforce Innovation and Opportunity Act can be found at <https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf>

All programs and services must be client driven; NOT program driven. Programs must be geared to the needs of the youth and the economy of the specific counties being served.

**Youth Program Design** (Section129(c)(1)) must include:

- an objective, individualized assessment of the academic levels, skill levels and service needs of each youth. Assessment should include a review of basic skills, work readiness skills, occupational skills, prior work experience, employability, interests, aptitudes, supportive service needs and developmental needs for the purpose of identifying appropriate services and career pathways for youth. Recent assessments conducted pursuant to another education or training program may be utilized.
- development of Service Strategies for all youth served. The Service Strategy is an individual plan that identifies career pathways that include education and employment goals, appropriate achievement objectives, and appropriate services for the youth, taking into account the assessment results. Recent service strategies developed for the youth under another education or training program may be utilized.

- Services that provide:
  - Activities leading to the attainment of a secondary school diploma or recognized equivalent or a recognized postsecondary credential;
  - Preparation for postsecondary educational and training opportunities;
  - Strong linkages between academic and occupational education that lead to the attainment of recognized postsecondary credentials;
  - Preparation for unsubsidized employment opportunities, in appropriate cases; and
  - Effective connections to employers, including small employers, in in-demand industry sectors and occupations of the local and regional labor markets.

**Youth Program Elements** (Section 129(c)(2)) (provided directly or through referrals to other resources) must include:

- Instruction leading to completion of secondary school or recognized equivalent or a recognized postsecondary credential, including dropout prevention and recovery strategies, tutoring and study skills training, as appropriate;
- Alternative secondary school services, or dropout recovery services, as appropriate;
- Paid and unpaid work experiences with an academic and occupational education component, including summer and year round employment opportunities, pre-apprenticeship programs, internships and job shadowing, and on-the-job training opportunities, as appropriate;
- Occupational skill training, with priority consideration for training programs that lead to recognized postsecondary credentials aligned with in-demand industry sectors or occupations, as appropriate;
- Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.
- Services that provide labor market and employment information about in-demand industry sectors or occupations in the local area, such as career awareness, career counseling, and career exploration services;
- Activities that help youth prepare for the transition to post-secondary education and training.
- Financial literacy education;
- Entrepreneurial skills training;
- Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social behaviors, as appropriate;
- Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate;
- Supportive services;
- Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months;
- Follow-up services for 12 months after the completion of participation;

The specific services a youth will receive is based upon the youth's objective assessment and individual service strategy.

**Eligibility (Section 129 (a)(1)):**

To be eligible the youth must be an out-of-school or in-school youth.

◆ **Out-of-School**

- Not attending any school (as defined under State law);
- Not younger than age 16 or older than age 24; and
- One or more of the following:
  - School dropout
  - Within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter
  - Recipient of a secondary school diploma or its recognized equivalent who is low-income and basic skills deficient or an English language learner
  - Subject to the juvenile or adult justice system
  - A homeless individual defined in sec. 41403(6), Violence Against Women Act (42 U.S.C. 14043e–2(6))), a homeless child or youth, a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477, Social Security Act (42 U.S.C. 677), or in an out-of-home placement
  - Pregnant or parenting
  - An individual with a disability
  - Low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment as defined by MN State Statute 116L.56  
<https://www.revisor.leg.state.mn.us/statutes/?id=116L.56>

◆ **In-School**

- Attending school
- Not younger than age 14 or older than 21; and
- Low-income; and
- One of more of the following:
  - Basic skills deficient
  - English language learner
  - An offender
  - A homeless individual defined in sec. 41403(6), Violence Against Women Act (42 U.S.C. 14043e–2(6))), a homeless child or youth, a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477, Social Security Act (42 U.S.C. 677), or in an out-of-home placement
  - Pregnant or parenting
  - An individual with a disability
  - Requires additional assistance to enter or complete an educational program or to secure or hold employment defined by MN State Statute 116L.56  
<https://www.revisor.leg.state.mn.us/statutes/?id=116L.56>

## Outcomes (Section 116)

Services for youth must result in:

- Achieving employment or involved in education/training activities or unsubsidized employment during second quarter after exit from program
- Achieving employment or involved in education/training activities or unsubsidized employment during fourth quarter after exit from program
- Median earnings of participants in unsubsidized employment during second full calendar quarter after exit from program
- Attainment of recognized post-secondary credential (including registered apprenticeship), a secondary school diploma or it's recognized equivalent either during program or within 1 year after program exit. *(only counts if individual has obtained/retained employment, or are in an education/training program leading to post-secondary credential within 1 year after exit from program)*
- Participation during a program year in education/training programs leading to: recognized postsecondary credential or employment and are achieving measurable skill gains toward such a credential or employment
- Primary indicators of effectiveness of programs serving employers

### F. South Central Youth Council/WorkForce Council Focus

The goal of our youth programs is to ensure that all youth have basic skills, work readiness skills and occupational skills to be successful in the workplace. Services should focus on career development providing the youth with an awareness of in-demand occupations in high growth industries in south central Minnesota, career pathways to access these occupations, and an identification of area employers who hire these occupations. Training will be provided in demand occupations that have high-growth opportunities.

A minimum of 75% of the youth served must be out-of-school youth and will include strategies to engage disconnected youth to ensure that youth attain a high school diploma or equivalent, have an occupational skill (recognized postsecondary credential) as well as successful placement and retention in employment or education/training activities.

In-school youth services will include drop-out prevention strategies to ensure that youth attain their high school diploma or equivalent or recognized post-secondary credential as well as transition strategies to post-secondary education, employment, military service or apprenticeships.

Youth services should encompass the following goals of the Youth Council:

- Support career exploration opportunities that provides youth with knowledge of demand/STEM occupations.
- Support work experience opportunities that connect youth to local employers & teaches work readiness skills.
- Support community connections through service learning & civic engagement.
- Support all youth achieving a high school diploma, GED or equivalent.
- Support occupational training that leads to a credential.
- Identify service gaps for at-risk youth and leverage resources.

## G. Proposal Requirements

- 1) Proposals must be consistent with the Workforce Innovation and Opportunity Act and applicable State and Federal regulations.
- 2) Keep your proposal as concise as possible. Use the format outlined in the RFP. Do not send reports, brochures or similar attachments.
- 3) 100% of the funds made available to proposers are Program dollars and must be spent on allowable program costs (see Attachment D: WIA Title I Matrix of Specific Cost and Category Allocation).
- 4) These funds may not be used to supplant funds or pay for services that are available through other funding sources. The Youth Council, in its local 2015 WIOA and MYP Youth Programs Plan (<http://www.workforcecouncil.org/area-plans/>), identified (but not limited to) resources available under each of the program elements.
- 5) Proposers must make services available in all nine counties. Providers are encouraged to enter into partnership with other providers to deliver services.
- 6) If any portion of these funds is to be subcontracted, it must be identified in the proposal. All sub-contracts require SC WorkForce Council approval and must meet State and Federal procurement policies and procedures (available by contacting the WorkForce Council).
- 7) One hard copy of the proposal and one electronic copy of the proposal must be received at the South Central WorkForce Council office no later than 4:00 p.m. on November 16, 2015. Proposals should be addressed to: Youth Council, 706 North Victory Drive, Mankato, MN 56001. The electronic copy should be emailed to: [hgleason@workforcecouncil.org](mailto:hgleason@workforcecouncil.org).
- 8) Proposals not meeting all the requirements, not conforming to the application format or missing the submission deadline, will be eliminated from funding consideration.
- 9) The SC WorkForce Council retains the right to accept or reject any or all proposals, to negotiate with selected proposers and require revisions to applications as agreed to during negotiations.
- 10) Programs selected for funding must comply with approved client reporting requirements and computer management systems as required by the State.
- 11) Programs selected for funding are required to submit regular reports, including, but not limited to:
  - Service Provider Invoice
  - Final Invoices
  - Other reports required by the SC WorkForce Council, State of MN, and the Department of Labor (DOL)
- 12) Proposals selected for funding are required to comply with State financial management procedures.
- 13) Programs selected for funding are required to comply with SC WorkForce Council monitoring and oversight requirements.
- 14) Programs selected for funding may (based on meeting the federal, state and local performance standards and all other requirements stipulated in the contract) be granted continued funding through Program Year 2019. Continued funding is contingent on performance, continuation of current legislation and availability of funds.
- 15) Proposers selected to deliver services may need to fulfill service commitments to those persons who are currently enrolled and may not have finished their service plan as of March 31, 2016.

## H. Evaluation Criteria

Proposals that meet all requirements will be evaluated based upon the following criteria:

### 1) Identified Need (10 points)

- Is the proposer sufficiently aware of the needs of eligible youth in the area?
- Is the proposer sufficiently aware of the local labor market?
- Has the proposer identified counties where different needs exist and explained why?
- Has the proposer included relevant demographic and/or survey data?

### 2) Services for Eligible Youth (30 points)

- Is it clear how the proposer will identify and assess eligible youth and develop appropriate Service Strategies?
- Is it clear how referrals for individuals who are not enrolled will be facilitated and documented?
- Does the proposer describe their career services to help youth overcome barriers?
- Does the proposer describe how youth will explore careers, identify a career pathway and develop a career plan?
- Does the proposer's program design provide:
  - Activities leading to the attainment of a secondary school diploma or recognized equivalent or a recognized postsecondary credential;
  - Preparation for postsecondary educational and training opportunities;
  - Strong linkages between academic and occupational education that lead to the attainment of recognized postsecondary credentials;
  - Preparation for unsubsidized employment opportunities, in appropriate cases; and
  - Effective connections to employers, including small employers, in in-demand industry sectors and occupations of the local and regional labor markets.
- Does the proposer address how they will provide/facilitate each of the 14 service elements?
- Does the proposer describe how they will provide services to meet the differing needs of the counties?
- Does the proposer describe how they will provide comprehensive career counseling services that ensure that youth are knowledgeable about high-growth industries/demand occupations and how they will obtain the skills necessary to compete for these occupations?
- Does the proposer describe how they will align career exploration and career counseling services with the Minnesota Career Fields, Clusters and Pathways wheel?
- Does the proposer describe how they will assist high school students in selecting a career of interest and postsecondary path for in-demand occupations through HECAP and how it connects to the "World's Best Workforce"?
- Does the proposer describe how they will address work readiness ("soft skills") and retention skills?

- Does the proposer describe how they will address basic skills including math and reading?
- Does the proposer describe how they will provide internship opportunities?
- Does the proposer describe how they will engage youth in apprenticeship opportunities?
- Does the proposer describe how they will ensure that all youth achieve a high school diploma, GED or equivalent?
- Does the proposer describe how they will address financial literacy skills?
- Does the proposer indicate how and when they will provide follow-up services?
- Does the proposer plan to use incentives/bonuses? Does the criteria for incentives appear to be appropriate?
- Does the proposer have other resources that will be coordinate with WIOA resources?
- Do the planned services meet the needs of eligible youth?

**3) Performance Outcomes (15 points)**

- Are the proposer's performance outcomes reasonable?
- Does the proposer indicate how they plan to achieve the outcomes?
- Based on the services described, can the proposer achieve the outcomes?
- Does the proposer describe how they will ensure the youth wages measure will be met? Are they reasonable?
- Does the proposer describe how customer satisfaction will be achieved and measured?
- Does the proposer describe how they will make continuous improvements to youth services?

**4) Commitment to Partnership (15 points)**

- Does the proposer have a relationship and commitment to the area's WorkForce Centers? Does the proposer describe what services will be provided at area WorkForce Centers?
- Is it clear that there will be no duplication services?
- Is it clear that Workforce Innovation and Opportunity Act funds will not be used to pay for services covered by other funding sources?

**5) Costs (15 points)**

- Did the proposer complete all required forms?
- Were the costs submitted in sufficient detail to evaluate reasonableness of the costs?
- Is the cost per participant appropriate? Are the direct client costs versus staff/indirect costs reasonable?
- Does the proposer identify other funds or in-kind resources that will be used to supplement Workforce Innovation and Opportunity Act funds?

**6) Operational Capability (15 points)**

- Does the staff proposed appear to be sufficient to support the program design?
- Has the proposer demonstrated previous success in operating employment & training programs?
- Has the proposer demonstrated success in serving low income youth?

- Has the proposer documented adequate fiscal administrative capabilities (Form 5)?
- Is the proposer accessible to participants? Can participants easily access services?

Providers currently funded through the SC WorkForce Council are eligible to apply. In addition to the above criteria, the actual performance of these providers will be assessed.

## **I. Proposal Review Process**

All proposals will be evaluated individually and as a group, by a proposal review committee comprised of local elected officials, Youth Council/WorkForce Council members and staff. The committee will rate the proposals and a provider for youth services will be recommended for approval to the Youth Council, the South Central WorkForce Council and the Joint Powers Board for endorsement. All applicants will be notified of the results of the review process. Reviewer ratings and any comments will be provided upon request.

## Section II - Grant Application Instructions

The grant application consists of the following sections: Signature Page; Proposal Abstract; Organization Description; Statement of Work; Costs; Outcomes; and Administrative Assurances. The proposal narrative should be concise. Complete each section as follows:

### A. Signature Page

Complete the "Project Application Signature Page" (Form 1).

### B. Proposal Abstract

Complete the "Proposal Abstract" form (Form 2). The information requested is limited to one side of each page and on the form provided. Instructions are provided on Form 2.2.

### C. Organization Description

Describe the organization submitting the proposal, including experience in operating youth employment and training programs and experience providing services to low income youth. Describe your staff, including the number of staff, job descriptions, and background of staff providing youth services. DO NOT send annual reports - summarize their results in the text.

### D. Statement of Work

A Program Narrative should be written as described below, and in the format outlined.

#### 1. Need

Describe this Workforce Development Area's local labor market. Identify counties where different needs exist and explain why. Describe the needs of eligible youth. Include relevant demographic and/or survey data. The Need Statement should relate to the services you are providing.

#### 2. Services for Eligible Youth

Summarize the services which you will provide that will enable you to achieve the outcomes you identified in the Proposal Abstract. Please relate your services to your Need Statement and identify for each, as appropriate, the different service strategies you will utilize for in-school and out-of-school, as well as how those strategies differ for year round and summer youth.

a. Describe your methods of outreach and recruitment of eligible youth and documentation of eligibility (age, income and barriers) for the Workforce Innovation and Opportunity Act.

b. Describe in detail your assessment methods for year round and summer youth. Include how you will assess basic skills, occupational skills, work readiness skills (see Attachment A), prior work experience, employability, interests, aptitudes (including interest & aptitudes for non-traditional jobs), support service needs and

developmental needs of each participant. Identify the test(s) and other methods that will be used. How will assessment be administered, and the results documented? How will you coordinate assessment with other education and training programs the youth is involved in?

- c. Describe the methods you will use to develop Individual Service Strategies for year round and summer youth. Describe what the Service Strategies will include and how they are developed based on the assessments. Please be specific and attach a sample copy of the Individual Service Strategy that will be used. How will you make the ISS a motivational tool to drive the youth's career plans?
- d. Describe how you will facilitate and document referrals for youth who are not enrolled for services (Section 129(c)(3)).
- e. Describe the career services you will provide/facilitate to help year round and summer youth overcome barriers to achieving their goal(s).
- f. Describe how year round and summer youth will explore careers, identify a career pathway and develop a career plan to access that occupation.
- g. Describe how you will provide for each of the following (include what partnerships you will develop with other organizations/agencies serving youth):
  - Activities leading to the attainment of a secondary school diploma or recognized equivalent or a recognized postsecondary credential;
  - Preparation for postsecondary educational and training opportunities;
  - Strong linkages between academic and occupational education that lead to the attainment of recognized postsecondary credentials;
  - Preparation for unsubsidized employment opportunities, in appropriate cases; and
  - Effective connections to employers, including small employers, in in-demand industry sectors and occupations of the local and regional labor markets.
- h. Describe how you will provide each of the following services and include whether you will provide the service directly or facilitate referrals to other organizations/agencies serving youth. Include when each of the services are appropriate for youth.
  - Instruction leading to completion of secondary school or recognized equivalent or a recognized postsecondary credential, including dropout prevention and recovery strategies, tutoring and study skills training, as appropriate;
  - Alternative secondary school services, or dropout recovery services, as appropriate;
  - Paid and unpaid work experiences with an academic and occupational education component, including summer and year round employment opportunities, pre-apprenticeship programs, internships and job shadowing, and on-the-job training opportunities, as appropriate;
  - Occupational skill training, with priority consideration for training programs that lead to recognized postsecondary credentials aligned with in-demand industry sectors or occupations, as appropriate;

- Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.
- Services that provide labor market and employment information about in-demand industry sectors or occupations in the local area, such as career awareness, career counseling, and career exploration services;
- Activities that help youth prepare for the transition to post-secondary education and training.
- Financial literacy education;
- Entrepreneurial skills training;
- Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social behaviors, such as;
  - Exposure to post-secondary education possibilities;
  - Community and service learning projects;
  - Peer-centered activities, including peer mentoring and tutoring;
  - Training in decision-making, including determining priorities and problem solving;
  - Citizenship training; including life skills training such as parenting or work behavior training; and
  - Other activities that place youth in leadership roles such as serving on a committee like Youth Council.
- Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate;
- Supportive services;
- Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months and must:
  - 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;
  - Include a mentor who is an adult other than the assigned youth case manager; and
  - Provide financial education that is age appropriate, timely and provides opportunities to put lessons into practice, such as by access to safe and affordable financial products that enable money management and savings and;
  - Implement other approaches to help participants gain the knowledge, skills and confidence to make informed financial decisions that enable them to attain greater financial health and stability by using high quality, age-appropriate, and relevant strategies and channels, including, where possible, timely and customized information, guidance, tools and instruction.
- Follow-up services for 12 months after the completion of participation;
 

Follow-up services are critical services provided following a youth's exit from the program that help ensure the youth is successful in employment or education as they progress along their career pathway. Follow-up services may include:

  - Leadership development and supportive services;

- Regular contact with the youth's employer to address work related problems that arise;
  - Assistance in securing better paying jobs, career pathway development and further education or training;
  - Work-related peer support groups;
  - Adult mentoring and/or;
  - Services necessary to ensure the success of youth in employment or education/training.
- i. Describe how you will ensure that each youth is provided information on the full array of applicable or appropriate services that are available through the local board or other eligible providers or one-stop partners; and referral to appropriate training and educational programs that have the capacity to serve youth either on a sequential or concurrent basis.
- j. What service strategies will you use to meet the differing needs of counties that were identified in the Needs Statement (D.1.) and the statistics provided through MN KIDS COUNT (Attachment B)? How will your strategies differ by county?
- k. Describe how you will provide comprehensive career counseling services that will ensure that in-school and out-of-school youth are knowledgeable about high-growth industries/demand occupations in south central Minnesota. How will you ensure youth have the skills necessary to compete for these occupations? What strategies will you use to connect youth to local employers who hire these occupations? How will these strategies differ for summer and year round youth?
- l. Describe how you will align career exploration and career counseling services with the Minnesota Career Fields, Clusters & Pathways wheel.  
<http://www.iseek.org/iseek/static/pathways.pdf>
- m. Describe how you will assist high school students in selecting a career of interest and a postsecondary path to prepare for a career in-demand occupations in through the Higher Education Career Advisor Project (HECAP). How will these services connect to local high schools plans to achieve goals for the "World's Best Workforce"?
- n. Employers have indicated that work readiness skills ("soft skills") and critical thinking skills are a major consideration in hiring and retaining employees. Describe in detail how you will address work readiness skills and retention skills for in-school and out-of-school youth. How will those strategies differ for year round and summer youth?
- o. Employers have also indicated that basic skills, including math and reading, are lacking in the current workforce. Describe in detail how you will address basic skills for in-school and out-of-school youth. How will those service strategies differ for year round and summer youth? What creative service strategies will you use to encourage conceptual learning for summer youth when their work experience is limited to a few weeks?

- p. The purpose of a work experience is for youth to gain work readiness skills. Once a youth has successfully attained work readiness skills through a work experience, it is expected that they complete an internship in their career interest area. Describe how you will ensure that youth with work readiness skills will be given internship opportunities in their career interest area.
- q. Please describe how you will engage youth in apprenticeship opportunities.
- r. What drop-out prevention strategies will you use to ensure that all youth attain their high school diploma, GED or equivalent? How will you motivate youth that lack interest?
- s. Financial fitness is an important component of daily living skills for youth. Describe how you will address financial fitness for in-school and out-of-school youth? How will those strategies differ for year round and summer youth?
- t. If you would like to use incentives or bonuses, please describe. Identify what criteria you would use for incentives/bonuses.
- u. Identify any other resources that will be coordinated with the Workforce Innovation and Opportunity Act to serve area youth.
- s. Complete the Activity Form (Forms 3 - 3.3).

3. Commitment to Partnership

- a. Describe in detail your relationship and commitment to the area's Workforce Centers. Describe what services will be provided at area WorkForce Centers.
- b. Describe how you propose to coordinate funding sources to ensure that Workforce Innovation and Opportunity Act funds will not duplicate or supplant other sources of funding.

4. Customer Satisfaction

One of the primary objectives of the Workforce Center System is ensuring that customer satisfaction and readily accessible services is achieved. Please describe:

- a. How you will achieve customer satisfaction for youth and employers?
- b. How customers will access your services in each of the nine counties?

5. Continuous Improvement

- a. The South Central WorkForce Council/Youth Council desires a proposer with prior experience working with low-income youth. Describe what new or additional strategies you will implement for continuous improvement of your youth services.

**E. Cost Materials**

Complete the Cost Summary and Budget Narrative using Forms 4, 4.1 and 4.2.

**F. Outcomes**

- 1) Describe for each of the performance outcomes identified on page 4, what steps will be taken to ensure you meet these outcomes.
- 2) In the past, our area has had difficulty meeting the performance outcomes for the youth earnings measure. Describe the strategies you will use to ensure that you will meet these outcomes.

**G. Administrative Assurances**

Complete the Fiscal Administrative Capabilities Checklist (Form 5).

**Workforce Service Area #7  
South Central  
Project Application Signature Page**

1. \_\_\_\_\_ 2. \_\_\_\_\_  
Applicant Contact Person

\_\_\_\_\_  
Address

\_\_\_\_\_  
Telephone Number

\_\_\_\_\_  
City/State/Zip

\_\_\_\_\_  
Email Address

3. Start Date: April 1, 2016 End Date: March 31, 2020

4. Projected Annual Funds Available: \$350,000 (Estimate)

5. Applicant Signature:

Application is made for a grant under the Workforce Innovation and Opportunity Act in the amount of and for the purposes stated herein.

\_\_\_\_\_  
Name of Authorized Official

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## Project Application Signature Page Instructions

### Item

1. Enter the name and address of the organization submitting the proposal.
2. Enter the name, telephone number and email address of a person to contact regarding questions on this proposal.
3. Start and End dates are provided.
4. Projected funds available are provided.
5. Enter the identifying information and signature of the person who has the authority to enter into a contract for the project.

**Workforce Development Area #7  
South Central  
Proposal Abstract**

1. Workforce Innovation and Opportunity Act Youth Career Development Services
2. Applicant Name \_\_\_\_\_
3. Summary of Needs and Services:

4. Cost Summary

Average Cost Per In-School Youth \_\_\_\_\_

% Direct Client Costs \_\_\_\_\_

% Staff/Indirect Costs \_\_\_\_\_

Average Cost Per Out-of-School Youth \_\_\_\_\_

% Direct Client Costs \_\_\_\_\_

% Staff/Indirect Costs \_\_\_\_\_

5. Program Outcomes

A. Total Participants                      Out of School \_\_\_\_\_      In School \_\_\_\_\_

B. % Entering Employment or Education/Training during second quarter \_\_\_\_\_

C. % Entering Employment or Education/Training during fourth quarter \_\_\_\_\_

D. Median earnings of youth in unsubsidized employment during second quarter \_\_\_\_\_

E. % Attaining a recognized credential relating to achievement of a secondary diploma (or equivalent) or an occupational skill. \_\_\_\_\_

## Proposal Abstract Instructions

Bidder must submit an abstract limited to the form provided.

1. The program this abstract form is for has been completed for you.
2. Applicant Name: Enter the name of the organization submitting the proposal.
3. Summary of Needs & Services: Summarize the need(s) based on information in the program narrative and the services you plan to provide to address those needs limited to the space provided.
4. Cost Summary: Identify the average cost per in-school youth and identify what percentage will be spent on: Direct Client Costs (i.e. youth wages, training, and support services) and Staff/Indirect Costs (i.e. staff, facility and indirect costs). Identify the average cost per out-of-school youth and identify what percentage will be spent on: Direct Client Costs (i.e. youth wages, training, and support services) and Staff/Indirect Costs (i.e. staff, facility and indirect costs).
5. Program Outcomes:
  - A. Enter the total number of in-school and out-of-school youth to be served annually.
  - B. Enter the % of youth you expect will be employed or involved in education/training activities during the second quarter after program completion.
  - C. Enter the % of youth you expect will be employed or involved in education/training activities during fourth quarter after program completion.
  - D. Enter the median earnings of participants in unsubsidized employment during second full calendar quarter after exit from program.
  - E. Enter the % of youth you anticipate will attain a recognized credential (i.e. diploma, GED, post-secondary diploma or credential).

**WORKFORCE INNOVATION AND OPPORTUNITY ACT: Youth Career Development Programs  
IN-SCHOOL**

**Activities and Services Chart**

Below is a list of allowable activities and services for Youth Programs. Please complete the chart. You do not need to utilize all activities. Complete only those lines where you will be providing that Activity/Service (See Attachment C for definitions).

Activity/Service	Youth Age Group Served	% of Youth Served	Average Direct Client Costs	Avg. # of Staff Hours per Youth	Avg. Staff Cost Per Hour	Avg. Cost Per Youth Per Activity
Assessment						
Guidance/Counseling						
Study Skills/Tutoring						
Mentoring						
Alternative Secondary School Services						
Basic Skills Training						
Work Readiness Skills Training						
Leadership Development						
Work Experience						
Internship						
Summer Employment Program						
Occupational Skills Training						
School-to-Work Transition						

Activity/Service	Youth Age Group Served	% of Youth Served	Average Direct Client Costs	Avg. # of Staff Hours per Youth	Avg. Staff Cost Per Hour	Avg. Cost Per Youth Per Activity
Transition to Post-Secondary						
Labor Market/In Demand Employment Info						
Workforce Preparation Activities and Educ						
Entrepreneurial Training						
Financial Literacy Education						

**WORKFORCE INNOVATION AND OPPORTUNITY ACT: Youth Career Development Programs  
OUT-OF-SCHOOL**

**Activities and Services Chart**

Below is a list of allowable activities and services for Youth Programs. Please complete the chart. You do not need to utilize all activities. Complete only those lines where you will be providing that Activity/Service (See Attachment C for definitions).

Activity/Service	Youth Age Group Served	% of Youth Served	Average Direct Client Costs	Avg. # of Staff Hours per Youth	Avg. Staff Cost Per Hour	Avg. Cost Per Youth Per Activity
Assessment						
Guidance/Counseling						
Study Skills/Tutoring						
Mentoring						
Alternative Secondary School Services						
Basic Skills Training						
Work Readiness Skills Training						
Leadership Development						
Work Experience						
Internship						
Summer Employment Program						

Activity/Service	Youth Age Group Served	% of Youth Served	Average Direct Client Costs	Avg. # of Staff Hours per Youth	Avg. Staff Cost Per Hour	Avg. Cost Per Youth Per Activity
Occupational Skills Training						
Entrepreneurial Training						
On-the-Job Training						
School-to-Work Transition						
Transition to Post-Secondary						
Job Search						
Job Club						
Job Placement						
Labor Market/In Demand Employment Info						
Workforce Preparation Activities and Educ						
Financial Literacy Education						

**WORKFORCE INNOVATION AND OPPORTUNITY ACT  
YOUTH CAREER DEVELOPMENT SERVICES  
COST SUMMARY**

**Program Dollars**

Total Direct Costs:

In-School Youth Work Experience Wage/Fringe	_____
Out-of-School Youth Work Experience Wage/Fringe	_____
In-School Youth Training Services	_____
Out-of-School Youth Training Services	_____
In-School Youth Support	_____
Out-of-School Youth Support	_____
In-School Youth Other Services	_____
Out-of-School Other Services	_____

Total Staff/Indirect Costs:

In-School Youth Work Experience Staff Costs:	_____
Salary/Fringe –Supervisor	_____
Salary/Fringe –Case Manager	_____
Salary/Fringe –Support Staff	_____
Out-of-School Youth Work Experience Staff Costs:	_____
Salary/Fringe –Supervisor	_____
Salary/Fringe –Case Manager	_____
Salary/Fringe –Support Staff	_____
In-School Youth Staff Costs:	_____
Salary/Fringe –Supervisor	_____
Salary/Fringe –Case Manager	_____
Salary/Fringe –Support Staff	_____
Indirect Costs (Non-Salary)	_____
Out-of-School Youth Staff Costs:	_____
Salary/Fringe –Supervisor	_____
Salary/Fringe –Case Manager	_____
Salary/Fringe –Support Staff	_____
Indirect Costs (Non-Salary)	_____
In-School Youth Other Services	_____
Out-of-School Other Services	_____

**TOTAL** \_\_\_\_\_

**WORKFORCE INNOVATION AND OPPORTUNITY ACT  
YOUTH CAREER DEVELOPMENT SERVICES  
BUDGET NARRATIVE – Direct Costs**

**Please provide a detailed description of what is included under each amount listed on the Cost Summary (Form 4) and how you calculated the amounts.**

**Program Dollars**

Direct Costs:

In-School Youth Work Experience Wage/Fringe

Out-of-School Youth Work Experience Wage/Fringe

In-School Youth Training Services

Out-of-School Youth Training Services

In-School Youth Support Services

Out-of-School Youth Support Services

In-School Youth Other Services

Out-of-School Other Services

**WORKFORCE INNOVATION AND OPPORTUNITY ACT  
YOUTH CAREER DEVELOPMENT SERVICES  
BUDGET NARRATIVE – Indirect Costs**

Please provide a detailed description of what is included under each amount listed on the Cost Summary (Form 4) and how you calculated the amounts.

Staff/Indirect Costs:

In-School Youth Work Experience Staff Costs:

- Salary/Fringe –Supervisor
- Salary/Fringe –Case Manager
- Salary/Fringe –Support Staff

Out-of-School Youth Work Experience Staff Costs:

- Salary/Fringe –Supervisor
- Salary/Fringe –Case Manager
- Salary/Fringe –Support Staff

In-School Youth Staff Costs:

- Salary/Fringe –Supervisor
- Salary/Fringe –Case Manager
- Salary/Fringe –Support Staff
- Indirect Costs (Non-Salary)

Out-of-School Youth Staff Costs:

- Salary/Fringe –Supervisor
- Salary/Fringe –Case Manager
- Salary/Fringe –Support Staff
- Indirect Costs (Non-Salary)

In-School Youth Other Services

Out-of-School Other Services

## FISCAL ADMINISTRATIVE CAPABILITY CHECKLIST

	YES	NO	If No, Explain (continue on back, if necessary)
<b>1. Records</b>			
a. Does the applicant maintain formal accounting records?			
b. Does the applicant maintain receipt and disbursement accounts which identify disbursements to date and amounts remaining to be disbursed by funding source? (One column for each funding source.)			
<b>2. Procedures</b>			
a. Is the individual reconciling the bank statement different from the individual who writes the checks?			
b. Does the applicant reconcile the General Ledger cash account with its bank statement on at least a monthly basis?			
c. Do the accrued expenditure worksheets link actual expenditures via an accrual adjustment figure?			
d. Does the applicant's accounting system provide for control for receipts and disbursements separately for each subgrant, by source of funds?			
e. Are employees responsible for handling both receipts and disbursements covered by blanket bonds?			
f. Are disbursement approved by someone other than the person writing the check or by someone other than the person who is responsible for the expenditure?			

<p>g. Are deposits made by an employee other than the individual maintaining the accounting records and are remittance advices placed in the file?</p>	
<p><b>3. Disbursements</b></p> <p>a. In General</p> <p>i. Are pre-numbered checks used so that check forms or blanks are treated as accountable items?</p>	
<p>ii. Are erroneous or spoiled checks properly voided out and maintained in the cancelled check file?</p>	
<p>iii. Are dual signatures required on all checks if hand-signed checks are used?</p>	
<p>iv. If a check-signer machine is used, are two people required (and two separate keys) in order for checks to be signed?</p>	
<p>v. Do existing accounting procedures preclude the signing of checks?</p>	
<p>vi. Are disbursements other than salaries authorized only by the Director or other authorized program representative?</p>	
<p>vii. Are invoices paid only after substantiation with a purchase order type form which references the invoice?</p>	
<p>viii. Are travel vouchers supported by invoices or receipts?</p>	
<p>b. Payroll</p> <p>i. Are time and attendance forms or equivalent records used to substantiate the actual hours of labor to be reimbursed to the employee whose work hours are documented by the records?</p>	

<p>ii. When applicable, are time and attendance forms for individuals served through the program reviewed and signed by both the individual and the authorized supervisor?</p>	
<p>iii. Are these forms used in the preparation of the payroll?</p>	
<p>iv. Are cumulative records for sick leave, compensatory time off and vacation leave maintained?</p>	
<p><b>4. Subgrant Standard Provisions</b></p> <p>a. Does the applicant have a written travel policy approved by their Board of Directors?</p>	
<p>b. Does the applicant have a written personnel policy?</p>	
<p>c. Does the applicant have a written Equal Employment Opportunity (EEO) Policy?</p>	
<p>d. Does the applicant have a written Affirmative Action (AA) Plan?</p>	
<p>e. Does the applicant have access to current applicable Federal Management Circulars?</p>	
<p>f. Has the applicant received and understood the draft WIOA Regulations as published in the Federal Register in April 2015?</p>	
<p>g. Is parking available at your facility to accommodate a person with a handicap?</p>	
<p>h. Is the facility in which you plan to serve participants barrier free?</p>	
<p>i. Does the applicant have a Participant Complaint Procedure?</p>	

# YOUTH GOALS

## Work Readiness Skills

### Career Exploration

- Career Decision
- Labor Market Information

### Pre-Assessment

**Competent**

\_\_\_\_\_  
Career Decision &

\_\_\_\_\_  
Career Interest Area  
Labor Market knowledge  
documented on ISS or  
attached.

**Needs Service Strategy**

Initial \_\_\_\_\_ Date \_\_\_\_\_

### Strategies

**Indicate Strategy**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Post-Assessment

**Competent**

\_\_\_\_\_  
Career Decision &

\_\_\_\_\_  
Career Interest Area  
Labor Market  
knowledge documented  
on ISS or attached.

Initial \_\_\_\_\_  
Date \_\_\_\_\_

## Work Readiness Skills

### Job Search Techniques

- Resumes
- Applications/Cover Letter
- Interviewing/Follow-up Letter

### Pre-Assessment

**Competent**

\_\_\_\_\_  
Copy of resume &  
application/cover letter  
attached.

\_\_\_\_\_  
Successfully completed  
(mock) interview/follow-up  
letter.

**Needs Service Strategy**

Initial \_\_\_\_\_ Date \_\_\_\_\_

### Strategies

**Indicate Strategy**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Post-Assessment

**Competent**

\_\_\_\_\_  
Copy of resume &  
application/cover letter  
attached.  
\_\_\_\_\_  
Successfully completed  
(mock) interview/follow-  
up letter.

Initial \_\_\_\_\_  
Date \_\_\_\_\_

# YOUTH GOALS

## Work Readiness Skills

### Positive Work Habits

- Punctual
- Attendance
- Positive Attitude
- Appearance
- Interpersonal Relations
- Task Completion

### Pre-Assessment

**Competent**

Has maintained successful employment for 90 days & exhibited positive work habits as evidenced in employment history & case notes.

**Needs Service Strategy**

Initial \_\_\_\_\_ Date \_\_\_\_\_

### Strategies

#### Indicate Strategy

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Post-Assessment

**Competent**

Has maintained successful employment for 90 days as documented in case notes or post-assessment form.

Initial \_\_\_\_\_  
 Date \_\_\_\_\_

## Work Readiness Skills

### Daily Living Skills

- Budgeting/Banking
- Driver's License/Transportation
- Community Resources

### Pre-Assessment

**Competent**

Has developed budget/ has had instruction in managing finances  
 Has Driver's License/utilizes public transportation.  
 Accesses community resources.

**Needs Service Strategy**

Initial \_\_\_\_\_ Date \_\_\_\_\_

### Strategies

#### Indicate Strategy

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Post-Assessment

**Competent**

Developed budget/ manages finances  
 Has Driver's License/utilizes public transportation.  
 Accesses community resources.

Initial \_\_\_\_\_  
 Date \_\_\_\_\_

# YOUTH GOALS

## Basic Skills

- Reading
- Writing
- Math

### Pre-Assessment

**Competent**

Reading, Writing and Math scores at or above 9<sup>th</sup> grade level as documented on MIS.

**Needs Service Strategy**

Initial \_\_\_\_\_ Date \_\_\_\_\_

### Strategies

**Indicate Strategy**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Post-Assessment

**Competent**

Reading Level \_\_\_\_\_  
Writing Level \_\_\_\_\_  
Math Level \_\_\_\_\_

Initial \_\_\_\_\_  
Date \_\_\_\_\_

# YOUTH GOALS

<b>Occupational Skills</b>	<b><u>Pre-Assessment</u></b> <input type="checkbox"/> <b>Competent</b> Has an employable occupational skill. _____ Occupational Skill Area <input type="checkbox"/> <b>Needs Service Strategy</b> Initial _____ Date _____	<b><u>Strategies</u></b> <b>Indicate Strategy</b> _____ _____ _____ _____ _____ _____	<b><u>Post-Assessment</u></b> <input type="checkbox"/> <b>Competent</b> Has an employable occupational skill. _____ Occupational Skill Area Initial _____ Date _____
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MN KIDS COUNT INDICATORS

County	Child (0-17) Population	Youth in Poverty (%)	Youth with Limited English (%)	Youth Dropping out of School (%)	Youth Arrested for Serious Crime (#)	Youth Out-of-Home Placements (#)
Blue Earth	12,564	15.2%	4.4%	4.8%	206	144
Brown	5,481	10.7%	2.0%	4.3%	13	36
Faribault	3,126	21.3%	2.9%	6.0%	8	148
Le Sueur	6,866	10.5%	4.8%	3.7%	9	28
Martin	4,466	19.3%	2.3%	5.9%	32	148
Nicollet	7,232	11.0%	2.2%	2.9%	16	51
Sibley	3,728	15.5%	5.7%	5.1%	0	28
Waseca	4,493	13.1%	2.0%	3.8%	17	20
Watonwan	2,793	17.4%	9.4%	5.3%	10	23

Child Population by Race	Am. Indian or Alaskan Native	Asian	Black	Hispanic	White
Blue Earth	.3%	1.7%	3.5%	4.8%	89.7%
Brown	0%	.6%	.5%	6.7%	92.2%
Faribault	.8%	.1%	.5%	10.6%	88.1%
Le Sueur	.3%	.7%	.2%	8.9%	91.9%
Martin	.3%	.6%	.7%	6.4%	91.9%
Nicollet	.8%	1%	3.4%	6.2%	88.7%
Sibley	0%	1.3%	0%	11.8%	86.9%
Waseca	0%	.3%	.6%	7.3%	91.8%
Watonwan	0%	1%	2.3%	30%	66.6%

## ACTIVITY DEFINITIONS

### Adult Internship (OS)

This activity provides practical supervised training experience in the classroom or worksite as part of an established curriculum.

### Alternative Secondary School Services (IS, OS)

This is defined as services provided by a public or private agency to youth who have either dropped out of traditional secondary schools, or individuals who have been expelled.

### Basic Skills Training (IS, OS)

This activity involved services to participants who are identified as being “basic skills deficient” and may include (but is not limited to) reading, math, and/or writing skills.

### Comprehensive Guidance Counseling (IS, OS)

Comprehensive guidance and counseling includes (but is not limited to) providing services to eligible youth and (optionally) his or her family to address individual or family issues that may hinder the participant’s ability to succeed in achieving educational and/or occupational goals. These services may include drug and alcohol abuse counseling as well as referrals to other professional services as appropriate to the needs of the individual youth and his or her family.

### Entrepreneurial Training (IS, OS)

This activity provides training to start one’s own small business.

### Financial Literacy Education (IS, OS)

This activity includes support the ability of youth to create budgets, initiate checking and savings accounts at banks; effectively manage spending, credit and debt; teach the significance of credit reports and credit scores; understand financial products to make informed decisions; identity theft protection, provide multilingual financial education materials; provide education that is age appropriate, timely and provides opportunities to put lessons to practice; and other approaches to help youth gain knowledge, skills and confidence to make informed financial decisions.

### Holding (IS, OS)

This non-activity temporarily places a participant in “suspension”. Holding as an activity is commonly used to allow some time to pass before anticipated entry into another activity. This is not a federally recognized activity but was authorized locally to assist agencies in managing clients.

### Job Club (OS)

This activity is any form of job search conducted in a group setting or in conjunction with a group.

### Labor Market/In Demand Employment Info (IS, OS)

This activity provides labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services.

Leadership Development (IS, OS)

Leadership development includes (but is not limited to) providing individual or group opportunities to help youth participants understand the important role they can play within their community through volunteerism and participation in community events.

Mentoring (IS, OS)

Mentoring is defined as an adult providing guidance, support and/or advice to participants in a one-to-one setting.

Occupational Skills Training (IS, OS)

Occupational skills training for eligible youth includes (but is not limited to) learning how to perform tasks needed in order to be able to satisfactorily perform a specific job.

OJT – Public or Private (OS)

This activity provides training to obtain basic job skills in an actual job setting in the public and private sector. The employer who provides the OJT site is reimbursed fifty percent (50%) of the wage rate for the participant for his or her time and materials which are expended in provision of training.

Partnering (IS, OS)

The partnering activity should be used when a WIOA participant:

- a. Is receiving coordinated services or activities from one of the “One-Stop Partners” and this partner is paying for the services listed below, and
- b. Is continuing to be enrolled in the WSA that originally enrolled or registered the WIOA participant. Implicit in the above statement is that the WSA is not paying for this service; the partner is.

Partner Programs include:

- Adult (local)
- Adult Education
- Dislocated Worker (local)
- Displaced Homemaker (Statewide 15% Activities)
- E & T under CSBGA
- E & T under HUD
- Food Stamps
- Incumbent Worker (Statewide 15% Activities)
- Job Corps
- Migrant & Seasonal Farmworker Programs
- NAFTA TAA
- National Emergency Grant
- Native American Programs
- Other non-WIA programs
- Other (Statewide 15% Activities)
- Rapid Response
- Rapid Response Additional Assistance
- Title V Activities
- Trade Adjustment Act (TAA)

- Unemployment Compensation (UI)
- Veterans' Programs Labor Exchange
- Veterans' Programs VWIP
- Vocational Education
- Vocational Rehabilitation
- Wagner-Peyser Act
- Welfare to Work Participant
- Youth (local)
- Youth (Statewide 15% Activities)

Planned Extended Leave (IS, OS)

Use this activity if the participant experiences a planned gap in service greater than 89 days due to a delay before the beginning or training or a health/medical condition that prevents him or her from participating in services.

School to Work Transition (IS, OS)

This includes activities that help the participant understand the linkage between success in the classroom and the development of skills that they will ultimately need in order to find and secure employment.

Staff Assisted Assessment (IS, OS)

Assessment is an independent evaluation of capabilities, needs and vocational potential of a participant by staff on a one-on-one basis for a period totaling at least 2 hours. Determination is made whether intensive services are necessary in order for the individual to obtain unsubsidized employment.

Staff Assisted Job Placement (OS)

Referral to programs for job openings and job seeking including job development. Staff assisted consists of one-on-one services for at least two hours.

Staff Assisted Job Search In Area (OS)

Job search includes job seeking skills and interviewing skills within the daily commuting distance of 50 miles. Staff assisted consists of one-on-one services for at least two hours.

Staff Assisted Job Search Out of Area (OS)

Job search includes job seeking skills and interviewing skills beyond the daily commuting distance of 50 miles. Staff assisted consists of one-on-one services for at least two hours.

Study Skills Training/Tutoring (IS, OS)

Study skills training and/or tutoring involved providing educational assistance in an individual or group setting to participants.

Summer Employment (IS, OS)

This includes work activities that are performed by an eligible youth between April 1 and September 30 of each year. Summer employment usually involves an eligible youth who is paid for working at public and private worksites. This code indicates participation in the summer component of the WIA Youth Program.

Transition to Post-Secondary (IS, OS)

This includes activities that help youth prepare for and transition to post-secondary education and training.

Work Experience (IS, OS)

This activity provides an employment experience for a participant with a public or private organization or business and some basic job training skills while working. This activity provides the individual with basic work readiness and maturity skills.

Work Preparation Activities and Education (IS, OS)

This activity requires integrated education and training to occur concurrently and contextually with workforce preparation activities and workforce training. In this activity, workforce preparation activities, basic academic skills and hands-on occupational skills training are to be taught within the same time frame and connected to training in a specific occupation, occupational cluster or career pathway.

Work Readiness Skills Training (IS, OS)

Work readiness skills training provides participants with the knowledge they need in order to seek out employment (resume development, appropriate dress, etc.) and to retain employment (arriving at work on time, conflict resolution skills, working well with others, etc.)

Youth Internship (IS)

Youth internship for eligible youth may include paid or unpaid work experience with a public or private sector employer. Job shadowing is defined as an opportunity for eligible youth participants to visit one or more employers and observe a variety of tasks performed during the course of a work day by employees at the site.

DOL MATRIX EDITED FOR MINNESOTA DEPARTMENT OF EMPLOYMENT &amp; ECONOMIC DEVELOPMENT

## Workforce Investment Act

### Title IB Matrix of Specific Cost and Category Allocation Guide

#### MODIFIED VERSION OF DOL CATEGORIES

#### Title IB Matrix of Specific Cost and Category Allocation

This guide is for the classification of costs related to WIA Title I-B Adult- and Dislocated Worker-related programs. This version has been updated to correlate with Minnesota's model for classification of Title IB costs effective July 1, 2006. Minnesota's definitions for Title I-B cost categories are in the *WIA Title I-B and Related Activities Manual*, Chapter 2.2, Attachment 2, located at:

[http://www.deed.state.mn.us/wpd/policy/titleIB/2.0\\_fiscal\\_mngmnt/fiscal\\_mngmnt2.2.htm](http://www.deed.state.mn.us/wpd/policy/titleIB/2.0_fiscal_mngmnt/fiscal_mngmnt2.2.htm)

Users of this guide are cautioned that changes may be in order as clarification of what is allowable by cost category becomes available and interpretations are made. **Any expenses categorized as 'Core' in this matrix are to be conducted in a WFC.**

Grantee Costs	DOL Model		Minnesota Model					Notes/Comments
	Admin	Program	Admin	Core	Direct Customer Training	Service Related	Support Services	
Accounting	X	X	X				X	20 CFR 667.220(b)(1)(i) and 667.220(c)(5)(i). Administrative if related to admin activities. Program cost if related to determine performance accountability.
Administrative overhead	X		X					20 CFR 667.220(a)
Advertising	X	X	X				X	20 CFR 667.220(b)(3) and 667.262 (b)(6). Administrative cost if related to admin activities. Program cost if related to employer outreach and job development.
Assessments, basic (Initial) of skill levels, aptitudes, abilities and supportive service needs		X		X (WFC)			X (non-WFC)	20 CFR 662.240(b)(3) and WIA Sec 134(d)(2)(C). Program: (MN: core cost if conducted in WFC; service related cost if conducted outside of WFC)
Assessments, comprehensive (specialized, employability, testing) including diagnostic testing, in-depth interviewing, employment plans, individual and group counseling, career planning, short-term pre-vocational services		X					X	WIA Sec 134 (d)(3)(C) 20 CFR 663.200
Audit functions	X		X					20 CFR 667.220(b)(1)(vii)

Continued on next page

Grantee Costs	DOL Model		Minnesota Model				Notes/Comments	
	Admin	Program	Admin	Core	Direct Customer Training	Service Related		Support Services
Budget preparation	X	X	X	X		X		20 CFR 667.220(b)(1)(i) and 667.220(c)(2). WIA Rules Page 49367-1st column-of Federal Register. Administrative cost if related to overall admin function. Program cost (MN: core (if related to core); service related (if related to other programmatic components)) if related to program.
Business services	X	X	X	X		X		Administrative category if managing business services. Program cost (MN: core category if providing orientation or information to an employer; service-related category if services are beyond orientation/information.
Case management		X				X		WIA Sec 134 (d)(3)(C) and 20 CFR 663.200
Clerical assistant to supervisor of line staff		X		X		X		20 CFR 667.220(c)(3). Page 49367-1 <sup>st</sup> column. Program cost (MN: core (if related to core); service related (if related to other programmatic components))
Clerical assistant to training personnel	X	X	X			X		20 CFR 667.220. The classification of these costs depends on the nature of the training. If the training is being provided for staff, cost is administrative. If the training is being provided for job seekers, the cost is program.
Complaints	X		X					20 CFR 667.220(b)(1)(vi)
Continuous improvement	X	X	X			X		20 CFR 667.220(c)(6): Administrative cost if related to overall administrative function. Program cost if related to other programmatic components
Contracting: Administrative activities	X		X					20 CFR 667.220(c)(1)
Contracting: Program activities		X				X		20 CFR 667.220(c)(4)
Contract/Purchase order Preparation	X	X	X			X		20 CFR 667.220 (b)(1)(ii); 667.220(c)(2). Administrative cost if related to overall administrative function. Program cost if related to other programmatic components
Core services		X		X				WIA Section 134(d)(2); 20 CFR 662.240 Local Planning Guidance, Attachment B, Page 1, Core Services
Counseling - career (job search related)		X		X				WIA Section 134 (d)(2)(D); 20 CFR 662.240
Counseling - career (employability plan)						X		WIA Section 134 (d)(3)(C); 20 CFR 663.200

Grantee Costs	DOL Model		Minnesota Model					Notes/Comments
	Admin	Program	Admin	Core	Direct Customer Training	Service Related	Support Services	
Counseling - group and individual		X		X		X		WIA Section 134 (d)(3)(C); 20 CFR 663.200
Data processing - see Information Systems								
Eligibility determination		X		X				WIA Section 134(d)(2); 20 CFR 662.240(b)(1)
Eligible list of providers - development and maintenance		X		X				20 CFR 667.220(c)(5) and WIA Section 134(d)(4)(F)
Eligible provider information		X		X				WIA Section 134(d)(4)(F); 20 CFR 662.240(b)(6)
Equipment/equipment expenditures	X	X		X		X		WIA Section 181(e); 20 CFR 667.220(b)(5); 667.220 (c)(5); 667.260
Financial management systems	X		X			X		WIA Section 184(a); 20 CFR 667.220 (b)(1)(i); 667.220 (c)(5). Administrative cost if related to overall admin function. Program cost if related to participant tracking.
Fiscal functions	X		X			X		WIA Section 184(a); 20 CFR 667.220 (b)(1)(i); 667.220 (c)(5). Administrative cost if related to overall admin function. Program cost if related to participant tracking.
Financial management system purchase	X		X					20 CFR 667.220(b)(5)
Follow-Up analysis/services		X		X				WIA Section 134(d)(2); 20 CFR 662.240(b)(11)
Incident reports	X		X					WIA Section 181(c); WIA Section 184; 20 CFR 667.200(b)(1)(vi)
Indirect costs	X	X	X			X		20 CFR 667.220(a); 667.220(c)(3) Specific costs charged to an overhead or indirect cost pool that can be identified as a program cost may be charged as a program cost. Documentation of such charges must be maintained.
Individual training accounting system maintenance		X				X		20 CFR 667.220(c)(5)(i)
Information including jobs, jobs in demand, support services, job skills, filing claims for unemployment insurance, secondary providers, financial aid, vocational rehabilitation, etc.)		X		X				WIA Section 134(d)(2); 20 CFR 662.240(b)(6)(v); 662.240(b)(7); 662.240(b)(8); 662.240(b)(9)
Information systems	X	X	X	X		X		WIA Section 184(a); 20 CFR 667.220(b)(1)(ix); 667.220(b)(5);

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Grantee Costs	DOL Model		Minnesota Model				Notes/Comments	
	Admin	Program	Admin	Core	Direct Customer Training	Service Related		Support Services
								667.220(c)(5). Program costs (MN core for CRS; service related costs for any other programmatic cost).
Insurance and Indemnification	X	X	X	X		X		20 CFR 667.220(b)(3); 667.220(c)(3) Administrative if admin function. Program costs (MN: core if related to core; service related if related to other programmatic components).
Intensive services		X				X		WIA Section 134(d)(3); 20 CFR 663.200
Interpreter and translation				X		X		WIA Section 184(a); 20 CFR 667.220(b)(1)(ix); 667.220(b)(5); 667.220(c)(5). Program costs (MN: core for CRS and Service related costs for any other programmatic cost)
Investigations	X		X					WIA Section 185; 20 CFR 667.220 (b)(1)(vi)
Job coach		X		X		X		WIA Section 134 (d)(3)(c)(ii) with individuals w/o disabilities. Job coaches also assist individuals with disabilities under supportive services (WIA Section 101(46))
Job developer		X		X		X		WIA Section 134 (d)(3)(c)(ii) for individual job development (i.e. intensive services- service related cost); WIA Section 134 (d)(2)(D) for overall job development (i.e. core service)
Job search assistance		X		X		X		WIA Section 134(d)(3)(c)(ii) for individual job development (i.e. intensive services- service related cost); WIA Section 134 (d)(2)(D) for overall job development (i.e. core service); 20 CFR 662.240 (b)(4)
Job search - out of area		X				X		WIA Section 134 (d)(3)(c)(ii) for individual job development (i.e. intensive services- service related cost); 20 CFR 663.200
Job vacancies		X		X				WIA Section 134 (d)(2)(E)(i); 20 CFR 662.240(b)(5)(i)
Labor market analysis		X		X				WIA Section 134(d)(2)(E); 20 CFR 662.240(b)(5); 667.220 (c)(5)
Legal staff	X		X					20 CFR 667.220 (b)(1)(viii)
Licensing fees		X			X			WIA Manual Chapter 2.10 (Categorization of Testing/Licensing Fees)
Local boards and boards of chief elected official required by local public/private partnership including establishment of	X	X	X			X		20 CFR 667.220(a); 20 CFR 667.220(c)(2) It is primarily administration cost. It is possible that if boards are reviewing specific programs, one probably could claim a program cost.
Maintenance/Repair functions	X	X	X	X		X		WIA Section 181(e); 20 CFR 667.220(b)(5);

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Grantee Costs	DOL Model		Minnesota Model					Notes/Comments
	Admin	Program	Admin	Core	Direct Customer Training	Service Related	Support Services	
								20 CFR 667.220(c)(5); 20 CFR 667.260 Administrative cost if equipment is for admin purposes; Program cost if Equipment is for program purposes (Core if appropriate, otherwise Service Related)
Materials and supplies	X	X	X	X		X		20 CFR 667.220(b)(3); 667.220(c)(2). Administrative Cost if Materials/Supplies are for admin purposes; Program cost if supplies are for program purposes (Core if appropriate, otherwise Service Related)
Memberships	X	X	X			X		20 CFR 667.262(b)
Memorandum of Understanding (MOU) negotiating (and other program-level agreements)	X	X	X			X		Page 49367, column 1 (Federal Register, August 11, 2000)
Military Selective Service Act enforcement		X		X				WIA Section 189(h); 20 CFR 667.250 (MN Program cost: core (eligibility issue))
Monitoring	X	X	X	X		X		20 CFR 667.220(b)(2); 20 CFR 667.220(c)(5)(i). Administrative cost if monitoring administrative functions; Program cost if monitoring participants and performance information (MN core if monitoring core service functions; service related costs for all others)
Monitoring/General oversight	X		X					20 CFR 667.200(b)(2)
Monitoring service providers		X				X		20 CFR 667.220 (c)(5)(i)
Motor pools	X	X	X			X		20 CFR 667.220(b)(4); 667.220(c)(2) Administrative cost for admin expenses; Program cost for program purposes
Non-Discrimination	X		X					20 CFR 667.220(b)(1)(vi); 667.220(a)
Orientation, general		X		X				WIA Section 134 (d)(2)(B); 20 CFR 662.240(b)(2)
Outreach, general		X		X				WIA Section 134 (d)(2)(B); 20 CFR 662.240(b)(2)
Outreach to employers to obtain job listings – see Business Services		X				X		20 CFR 667.262
Participant payment processing		X				X		20 CFR 667.220 (c)(4)
Participant tracking system purchase		X				X		20 CFR 667.220(c)(5)
Payroll functions	X		X					20 CFR 667.220(b)(1)(v)
Payroll systems	X		X					20 CFR 667.220(b)(1)(v)

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Grantee Costs	DOL Model		Minnesota Model					Notes/Comments
	Admin	Program	Admin	Core	Direct Customer Training	Service Related	Support Services	
Personnel systems	X		X					20 CFR 667.220(b)(1)(iv)
Personnel management functions	X		X					667.220(b)(1)(iv)
Performance information for local programs including eligible providers		X		X				WIA Section 134 (d)(2); 20 CFR 662.240(b)(6); 667.220(c)(5)(iii)
Public relations (general)		X		X				WIA Section 134(d)(2)(B); 20 CFR 662.240(b)(2)
Performance tracking (MIS)		X		X		X		WIA Section 185; 20 CFR 667.220(c)(5)(iv) Program cost (MN: core costs for core participants; service related costs for other participants)
Placement assistance		X		X				WIA Section 134 (d)(2)(D); 20 CFR 662.240(b)(4)
Postage	X		X	X		X		20 CFR 667.220(b)(3); 20 CFR 667.220(c)(2) Admin costs for costs for administrative activities. Program costs (MN: core for core participants; service related costs for other participants) for program activities.
Preaward costs	X		X					<a href="http://www.doleta.gov/neg/admin_req.cfm">www.doleta.gov/neg/admin_req.cfm</a>
Premises	X	X	X			X		20 CFR 667.220(b)(3); 667.220(c)(2)
Professional Services	X	X	X			X		20 CFR 667.220(b); 667.220(c)(2)
Program analysis	X	X	X	X		X		WIA Section 134 (a)(2)(B)(ii); 20 CFR 667.220(b)(5); 667.220(c)(5), Administrative costs for analysis related to admin activities. Program costs (MN: either core or service related for program planning; performance information).
Program design/curriculum		X				X		WIA Section 134 (d)(3)-Intensive WIA Section 134 (d)(4)-Training
Program performance/cost information		X		X				20 CFR 667.220(c)(5)(iii)
Property management	X		X			X		20 CFR 667.220(b)(1)(iii) – general administrative functions; 667.220(c)(2) – program functions.
Publication and Printing	X	X	X			X		20 CFR 667.220(b)(3); 667.220(c)(2)
Procurement function	X		X					667.220(b)(1)(ii)
Purchasing functions	X		X			X		20 CFR 667.229 (b)(1)(ii) –general administrative functions; 667.220(c)(2)-program purposes.
Rental costs	X	X	X			X		20 CFR 667.220(b)(3) – general administrative functions; 667.220(c)(2) –

Grantee Costs	DOL Model		Minnesota Model					Notes/Comments	
	Admin	Program	Admin	Core	Direct Customer Training	Service Related	Support Services		
								program purposes	
Staff training and education	X	X	X				X	20 CFR 667.220 (c)(6) – Administrative cost if related to admin functions. Program Cost if related to program functions	
Subscriptions	X	X	X	X			X	20 CFR 667.220(b)(3); 667.220(c)(2) Administrative cost if related to admin functions. Program cost (MN: either core or service related costs) if related to program functions	
Subrecipients of operators for the purchase of core, intensive and training services		X		X	X		X	20 CFR 667.220 (c)(4). MN Program cost: Direct customer cost is only to be charged if a training payment (i.e., tuition, ITA, etc.) is directly made to the customer or on behalf of the customer.	
Supervisors - front-line		X					X	Federal Register, August 11, 2000, page 49367; 20 CFR 667.220(c)(2). Administrative cost if related to admin functions. Program cost if related to program functions	
Supervisors - admin/other/non-frontline	X		X						
Supplies	X	X	X	X			X	20 CFR 667.220 (b)(3); 667.220(c)(2). Administrative cost if related to admin functions. Program cost (MN: core and/or service related costs) if related to program functions	
Taxes	X	X	X	X			X	20 CFR 667.220(b)(3); 667.220(c)(2). Administrative cost if related to admin functions. Program cost (MN: core and/or service related costs) if related to program functions	
Testing fees		X			X			WIA Manual Chapter 2 - 2:10: "Categorization of Testing/Licensing Fees	
Training consultation from staff		X					X	20 CFR 667.220 (c)(6)	
Training payments – OJT, occupational skills, ABE, skill upgrading, entrepreneurial, job readiness, customized training, entrance fees		X			X			WIA Section 134(d)(4); 20 CFR 663.300	
Training plans – development of		X					X	WIA Section 134 (d)(3); 20 CFR 663.200	
Training services – see Training payments									
Transportation for participants/Travel for staff	X	X	X	X			X	X	20 CFR 667.220(b)(4); 20 CFR 667.220(c)(2) Administrative cost if related to admin functions. MN Program cost if

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Grantee Costs	DOL Model		Minnesota Model				Notes/Comments	
	Admin	Program	Admin	Core	Direct Customer Training	Service Related		Support Services
								related to program functions. Transportation costs for participants would be 'Supportive'. Travel costs for staff could be administrative or MN program costs 'Core' if related to resource area, or 'Service Related' for all other.
<b>Participant Costs:</b>								
Allowances		X					X	WIA Section 101 (46). 20 CFR 663.800.
Clothing		X					X	WIA Section 101 (46). 20 CFR 663.800.
Housing/rental assistance		X					X	WIA Section 101 (46). 20 CFR 663.800.
Incentive/bonus payments (Youth)		X					X	Use Youth's applicable cost category.
Internships		X			X	X		WIA Section 134(d)(3)(c); 20 CFR 663.200 MN: Money paid to participants is Direct Customer Training. Other related expenditures are service related costs.
Needs-based payments and financial assistance		X					X	WIA Section 101 (46). 20 CFR 663.800 MN: Supportive cost. <i>WIA Title I-B and Related Activities Manual, Chapter 8, Section 8.4 - Needs-Related Payments</i>
OJT Training		X			X			WIA Section 134(d)(4)(D); 20 CFR 663.310.
Payments for Work Experience Programs		X			X	X		WIA Section 134(d)(3)(c); 20 CFR 663.200 MN: Money paid to participants is Direct Customer Training. Other related expenditures are Service related costs.
Payments for Vocational Exploration		X			X	X		WIA Section 134(d)(3)(c); 20 CFR 663.200 MN: Money paid to participants is Direct Customer Training. Other related expenditures are Service related costs.
Relocation Assistance							X	WIA Section 101 (46). 20 CFR 663.800
Tools							X	WIA Section 101 (46). 20 CFR 663.800
<b>Support Services:</b>								
Child Care		X					X	WIA Section 101 (46). 20 CFR 663.800
Family Planning and Counseling		X					X	WIA Section 101 (46). 20 CFR 663.800
Financial Counseling		X					X	WIA Section 101 (46). 20 CFR 663.800
Healthcare		X					X	WIA Section 101 (46). 20 CFR 663.800
Legal Aid		X					X	WIA Section 101 (46). 20 CFR 663.800
Meals		X					X	WIA Section 101 (46). 20 CFR 663.800
Post Placement Services		X					X	WIA Section 101 (46). 20 CFR 663.800
Special Services and		X		X			X	WIA Section 101 (46). 20 CFR 663.800

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Grantee Costs	DOL Model		Minnesota Model					Notes/Comments
	Admin	Program	Admin	Core	Direct Customer Training	Service Related	Support Services	
Materials for persons with disabilities								
Supportive Services Information and referral		X		X			X	WIA Section 134 (d)(2) 20 CFR 662.240 (b)(8)
Temporary Shelter Information and referral		X		X			X	WIA Section 134 (d)(2) 20 CFR 662.240 (b)(8).
Transportation		X					X	WIA Section 101 (46). 20 CFR 663.800