

The Greater  
Lowell  
Workforce  
Investment  
Board and  
The Career  
Center of  
Lowell

FY 2015 Request for Proposal  
July 1, 2014 - June 30, 2015

A Division of the Office of the City Manager of Lowell MA. Workforce Investment Act Year-Round Services for In-School and Out-of-School Youth. Funding provided by U.S. Department of Labor federal Workforce Investment Act of 1998 (WIA)

Issue Date:  
March 10, 2014  
Closing Date:  
April 17, 2014

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**Division of the Lowell City Manager's Office**  
**IN-SCHOOL and OUT-OF-SCHOOL YOUTH PROGRAMS**  
**Federal Workforce Investment Act of 1998 (WIA)**  
**Title I Year Round Youth Services**  
**REQUEST FOR PROPOSALS (RFP)**

**FISCAL YEAR 2015**

**I. Introduction**

Acting on behalf of the Greater Lowell Workforce Investment Board and the GLWIB Youth Council, the Career Center of Lowell, Division of the City Manager's Office, in its role as the fiscal agent and administrator of the Workforce Investment Act grant funds for the Greater Lowell Workforce Investment Area, is seeking providers who will singularly or collaboratively provide comprehensive services for WIA eligible youth between the ages of 14-21 who reside within the City of Lowell and the following seven towns: Billerica, Chelmsford, Dracut, Dunstable, Tewksbury, Tyngsboro and Westford. This area is collectively known as the Greater Lowell Workforce Investment Area.

**II. Background**

The Workforce Investment Act (WIA) is federal legislation that addresses federal policy for job training. WIA also addresses the way communities provide youth development services for low-income youth. Chief components of required for youth development services are:

- The creation of a Youth Council as an advisory committee to the local Workforce Investment Board
- Increased accountability of youth service providers
- Youth programs that provide long-term comprehensive programs for academic/workforce preparation
- Eliminating summer work experience employment as a 'stand alone' activity

**III. Eligible Bidders**

Applicants eligible to submit a proposal(s) are: public or private agencies, public school systems, units of government, non-profit, faith based and community based organizations, labor groups, private businesses and employers, proprietary schools, community and state colleges, post secondary accredited schools and other qualified educational and training institutions who have demonstrated successful performance in serving youth, especially low income youth

**IV. Purpose of this RFP Solicitation**

The GLWIB and the Career Center of Lowell are seeking proposals for high quality performance driven programs and services that will result in specific outcomes for WIA eligible youth between the ages of 14-21. Funds available through this RFP are WIA Title I Youth funds. WIA requires the creation of an integrated youth serving system defined by access to a broad range of interconnected, year round services.

**V. RFP Timeline**

March 10, 2014 - Request for Proposals issued

March 24, 2014 - Bidder's Conference GLWIB Conference Room 3<sup>rd</sup> Floor 10:00 am

April 17, 2014 - Proposals Due no later than 4:00 pm

Period of April 18- May 15, 2014 - Youth Council Proposal Review Subcommittee review period

June 5, 2014 - Youth Council Quarterly Meeting (Vote on FY 2015 Funding Recommendations)

June 12, 2014 - Greater Lowell Workforce Investment Board Quarterly Meeting (Vote on FY 2015 Funding Recommendation of the Youth Council)

## VI. RFP Format

All proposals conform to the following requirements:

- To be considered for funding, **one (1) unbound original** and **five (5) bound copies** of the **program proposal** must be received at the GLWIB/CCL offices 107 Merrimack Street (3<sup>rd</sup> Floor) Lowell, MA 01852, no later than **4:00 p.m. on April 17, 2014**. **Please note: the Price Proposal requires one (1) unbound original and two (2) bound copies to be delivered on the same date and time.**
- Please check your proposal for internal consistency. The checklist for the Program proposal and Price proposal should be used as a guide to accomplish this. This completed checklist must be included as part of your proposal
- Cover sheets for both the program and price proposal must be signed by the Authorized Signatory of the lead Agency, as documented by the submitted Authorized Signatory form
- Failure to follow the RFP format could result in disqualification of your proposal

## VII. Submission Requirements

Proposals must be submitted to:

The Greater Lowell Workforce Investment Board/Career Center of Lowell  
107 Merrimack Street 3<sup>rd</sup> Floor  
Lowell, MA 01852

The GLWIB and CCL reserves the right to declare proposals received after the 4:00 pm April 17, 2014 deadline to be considered non-responsive and may be rejected entirely for consideration. The 4:00 pm deadline will be strictly enforced.

- **Do not combine the Program and Price proposals. In accordance with the City of Lowell procurement guidelines, Program and Price proposals must be reviewed and evaluated separately.**
- **Program and Price proposals must have their own cover sheet.**
- **The original of each proposal must contain the signature of your agency signatory.**

The delivery of proposals is the sole responsibility of the bidder. It is the sole responsibility of the bidder to ensure that proposals are received at the proper location, prior to the stated deadline. The transmission of proposals by fax or email is not permitted. Bidders will be provided with a receipt of submission upon request.

## VIII. Bidder's Conference

A Bidder's Conference will be held on March 24, 2014 at 10:00 AM at the GLWIB, 107 Merrimack Street (3<sup>rd</sup> floor) Lowell, MA 01852. All interested parties are strongly encouraged to attend. Please note that in order to maintain competitive bidding process, substantive questions related to this RFP will be addressed at the Bidder's Conference only.

Technical assistance (i.e. clarification on completion of requested/required documents) will be allowable throughout the proposal period by email to Gail Brown at [gail.brown@cclowell.org](mailto:gail.brown@cclowell.org). Budget/Fiscal questions relating to the Price Proposal may be addressed to Michael Durkin at [michael.durkin@cclowell.org](mailto:michael.durkin@cclowell.org). Q&A from the Bidder's Conference will be documented and posted online after this meeting at [www.glwib.org](http://www.glwib.org).

## IX. Available Funds

At the issuance of this RFP, funding amounts for fiscal year 2015, beginning July 1, 2014 and ending June 30, 2015, have not yet been made available however it is estimated, less than \$275,000 will be available. A minimum of 60% of the WIA funding should be dedicated to out of school programming. Open and competitive procurement will occur on a one year cycle. Contracts are awarded for a one-year period.

## **X. Target Populations**

The Workforce Investment Act (WIA) serves two youth participant populations: In-School and Out-of-School youth. Under WIA, an In-school youth is: a youth who has not attained a high school diploma or equivalent and is attending school on a full-time basis. A youth attending an alternative school is considered an In-School youth. *Please note: In-School Programs must end with the participant receiving a high school diploma. Therefore, enrollment should be targeted towards seniors in high school.*

For the purposes of this RFP, Out-of-School youth is: a youth who has a dropped out of high school prior to receiving a high school diploma. The GLWIB/CCL has categorized service to 16-21 year old Out-of-School youth as a priority-of-service population. A bidder may only submit a proposal for one option only.

## **XI. WIA Eligibility Requirements**

At a minimum, youth must meet the following eligibility criteria which consist of providing documentation for each applicable category:

### **A. Initial Eligibility**

1. U. S. Citizenship and Eligible to Work in U.S
2. Selective Service Registrant (males 18 yrs of age or older)
3. Age 14-21 at the time of enrollment. In school programs should enroll high school seniors in order to meet one of the common measures

### **B. Income Eligibility**

Youth must meet the definition and provide verification for one of the following low income categories:

- Cash Public Assistance
- Family income at or below the Poverty Line or 70% of the Lower Living Income Level {LLIL} Food Stamp recipient or was determined eligible to receive food stamps within the last six months
- Homeless per §103 (a) and §103(c) of the McKinney Act
- Publicly supported Foster Child
- Individual with a disability with income (if employed) at or below Poverty Line or 70% of the {LLIL}
- Verification of family size i.e. individual birth certificates, US Passports, etc.

### **C. Additional Barrier**

Youth must meet the definition and provide verification for one or more of the following barriers:

- Basic Skills Deficient (scores below 8.9 in Math or Reading on a standardized test)
- School Dropout
- Homeless, Runaway or Foster child
- Pregnant or Parenting
- Offender
- Individual who requires additional assistance to complete an educational program or to secure and hold employment

The definition of a youth that requires additional assistance includes:

- One or more grade levels below their age-appropriate grade level
- Has a disability including a learning disability
- Requires additional assistance as defined by the Youth Council and approved by the Board

The Greater Lowell Workforce Investment Board and its Youth Council have approved the following criteria under the 'requires additional assistance' second barrier category:

- Having failed MCAS {as documented by school records}
- Having failed at least one course during any quarter of the preceding or current school year {as documented by school records}
- Resident of public housing or Section 8 housing{as documented by authorized public housing authority}

**XII. Overview of Common Performance Measures**

In FY 2006, the implementation of Common Performance Measures occurred within the Workforce Investment Act legislation. Effective July 1, 2011, the Commonwealth of Massachusetts adopted common performance measures, thus reducing reporting measures from ten (10) to three (3). The net effect of these measures is to streamline performance by focusing upon fewer outcomes. These are:

1. Placement in employment, education or training
2. Attainment of a degree or skill certificate
3. Literacy and Numeracy Gain

Performance Measure	Who counts	Positive Outcome	Documents
Placement in Employment or Education	Participants who are unemployed and not in post-secondary education at date of participation.	Employed or in Post Secondary Education/Advanced Training in the 1 <sup>st</sup> quarter after the exit quarter	Wage Records Copy of enrollment letter into post secondary, advanced training or military. Copy of post secondary class schedule
Attainment of Degree or Certificate	Participants who are enrolled in-school or in an education component at date of participation, or at any point in the program	Attainment of a degree (diploma, GED, post secondary degree) or industry recognized certificate by the end of the 3 <sup>rd</sup> quarter after the exit quarter	Copy of High School Diploma Copy of GED
Literacy/Numeracy Gain	Participants who are out of school AND basic skills deficient (8.9 or below) at time of registration	An increase of one or more educational functioning levels.	Post-Test of TABE

**Links for more information regarding Performance Measures:**

[http://www.doleta.gov/performance/guidance/tools\\_commonmeasures.cfm](http://www.doleta.gov/performance/guidance/tools_commonmeasures.cfm)

<http://www.spra.com/PEP/youth.shtml>

*\*\*Note: Any participants institutionalized/incarcerated or relocated to a mandated residential program at exit, customers exited for health/medical reasons or deceased, and participants called up for active duty are excluded from all common performance measures.*

**Bidder’s responding to this RFP must meet all three Common Measures as applicable for Out-of-School youth. In-School Youth Programming does not require Literacy/Numeracy gain.**

### XIII. Sequence of Services

Programs funded through this RFP are required to document the sequence of services consistent with the WIA system in order to guarantee all participants receive comprehensive and individualized services in adherence with the Workforce Investment Act of 1998. In order to operate an efficient WIA program, it is important that the roles and responsibilities of both the GLWIB/CCL and the vendor are clearly defined.

- **Outreach and Recruitment:** The GLWIB/CCL will include information about WIA funded programs on our website and in literature promoting services available to eligible youth. In addition, as part of a statewide One Stop Career Center network, CCL's programs will be included in any statewide publications. However, Vendors should be prepared to bear the primary responsibility for ensuring that their outreach and recruitment efforts result in meeting the enrollment goals established in their contract. Recruitment efforts will be completed during the first six (6) months of the contract period: July 1, 2014 through December 31, 2014. As a result, Vendors will be able to concentrate their efforts on WIA outcomes from January 1, 2015 through June 30, 2015.
- **Point of Entry/Eligibility Determination:** Eligibility determination is the sole responsibility of the Career Center of Lowell. As such the point of entry into the WIA system should be the Young Adult Career Center at the CCL. This includes the completion of a WIA application and the verification of the information provided by the applicant. The collection of required documents is the responsibility of the applicant and Vendor. No youth is permitted to receive WIA services or any payments in the form of an attendance stipend or incentive payment until Vendors are notified in writing by the CCL of youth's eligibility.
- **Initial Assessment:** An initial assessment is conducted on the first visit and is considered the "Application Orientation". The applicant will receive the application and an explanation of the documentation necessary to determine WIA eligibility. In addition, a full array of services and programs are provided.
- **Comprehensive Assessment:** During this meeting, the application is reviewed along with the documentation to determine WIA eligibility. An overview of their educational background, employment history, and barrier(s) to employment are discussed. The information is then entered into MOSES. A determination of what WIA or non-WIA services are most appropriate for the youth is also completed.
- **Referrals:** The suggested period for referrals will be from July 1, 2014 through December 31, 2014. It is expected that Vendors will accept referrals made to them by the GLWIB and CCL.
- **Counseling:** This includes education and career and, if requested, personal counseling.
- **Vendor Meetings:** Vendors are required to attend meetings with the GLWIB/CCL staff. The purpose of these meetings is to sustain clear communication between the Vendor and the GLWIB/CCL. Meetings may be held on site or at the GLWIB/CCL offices.
- **Technical Assistance:** GLWIB/CCL staff is available at all times to assist Vendors in any matter relating to the administration of their WIA program.
- **Program Monitoring:** Each Vendor is formally monitored at least once during the contract year by the GLWIB staff. Regular programmatic reviews are done based on MOSES reports and Vendor reports as well as invoices submitted on a monthly basis.
- **Information Systems MOSES:** (Massachusetts One Stop Employment System) Database: The GLWIB/CCL maintains an electronic record of an individual once they have been determined eligible to participate in and is receiving services under WIA.
- **Case Management:** Under common measures, strategic case management will be necessary in order to connect youth to multiple programs and services, as well as to help youth achieve short-term attainable goals and support youth in long-term positive outcomes. Program (vendor) Case Managers must create and maintain positive relationships with youth. The case management project is a tandem effort between the vendor and the CCL Young Adult Career Advisor to ensure goals of the case plan are achieved and positive outcomes are attained for common measures.

- **Retention in First Quarter after Exit and Follow-up Activities:** Follow-up services are a required element under WIA funding. Vendors will conduct in conjunction with CCL staff follow up services which are intended to enhance youth outcomes. All WIA youth participants who have been placed in employment, post secondary education and advanced training will receive follow-up services for a minimum of 12 months after exit from the WIA youth program.
- **Monthly Reporting:** Reports must be submitted to the GLWIB/CCL during the first week of each month.
- **Final Narrative Report:** A final end of year report must be submitted to the GLWIB/CCL 90 days from the contract end date. Vendors must include the following information: total number of youth served, performance goals met, exit reports, and a plan of action for follow-up services.

#### **XIV. Ten Elements of a WIA Youth Program**

The Workforce Investment Act (WIA) lists **10 program elements** that must be made available to eligible youth:

- Tutoring, study skills training, and instruction, including dropout prevention strategies, leading to a) completion of secondary school for in-school youth and out-of-school youth who are re-enrolled in secondary school; or b) a GED for youth enrolled in a non-WIA funded GED program;
- Summer employment opportunities that are directly linked to academic and occupational learning;
- Supportive services;
- **Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months; please note specific mentoring must occur for 12 months;**
- Alternative secondary school services, as appropriate;
- Paid and unpaid work experiences, including internships and job shadowing, as appropriate;
- Occupational skills training, as appropriate;
- Leadership development opportunities, which include community service and peer-centered activities encouraging responsibility and other positive social behaviors during non-school hours, as appropriate;
- Follow-up services for a 12 month period after exit; and
- Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate.

Bidders are NOT required to provide all 10 (ten) elements. However all ten elements must be available, if a youth is assessed to requires those services. **WIA Title I Vendor's are required to provide at least 5 (five) elements. Please refer to Attachment Ten WIA Elements and definition(s) of the ten elements with specific focus on mentoring (beginning on Page 34).**

#### **XV. Supporting Resource Materials:**

Information and resources which potential bidders and interested parties might find beneficial in the development of their response to this RFP may be accessed at the Greater Lowell WIB website: [www.glwib.org](http://www.glwib.org) as well as the following link:

- Policy Issuances and WIA Communications can be found at: Massachusetts Department of Workforce Development: Title I Eligibility Requirements Policy Issuance 05-74, WIA Documentation Requirements Policy issuance 05-74, Statewide WIA Youth Common Measures Policy- [www.massworkforce.org](http://www.massworkforce.org).

#### **XVI. GLWIB/CCL Proposal Review**

##### **A. Program Proposal**

Program proposals will be reviewed and rated by GLWIB/CCL staff and a sub-committee from the Youth Council who have no vested interest or benefit from the funding decisions of the GLWIB. The program



proposal narrative has five (5) parts. Proposals will be rated according to a point system. The maximum total any proposal may receive is 100 points. Each part is awarded points as follows:

1. Program Design: (25 points)
2. Customer Identification (Outreach and Recruitment): (25 points)
3. Past Performance (incumbent Vendors)/Ability to achieve WIA Youth Program Outcomes: (40) points
4. Administration: (5 points)
5. Program Operations: (5 points)

Complete proposals received by the submission deadline and that meet all requirements, will be reviewed by the WIB’s Youth Council Proposal Review Subcommittee. The Committee shall utilize the evaluation criteria noted in the Program Proposal section and identified in the GLWIB WIA Youth Proposal Rating Criteria.

The committee shall then provide their findings to the full Youth Council for recommendations. Those recommendations shall be made to the full WIB Board for final approval.

Proposals will be given an overall rating of Highly Advantageous, Advantageous, Not Advantageous, or Unacceptable based on the points awarded. The overall scoring and overall rating breaks down as follows:

75 to 100 points	Highly Advantageous
50 to 75 points	Advantageous
20 to 49 points	Not Advantageous
Less than 20 points	Unacceptable

Proposals with an overall rating of Highly Advantageous or Advantageous will be considered for funding. Proposals receiving a rating of Not Advantageous or Unacceptable will not be considered.

#### **B. Price Proposal**

Career Center of Lowell budgetary/fiscal staff will first review all proposals to determine if the minimum qualifying criteria has been met (Starting Page 12). Proposals that do not meet the Minimum Qualifying Criteria will not be considered for funding. If minimum-qualifying criteria have been met, proposals will then be reviewed for program costs. Proposed costs will be compared with similar costs proposed by other bidders, as well as historical data available (i.e. current or previously funded contracts). Results will be documented.

#### **C. Final Funding**

Final funding decisions will take into consideration the results of the program and price proposal reviews, an adequate mix of the various types of services to be made available and an equitable distribution of funds and services to youth throughout the region. The WIB reserves the right to reject any and all proposals, to not fund any or all proposals, and/or to partially fund any and all proposals as submitted in response to this RFP. All proposals become the property of the GLWIB/City of Lowell.

### **XVII. GLWIB and Proposer’s Rights/Appeal Procedures**

- A. The Career Center of Lowell and the Greater Lowell Workforce Investment Board reserve the right to reject any and all proposals.
- B. The proposer has the right of protest and appeal of procurement decisions. Proposers may submit a written letter of protest to GLWIB.
- C. Following the competitive procurement process, all proposals become public record.

**XVIII. Contract Terms**

Successful bidders will be awarded a cost reimbursement contract, which will consist of the following sections:

- |   |   |
|---|---|
| <b>Programmatic Performance Standards</b>     | <b>Compliance with WIA</b>                          |
| <b>Scope of Services</b>                      | <b>Political &amp; Lobbying Activities</b>          |
| <b>Time of Performance</b>                    | <b>Sectarian Activity</b>                           |
| <b>Reporting</b>                              | <b>Conflict of Interest</b>                         |
| <b>Compensation &amp; Method of Payment</b>   | <b>WIA Non-Discrimination &amp; EEO Regulations</b> |
| <b>Use of Funds</b>                           | <b>Grievance Procedure Policy</b>                   |
| <b>Costs</b>                                  | <b>Disputes</b>                                     |
| <b>Accounting/Documentation of Costs</b>      | <b>Ownership of Materials &amp; Equipment</b>       |
| <b>Program Monitoring/Corrective Action</b>   | <b>Copyrights, Patents</b>                          |
| <b>Withholding of Compensation/Penalties</b>  | <b>Rental &amp; Leasing</b>                         |
| <b>Termination of Agreement</b>               | <b>Assign ability</b>                               |
| <b>Severability of Provisions</b>             | <b>Subcontracts</b>                                 |
| <b>Changes</b>                                | <b>Insurance &amp; Bonding</b>                      |
| <b>Audits</b>                                 | <b>Indemnification</b>                              |
| <b>Records</b>                                | <b>Assurances &amp; Certifications</b>              |
| <b>Disclosure of Confidential Information</b> | <b>Purchase Order Requirement</b>                   |
| <b>Maintenance of Effort</b>                  | <b>Budget &amp; Cost Control Statement</b>          |

The above may be subject to periodic changes and/or revisions as deemed necessary by GLWIB/CC Lowell Staff and/or the City of Lowell Law Department. A sample agreement can be made available by contacting Mike Durkin by telephone at 978-805-4800 or by email at [Michael.Durkin@cclowell.org](mailto:Michael.Durkin@cclowell.org)

## **XIX. Attachments**

- Price Proposal
- Price Proposal Cover Sheet
- Minimum Qualifying Criteria
- Signatory Authorization for Corporate Providers
- Affidavit of Compliance
- Signatory Authorization for Non-Corporate Providers
- Certification Regarding Debarment, Suspension and other Responsibility Matters Primary Covered Transactions
- Drug Free Workplace Certification
- Certificate of Non-Collusion
- Audit Certification
- Commitment to Equal Opportunity/Affirmative Action/Non-Discrimination
- Budget & Budget Narrative and other costs
- Contents Checklist (Price Proposal)
- Program Proposal
- Program Proposal Cover Sheet
- WIB WIA Youth Proposal Rating Criteria and Narrative Questions
- Contents Checklist (Program Proposal)
- In School Planning Summary
- Out of School Planning Summary
- WIA Ten Elements

# **Price Proposal**

**GLWIB/Career Center of Lowell  
Division of City Manager's Office  
WIA Title I Year Round Youth Services  
In-School and Out-of-School Youth Programs**

**FY 2015**

**Price Proposal Cover Sheet**

Organization: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Fiscal Person Contact: \_\_\_\_\_ Telephone: \_\_\_\_\_

City/Towns to Be Served: \_\_\_\_\_

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

**Amount of Funding Request:**

Total            \$ \_\_\_\_\_

**Youth Served**

**Out-of-School**

**In-School**

**Project Performance Goals:**

Total Participants: \_\_\_\_\_

Total Participants Completing Individuals Program Objectives: \_\_\_\_\_

Participant: Supervisor/or Instructor Ratio: \_\_\_\_\_

**Duration:**

Youth Activity (Start Date) \_\_ to \_\_\_\_\_ (End Date)

Signature of Authorized Representative for Your Organization:

Submitted By: \_\_\_\_\_

Signature

Date

## **Minimum Qualifying Criteria**

***In order to be considered for funding, the following must be completed and submitted with your original price proposal only (it is not necessary to submit these with the copies). Failure to complete these certifications and affidavits could result in your proposal not being considered for funding.***

- Signatory Authorization for Corporate Providers (If Applicable)
- Signatory Authorization for Non-Corporate Providers (If Applicable)
- Certification Regarding Debarment, Suspension and Other Responsibility Matters
- Statement of Commitment to a Drug-Free Workplace
- Certificate of Non Collusion
- Audit Assurance Certification
- Evidence of Commitment to Equal Opportunity, Nondiscrimination, and
- Affirmative Action



**Signatory Authorization for Non-Corporate Providers**

Name of entity: \_\_\_\_\_

Address: \_\_\_\_\_

Designate type of entity (e.g., sole proprietorship, partnership, local education agency, municipality, etc.):

\_\_\_\_\_

Title of the staff position with authority to sign contracts: \_\_\_\_\_

Name of the person currently filling this position: \_\_\_\_\_

Signature of authorized party \_\_\_\_\_ Date: \_\_\_\_\_



**Certification Regarding Debarment, Suspension and Other Responsibility Matters**  
**Primary Covered Transactions**

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 29 CFR Part 98, Section 98.510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988 Federal Register [Pages 19160-19211].

**BEFORE SIGNING THE CERTIFICATION, PLEASE READ THE INSTRUCTIONS WHICH ARE AN INTEGRAL PART OF THE CERTIFICATION**

1. The prospective primary participant certifies to the best of its knowledge and belief that it and its principals:
  - a. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;
  - b. Have not within a three-year period preceding this proposal been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public [Federal, State or local] transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of record, making false statements, or receiving stolen property.
  - c. Are not presently indicted for or otherwise criminally or civilly charged by a government entity [Federal, State or local] with the commission of any of the offenses enumerated in paragraph [1] [b] of this certification; and
  - d. Have not within a three-year period preceding this application/ proposal had one or more public transactions (Federal, State or local) terminated for cause or default.
2. Where the prospective primary participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

---

NAME AND TITLE OF AUTHORIZED SIGNATORY

---

SIGNATURE

---

DATE

**Drug Free Workplace Certification**

I, \_\_\_\_\_, in representation of  
(Print Name)

\_\_\_\_\_, do hereby certify that  
(Agency/Organization)

\_\_\_\_\_, has taken all  
(Agency/Organization)

necessary measures to ensure a drug free workplace consistent with the **Drug Free Workplace Act of 1988**, as well as all applicable state laws.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Certificate of Non-Collusion**

The undersigned certifies under penalties of perjury that this bid or proposal has been made or submitted in good faith and without collusion or fraud with any other person. As used in this certification, the word "person" shall mean any natural person, business, partnership, corporation, union, committee, club, or other organization, entity, or group of individuals.

\_\_\_\_\_  
(Printed name of individual submitting bid or proposal)

\_\_\_\_\_  
(Signature of individual submitting bid or proposal)

\_\_\_\_\_  
(Name of Organization)

\_\_\_\_\_  
(Date)

**Audit Certification**

Check whichever is applicable.

\_\_\_\_\_ A copy of my organization's most recent Audited Financial Statements or Single Audit (if applicable) is attached.

\_\_\_\_\_ A copy of my organization's most recent Audited Financial Statements or Single Audit (if applicable) has already been submitted to the Career Center of Lowell Fiscal Manager.

\_\_\_\_\_ As an entity of the Commonwealth of Massachusetts, a copy of my organization's most recent Single Audit is available on line at \_\_\_\_\_  
(Indicate website)

\_\_\_\_\_  
(Printed name of individual submitting bid or proposal)

\_\_\_\_\_  
(Signature of individual submitting bid or proposal)

\_\_\_\_\_  
(Name of Organization)

\_\_\_\_\_  
(Date)

**Commitment to Equal Employment Opportunity/  
Affirmative Action/Non-Discrimination**

I have attached my organization's Equal Opportunity/Affirmative Action/Non-Discrimination Policy.

\_\_\_\_\_  
(Printed name of individual submitting bid or proposal)

\_\_\_\_\_  
(Signature of individual submitting bid or proposal)

\_\_\_\_\_  
(Name of Organization)

\_\_\_\_\_  
(Date)

## **Budget & Budget Narrative**

There are 2 parts to this section:

1. Youth Program RFP Budget
2. Youth Program Budget Narrative

Complete both sections as instructed. Please be aware of the following:

- Administration costs (i.e. accounting, budgeting, legal services, payroll, purchasing, procurement, personnel management) will not be funded at more than 5% of the total contract awarded. CCL budgetary/fiscal staff will classify all costs for contracts awarded.
- Payments to eligible youth (i.e. wages and/or stipends) shall be made directly by the Career Center of Lowell to the program participant and should **not** be included in the proposal. (FY15 stipend funding availability has yet to be determined).
- Documentation of your federally approved Indirect Cost Rate must be provided if applicable.

**1. Youth Program RFP Budget**

Vendor Name: \_\_\_\_\_

Program Name \_\_\_\_\_

Program Period: \_\_\_\_\_

**Funds Requested**

Category	Hourly Rate	Hrs Per Week Worked	Hrs Per Week Charged to this Proposal	# of Weeks Charged to this Proposal	Total Cost
<i>Staff Positions</i>					
<b>Subtotal Salaries</b>					

<i>Fringes (Describe)</i>	<i>% of Salaries</i>		Total Cost
<b>Subtotal Fringe</b>			

<i>Other Costs:</i>	Describe briefly - Explain fully in Narrative Section III	Total Cost
<i>Premises</i>		
<i>Supplies</i>		
<i>Travel</i>		
<i>Communications</i>		
<i>Equipment</i>		
<i>Other (Specify)</i>		
<i>Other (Specify)</i>		
<i>Other (Specify)</i>		
<i>Other (Specify)</i>		
<i>Other (Specify)</i>		

<b>Subcontracts</b>		
<b>Subtotal Other</b>		

**Grand Total**

## **2. Youth Program Budget Narrative**

Provide a narrative justification of the following costs in the space provided as directed. Attach additional space if necessary.

**Staff Positions** – Explain the function of each position. Justify the both number of hours charged per week for each position as well as the total weeks charged for each position.

Fringe Benefits – **Explain your fringe package.**



**Other Costs** - Fully explain and justify each proposed “Other” cost in the space provided. Describe why each is necessary to the proposed program.

Include the basis for calculating each cost. Examples for calculating costs may include but not necessarily limited to:

- Premises – total square feet x cost per square foot
- Supplies – historical data, cost per staff
- Travel – total estimated miles x rate per mile

**FY2014 WIA Title I Youth Price Proposal**  
**Contents Checklist**

Place a check mark to indicate that each area has been addressed. Write N/A if not applicable.

**Cover Sheet**

\_\_\_\_\_ Each section fully completed

\_\_\_\_\_ Signed by authorized signatory

**Minimum Qualifying Criteria**

\_\_\_\_\_ Signatory Authorization for Corporate Providers (If Applicable)

\_\_\_\_\_ Signatory Authorization for Non-Corporate Providers (If Applicable)

\_\_\_\_\_ Certification Regarding Debarment, Suspension and Other Responsibility Matters

\_\_\_\_\_ Statement of Commitment to a Drug-Free Workplace

\_\_\_\_\_ Certificate of Non Collusion

\_\_\_\_\_ Audit Assurance Certification

\_\_\_\_\_ Evidence of Commitment to Equal Opportunity, Nondiscrimination, and Affirmative Action

**Budget & Budget Narrative**

\_\_\_\_\_ Budget Completed

\_\_\_\_\_ Budget Narrative Completed

\_\_\_\_\_ Indirect Rate included (if applicable)

# **PROGRAM PROPOSAL**

**GLWIB/Career Center of Lowell  
Division of City Manager's Office  
WIA Title I Year Round Youth Services  
In-School and Out-of-School Youth Programs**

**FY 2015**

**Program Proposal Cover Sheet**

Organization: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Contact Person: \_\_\_\_\_ Telephone: \_\_\_\_\_

City/Towns to Be Served: \_\_\_\_\_

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

**Youth Served**

Out-of-School  In-School

**Project Performance Goals:**

Total Participants: \_\_\_\_\_

Total Participants Completing Individual Program Objectives: \_\_\_\_\_

Participant: Supervisor/or Instructor Ratio: \_\_\_\_\_

**Duration:**

Youth Activity (Start Date) \_\_\_\_\_ to \_\_\_\_\_ (End Date)

Signature of Authorized Representative for Your Organization:

Submitted By: \_\_\_\_\_

Signature

Date

## **WIB WIA Youth Proposal Rating Criteria and Narrative Questions**

### **A. Program Design (25 points)**

- Summarize the design of your program. Explain how each participant will meet the common measures as defined for In- and Out-of-School youth.
- Identify the youth population you proposed to serve: In School or Out of School, pregnant or parenting teens, youth with disabilities, DYS or DSS, involved youth, foster child, youth aging out of foster care, juvenile offenders. Provide a description of why/how this cohort was identified.
- Describe your past experience working with WIA youth or a population similar to WIA youth.
- Describe any partnerships/collaborations you have established for the proposed program. What are the roles and responsibilities of each? Describe the timeline for program implementation, indicating when all phases of the program will begin and end (include 12 month follow-up).
- Describe plan to provide supportive services to youth.

### **B. Outreach and Recruitment (25 points)**

- Please provide a timeline of your organization's plan to recruit youth in order to meet proposed enrollment goals to participate in this program.
- Describe your organization's plan for outreach. Discuss how this outreach strategy will combine with the work of the GLWIB/CCL in order to attract numbers of youth sufficient to meet WIA performance measures/outcomes.
- If your organization failed to meet enrollment goals through April 11, 2014, please provide a description of new strategies your organization may take to ensure success in FY 15. For new applicants, explain a situation in the past when your organization has failed to meet enrollment goals and the strategies undertaken to resolve the issue.
- Describe any referral agreements you will enter into with other organizations to refer target group members to your program.
- Describe orientation materials and information that will be provided to youth. A handbook containing the policies of your Agency and program expectation i.e. hours of operation, attendance policy, complaint and grievance procedures {with AA/EEO information} should be included as part of this proposal.

### **C. Program Outcomes (40 points)**

- Describe your plan for providing at least five of the required elements of a WIA Youth program.
- Provide a description of how a youth will progress from point of entry to exit achieving one of the WIA performance outcomes as a goal.
- **FOR FY14 VENDORS ONLY:**
  - **Describe past/current performance in achieving WIA performance measures or similar program measures. Define results. For example, total number of youth enrolled, total number of GED attainments, diplomas, total number of entered employment, entry into post secondary, military, and advanced training.**
  - **Describe your organizations strategy for meeting the performance outcomes as defined under WIA.**
  - **Clearly list your organization's enrollment goals and actual results through April 11, 2014.**
  - **Clearly list your organization's outcome goals and actual results through the same period.**
  - **If your agency did not achieve contract performance goals during the FY 14, explain why and discuss strategies that will be undertaken to successfully meet goals in FY 15.**

- **FOR NEW VENDORS/PROGRAMS IN FY 15:**
  - Describe the past three years of programming resulting in performance outcomes similar to the requested WIA performance measures outlined in this RFP. Define results. For example, total number of youth enrolled, total number of GED attainments, diplomas, total number of entered employment, entry into post secondary, military, and advanced training, etc.
  - Describe your organization’s strategy for meeting the performance outcomes as defined under WIA outlined in this RFP.
  - Clearly list your organization’s projected enrollment goals and outcomes if awarded this grant.
  - Please provide an example of a time when your organization did not achieve contract performance goals and discuss the strategies undertaken to successfully meet the goals in the following year.
  
- Describe how program activities and services will result in outcomes that are appropriate for In-School and/or Out-of-School youth.
- A Program Planning Summary **must** be completed for FY 15. (See Pages 32-33). Please note, planning summaries are provided for In-School and Out-of-School Programming.
- Describe Follow-up Activities, include in this how monthly contact will be performed and what actions will be taken to help youth re-enter the workforce if they have lost their employment.

**D. Administration (5 points)**

- Provide an overview and mission statement of the organization.
- Describe staffing of program as it relates to this program.
- Provide a job description for each position to be funded by this proposal. Include resumes of existing staff or job descriptions of staff to be hired.

**E. Program Operations (5 points)**

Facilities providing services should be in full compliance of American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1974 as well as other applicable Federal and State laws.

- Describe the facilities to be used for activities and services. Include location.

**FY2015 WIA Title I Year Round Youth Services  
In-School and Out-of-School Youth Program  
Program Proposal**

**Contents Checklist**

Place a check mark to indicate that each area has been addressed. Write N/A if not applicable.

**Cover Sheet**

\_\_\_\_\_ Each section fully completed

\_\_\_\_\_ Signed by authorized signatory

**Proposal Narrative**

\_\_\_\_\_ Program Design

\_\_\_\_\_ Outreach & Recruitment

\_\_\_\_\_ Program Outcomes

\_\_\_\_\_ Program Planning Summary completed

\_\_\_\_\_ Administration

\_\_\_\_\_ Program Operation

**Program Planning Summary: In-School**

**In-School Program Vendor**

**FY 2015**

**Participant Summary**

	<b>Actual</b>	<b>Plan</b>	<b>% of Plan</b>
<b>Enrollment</b>			
New Participants			
Carry Over			
<b>Total</b>			
<b>Common Measures</b>	<b>Actual</b>	<b>Plan</b>	<b>% of Plan</b>
Attainment of Degree or Certificate			
Placement in Employment/PS/Adv.Train./Milit.			
<b>Total Exits</b>			



**Program Planning Summary: Out-of-School**

**Out-of-School Program Vendor**

**FY 2015**

QTR 1 - 7/1/14-9/30/14	QTR 2 - 10/1/14-12/31/14	QTR - 3 1/1/15-3/31/15	QTR 4 - 4/1/15-6/30/15
<b>Plan</b>	<b>Plan</b>	<b>Plan</b>	<b>Plan</b>
<b>Enrollment</b> New	<b>Enrollment</b> New	<b>Enrollment</b> New	<b>Enrollment</b> New
<b>Plan</b>	<b>Plan</b>	<b>Plan</b>	<b>Plan</b>
<b>Attainment</b> New CO	<b>Attainment GED</b> New CO	<b>Attainment GED</b> New CO	<b>Attainment GED</b> New CO
Total	Total	Total	Total
<b>Plan</b>	<b>Plan</b>	<b>Plan</b>	<b>Plan</b>
<b>Lit./Num.</b> New CO	<b>Lit./Num.</b> New CO	<b>Lit./Num.</b> New CO	<b>Lit./Num.</b> New CO
Total	Total	Total	Total
<b>Plan</b>	<b>Plan</b>	<b>Plan</b>	<b>Plan</b>
<b>Placement</b> New CO	<b>Placement</b> New CO	<b>Placement</b> New CO	<b>Placement</b> New CO
Total	Total	Total	Total

This chart should be calculated cumulatively. Example, if you plan to enroll 5 students each quarter, Q1 would have 5 new enrollments. Q2 would show 10, Q3 15 and the Fourth Quarter should reflect the total number planned to serve for FY 15. Outcomes should be calculated in the same manner. The carry in number will always remain the same as indicated in Quarter 1. If you need assistance with your anticipated carry in number, contact Gail Brown at [gail.brown@cclowell.org](mailto:gail.brown@cclowell.org) or 978-805-4736.

Please note: Goals for FY 15 are as follows unless the Commonwealth increases/decreases subsequent to 7/1/15.

Attainment of GED:	75%
Entered Employment/Placement into education:	76%
Literacy Numeracy Gains:	45%

## Required Elements of WIA Youth Programs

**Background:** The Workforce Investment Act (WIA) requires that 10 program elements be made available to all youth who are served by the WIA youth system. “Make available” does not mean that every youth participant must receive services from all program elements; it means that youth have access to these services if they require them to meet their goals. Local WIA programs can provide these services directly or through referral.

### The 10 Required WIA Program Elements

1. Tutoring, study skills, and dropout prevention strategies
2. Alternative secondary school offerings
3. Summer employment opportunities linked to academic and occupational learning
4. Paid and unpaid work experience
5. Occupational skill training
6. Leadership development
7. Supportive services
8. Adult mentoring for at least 12 months
9. Comprehensive guidance and counseling
10. Follow-up activities for no less than 12 months after completion of participation

### Tutoring

**Definition:** Tutoring is designed to improve the academic knowledge and skills of youth in specific areas. It involves a tutor helping a youth acquire knowledge and skills in a specific area. 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 or her mistakes.

#### Qualifying Tutoring Activities

- Actual instruction
- Regular, structured sessions in which individualized instruction occurs
- Scheduled sessions during which youth may drop in for tutoring
- Instruction based on goals derived from the youth’s individual service strategy (ISS) or goal plans
- Qualified instructor
- Assessment to determine if youth is making progress

#### Non-Qualifying Tutoring Activities

- Meetings with teachers or tutors to discuss youth’s progress (this qualifies as case management)
- Supplying books, school supplies (this qualifies as supportive services)
- Paying school fees (this qualifies as supportive services)
- Self-study
- No stated outcomes
- No assessment

## Study Skills Training

**Definition:** Study skills are a set of abilities that allow youth to learn effectively and efficiently on their own. Study skills training involves instruction and practice activities on a range of strategies from planning and organizing time to reading comprehension, increasing concentration, and test taking. Instruction may be one-on-one or a group activity. Youth may work alone in some practice activities and in groups for others.

### Qualifying Study Skills Activities

- Training in specific study skills models such as SQ3R or other test-taking or note-taking strategies
- Teaching the importance of organizing study time
- Instruction in how to organize study time
- Instruction with practice
- Feedback after practice

### Non-Qualifying Study Skills Activities

- Providing calendars and notebooks (this qualifies as supportive services)
- Lecture without practice
- Practice without feedback

## Dropout Prevention

**Definition:** Dropout prevention strategies are interventions that address causes of youth dropping out of school –disengagement, lack of successful experiences in school, or learning styles not suited to traditional academic instruction. Dropout prevention strategies can help ensure that youth stay in school to get their high school diploma and continue with some postsecondary education, both of which are vital to their long-term chances for successful employment.

### Qualifying Dropout Prevention Activities

- Participation in a program that has evidence that it reduces dropouts
- Placement in an alternative secondary school services setting
- Involvement of families and community
- Individualized approach based on youth's individual needs
- Placement in an alternative program for youth who are at risk of suspension or expulsion

### Non-Qualifying Dropout Prevention Activities

- Early intervention with no follow-up
- Single-strategy, "one size fits all" programs
- Ability grouping
- Setting low expectations for achievement, attendance, and behavior
- Teaching basic skills alone
- Work experience without mentoring or involvement of individual case worker
- Adding classes or extending school day

## Alternative Secondary School Services

**Definition:** Alternative schools offer specialized, structured curriculum inside or outside of the public school system which may provide work/study and/or academic intervention for students with behavior problems, physical/mental disabilities, who are at-risk of dropping out, who are institutionalized or adjudicated youth and/or youth who are in the legal custody of the Department of Youth Services (or similar entities) and are residing in an institution.

### Qualifying Alternative Secondary School Services

- Second-chance programs for dropouts and out-of-school youth
- Programs that use small learning communities
- Technology-based alternative secondary school services

### Non-Qualifying Alternative Secondary School Services

- Programs that do not ultimately lead to a diploma or GED
- Programs that do not meet the academic content standards required by No Child Left Behind (NCLB)

## Summer Employment Opportunities Linked to Academic and Occupational Learning

**Definition:** Summer employment opportunities (SEO) are work experiences that should have a start date no earlier than May 15<sup>th</sup> and an end date no later than September 30<sup>th</sup>. Youth must be paid a wage, not stipends or incentives. Additionally, work experience must, to the extent possible, be linked to the youth's career and employment goals as well as include an academic and occupational learning component linked to the employment experience.

### Qualifying Summer Employment Activities

- Employment for which youth are paid a wage
- Employment that is linked to the career or employment goal as stated in the youth's ISS
- Academic and occupational skills training provided in conjunction with employment

### Non-Qualifying Summer Employment Activities

- Stand-alone summer employment programs that are not linked to year-round programs
- Work experience for which youth receive a stipend or incentives instead of a wage
- Employment that is not in the career field reflected in the youth's ISS
- Tutoring activities that focus on graduation test preparation, GED preparation, or other academic support that is not directly related to the employment placement
- Unpaid work experience

## Paid and Unpaid Work Experience

**Definition:** Work experiences are short-term, planned, structured learning experiences that occur in a workplace and are focused on career exploration and the development of work readiness skills. The primary purpose of work experiences is to expose youth to the requirements of work and to employers' expectations. An employer may benefit from the work done by a youth, but the primary benefit must be to the youth.

### Qualifying Work Experience Activities

- Paid or unpaid work in the private, for-profit, non-profit, or public sectors with a planned start and end date
- Developing work readiness or employability skills, such as dressing appropriately or answering phones, in a real workplace setting
- Developing personal attributes, knowledge and skills, such as working on a team, in a workplace setting
- Career exploration in a workplace setting
- Developing academic or occupational skills as they relate to a workplace
- On-the-job training for older youth when based on needs identified in objective assessment
- Subsidized employment

### Non-Qualifying Work Experience Activities

- Classroom-based activities that talk about work abstractly but do not provide realistic experience in the workplace
- An open-ended, self-generated job at a fast food restaurant or other business
- Work that displaces a regular employee
- Regular employment with no planned start and end date
- Unsubsidized employment

## Occupational Skill Training

**Definition:** Occupational skill training constitutes 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.

### Qualifying Occupational Skill Training Activities

- Training programs that lead to the attainment of a certificate
- Participation in programs such as Job Corps
- Apprenticeship programs
- Training programs that provide skills necessary to enter or advance in a specific occupation

### Non-Qualifying Occupational Skill Training Activities

- Work readiness training
- Training not tied to long-term goals in the youth's ISS
- Training or education that does not lead to entry or advancement in a specific field
- Training or education that does not result in an occupational certificate

## Leadership Development Opportunities

**Definition:** Leadership development is a broad set of activities that encourage responsibility, employability, and other positive social behaviors. Leadership services may be provided to youth both during participation and after program exit.

### Qualifying Leadership Development Activities

- Community volunteering
- Service learning
- Peer mentoring or tutoring
- Character education
- Citizenship education, including how and why to vote
- Serving on youth council, community or advocacy organization boards, etc.
- Leadership training, such as how to work in a team, how to run meetings, and diversity training
- Life skills training such as parent education, financial education, goal setting, and conflict resolution

### Non-Qualifying Leadership Development Activities

- Activities that do not encourage responsibility, employability, or positive social behaviors

## Supportive Services

**Definition:** Supportive services include assistance such as transportation, child care, dependent care, and housing that is necessary to enable an individual to participate in WIA youth program activities.

### Qualifying Supportive Services

If necessary for the youth to participate in WIA youth program activities:

- Child care
- Transportation
- Work attire or uniforms
- Tools
- Housing
- Referrals to other community services
- Referrals to medical services

### Non-Qualifying Supportive Services

- Payments for activities that are not needed in order for the youth to participate in WIA youth program activities
- Purchase of items that are not necessary for youth to participate in program

## Adult Mentoring

**Definition:** Adult mentoring is a one-to-one supportive relationship between an adult and a youth that is based on trust. High quality adult mentoring programs include an adult role model who builds a working relationship with a youth and who fosters the development of positive life skills in youth. Youth should receive adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months

### Qualifying Adult Mentoring Activities

- Participation in mentoring programs such as Big Brothers Big Sisters
- Virtual adult mentoring via e-mail, teleconferencing, or other electronic communication
- Long-term, structured programs that provide training and support to mentors as well as to youth
- Adult mentoring programs that foster career awareness or positive social behaviors
- Supplementing adult mentoring activities with additional materials and resources

### Non-Qualifying Adult Mentoring Activities

- Programs designed to last fewer than 12 months
- Activities provided by case managers or service providers unless they meet the definition of adult mentoring
- Only supplying self-help materials on positive life skills
- Any activity that does not include a working relationship and rapport between a youth and an adult
- Case management activities
- Inconsistent or sporadic contact with youth

## Comprehensive Guidance and Counseling

**Definition:** Comprehensive guidance and counseling is a process of helping youth make and implement informed educational, occupational, and life choices. Comprehensive guidance and counseling programs impart skills through counselor-directed learning opportunities that help youth achieve success through academic, career, personal, and social development.

### Qualifying Guidance and Counseling Activities

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

### Non-Qualifying Guidance and Counseling Activities

- Informal guidance and counseling from well-meaning but inexperienced individuals
- Conferences with youths' teachers without youth being present
- Initial assessment
- Post-test for literacy/numeracy gains
- Supplying self-help resources or materials without personal counseling

## Follow-Up Services

**Definition:** Follow-up services are activities after completion of participation to monitor youths' success during their transition to employment and further education and to provide assistance as needed for a successful transition. Follow-up services must be provided for not less than 12 months after the completion of participation. The types of services provided and the duration of services must be determined based on the needs of the youth.

### Effective Follow-up Services

- Regular contact with appropriate frequency with
  - The youth
  - The youth's employer
  - The youth's post-secondary academic advisor
- Leadership development activities provided after completion of participation
- Supportive services provided after completion of participation
- Case management activities

### Ineffective Follow-up Services

- Follow-up activities that consist solely of occasional, ineffective contacts
- Quarterly phone calls to see if the youth is still working or still in school
  - Mail surveys to check if the youth is still working or still in school
  - Letters to inquire about status

*Excerpted from:* Wagner, J.O., Sturko Grossman, C.R., Wonacott, M.E., & Jackson, D. (2007). FocusedFutures Youth Development System Builder: Elements of a WIA Youth Program. Ohio State University