



**TOWN OF HEMPSTEAD/CITY OF LONG BEACH (WDB) PROGRAM YEAR 2023  
REQUEST FOR PROPOSALS FOR OUT-OF-SCHOOL YOUTH PROGRAM SERVICES**

**Contract Period: July 1, 2023 to June 30, 2025**

**Essential Information and Dates**

RFP Release Date	Friday, February 17, 2023
Deadline for Proposal Submission	Friday, March 17, 2023

HempsteadWorks  
[www.hempsteadworks.com](http://www.hempsteadworks.com)

For all questions and inquiries, please email Elizabeth Ajasin at  
[eajasin@hempsteadworks.com](mailto:eajasin@hempsteadworks.com).

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## 1. BACKGROUND

The Town of Hempstead Department of Occupational Resources (DOOR) is the grant subrecipient/fiscal agent for the Town of Hempstead/City of Long Beach Local Workforce Area under the Workforce Innovation and Opportunity Act (WIOA) of 2014. WIOA funding is used to help jobseekers access employment, education, training, and supportive services, as well as match employers with skilled workers to compete in the global economy. HempsteadWorks is the name given to the One-Stop Workforce System, whose mission is to ensure that skilled workers are available to employers, to help jobseekers find work, and to foster economic development.

HempsteadWorks offers employment and training services to thousands of jobseekers and businesses in the Town of Hempstead and City of Long Beach in addition to services supported through competitively procured contracts among community-based, youth-serving organizations. At the HempsteadWorks Career Center, we provide the following services:

- A. Career Planning and Counseling
- B. Occupational Skills Training Programs for Careers in High-Demand Industries
- C. Career and Computer Skills Workshops
- D. Online Job Banks
- E. Referrals to Partner Agencies
- F. Access to Computers, Copiers, and Career Development Literature

We also assist businesses with identifying qualified employees, posting job vacancies, and accessing training funds for professional workforce development. Additional information on programs and services can be found at [www.hempsteadworks.com](http://www.hempsteadworks.com).

## 2. PURPOSE

WIOA develops a formula-funded youth workforce development program serving eligible youth, ages 14-24, who face barriers to gaining employment and education. Service strategies developed by workforce providers prepare youth for post-secondary education and/or employment through strong linkages between academic and occupational learning. Local communities provide youth activities and services in partnership with the American Job Center and under the direction of the Hempstead/Long Beach Workforce Development Board (WDB).

HempsteadWorks is soliciting proposals from a variety of governmental units, public or private not-for-profit or for-profit corporations, local educational agencies, faith-based and community-based agencies to serve a 100% out-of-school youth target population. As a result of this process, HempsteadWorks will select an agency(ies) to coordinate an out-of-school youth program that incorporates the 14 WIOA elements (see Attachment D).

### **Objectives of the youth workforce development program system:**

- Provide participants assistance in achieving their academic and/or employment goals through effective and comprehensive activities to improve educational and skill competencies, and connections to employers
- Remove barriers to active participation in education, training, and employment through various supportive services
- Ensure on-going mentoring activities with adults
- Provide opportunities for training, career exploration, work experience, employment and financial literacy
- Provide activities related to leadership development, decision-making, and citizenship and community service
- Provide follow up elements/services to youth who are in follow-up status for a period of 12 months

### **Vendor Duties:**

- Conduct outreach, recruitment, assessment, eligibility determination and enrollment of targeted youth (see Attachment C for list of eligibility documentation)
- Assist youth to identify appropriate post-secondary education, training and employment opportunities that will help them reach their goals
- Expose youth participants to the 14 WIOA elements/services, as appropriate, based on their needs and interests (Attachment D)
- Develop an Individual Service Strategy (ISS) (Attachment E) specific to each youth that is based on an objective assessment and that identifies an employment and educational goal and any supportive services needed to achieve the identified goals
- Keep youth engaged by regularly spending time and building rapport with them during and after the duration of their participation in the program
- Help prepare youth for post-secondary education, training and/or employment opportunities by providing and/or connecting them to basic and occupational skills development and work readiness, including paid internships and on-the-job training
- Problem-solve and follow up with youth to determine effectiveness of results
- Monitor the progress of each youth toward successful completion of WIOA performance indicators (Attachment F), individual education and/or employment goals, outcomes and other agreed upon outcome measures
- Report youth's progress in a Monthly Report (Attachment G) that details all progress made in the previous months
- Submit Incentives requests for youth participants that achieve specific program milestones
- Attend monthly meetings with HempsteadWorks to discuss program progress, updates, implementation concerns, and best practices
- Monitor the progress of each youth toward successful completion of their education and/or employment goals
- Collect and share youth participants' success stories
- Participate in staff training to help develop best practices for serving youth (e.g., webinars, NYSDOL training, etc.)

- Ensure that youth participants attend HempsteadWorks sponsored events (e.g., job fairs, employer presentations)
- Interface with HempsteadWorks staff during quarterly vendor monitoring

### **HempsteadWorks Partnership:**

The HempsteadWorks Career Center will partner with the selected vendor(s) to offer workforce preparation services to support vendor efforts, including but not limited to:

- Establishing youth eligibility in the program
- Offering subsidies for occupational skills development including individual training accounts (ITAs), on-the-job training and structured work experience/internship
- Invitations to job fairs and employer presentation events
- Linking youth to work experience opportunities
- Career exploration, leadership training, financial literacy workshops, and entrepreneurship skills training
- Supportive services (e.g., transportation, books, supplies, uniforms, exam fees)

### **3. FUNDING**

The maximum award available for selected vendor(s) is \$250,000. This amount is inclusive of all expenses (see Attachment B). The expectation is that annual written contracts will clearly state that each selected vendor will enroll and serve 80 active status youth (including carry-in). HempsteadWorks will negotiate a final contracted number with approved service providers based on the population to be served and activities to be provided.

Cost competitiveness and efficiency are sought in this solicitation. Every applicant is expected to leverage additional non-WIOA support and/or work together with key community partners including educators, community and faith-based organizations, employers, career centers, and governmental units in support of services/activities generated as a result. Added consideration will be given to proposals that clearly demonstrate true quantifiable and value-added support.

### **4. APPLICANT ELIGIBILITY**

Proposals will be considered from governmental units, public or private not-for-profit or for-profit corporations, local educational agencies, and incorporated faith-based and community-based agencies. Preference in this application will be given to applicants that demonstrate a thorough understanding of the targeted geographic area and/or population, substantiate an effective blend of partnerships, cost efficiency, and establish genuine universal access for interested and eligible youth.

Strong private-sector involvement is recommended under WIOA funding. Private-sector employers should be leveraged to support the system by hiring young people, making financial donations for job creation in the public sector or donating time and

resources to further such efforts. Such leveraged partnerships will receive added consideration in this solicitation.

Applicants will be required to coordinate for participant recruitment and acceptance of suitable youth who may be referred from various community partners including the HempsteadWorks Career Center.

Applicants must have the ability to provide framework services that include objective assessment, Individual Services Strategy (ISS), general case management, and follow-up services that lead toward successful outcomes for WIOA youth participants. Successful applicants will provide an appropriate mix of activities, counseling, referral, advocacy, coaching, mentoring, and case management services to WIOA eligible youth ages 16-24.<sup>1</sup>

## 5. PARTICIPANT ELIGIBILITY

Youth who participate in the program must meet WIOA eligibility. WIOA Section 129 (a)(1)(B) defines eligible out-of-school youth as follows:

- (a) Resident of the Town of Hempstead/City of Long Beach<sup>2</sup>;
- (b) Not attending any school (as defined under State law);
- (c) Age 16 through 24 at time of enrollment in the program; and
- (d) Is one or more of the following:
  - 1. A school dropout;
  - 2. A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent school year calendar quarter;
  - 3. Pregnant or parenting, including non-custodial parents;
  - 4. With a disability;
  - 5. Offender – youth involved in any stage of juvenile or adult justice system;
  - 6. Homeless or runaway, who meet the criteria defined by the McKinney-Vento Homeless Assistance or Violence Against Women Act
  - 7. Involved in any stage of the foster care system:
    - a. In foster care;
    - b. Aged out of the foster care system;
    - c. Attained 16 years of age and left foster care for kinship, guardianship or adoption;
    - d. In an out-of-home placement; or
    - e. A child eligible for assistance under sec. 477 of the Social Security Act (John H. Chafee Foster Care Independence Program)
  - 8. Low-income and is a recipient of a high school diploma or its equivalent, and is basic skills deficient (at or below 8<sup>th</sup> grade or unable to computer/read/write as defined in the local policy)

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<sup>1</sup>For additional information on WIOA go to the United States Department of Labor, Employment and Training Administration website: <https://www.doleta.gov/wioa>.

<sup>2</sup>Special consideration will be given to organizations that can provide services to City of Long Beach residents.

9. Low-income and is a recipient of a high school diploma or its equivalent, and is an English language learner
10. Low-income and a youth who needs additional assistance to enter or complete an educational program or to secure or hold employment\*

**\*Determination of an individual who requires additional assistance to complete an education program, or to secure and hold employment will be made by the DOOR based documentation provided from the contractor on behalf of the youth in accordance with Town of Hempstead LWDB policies stated below:**

**Youth Who Requires Assistance to Complete an Educational Program Policy**

The term "**requires assistance to complete an educational program**" means that a youth is either a dropout or at risk of dropping out of high school, an alternative school, an alternative program, or a post-secondary program, based upon an assessment of the participant's academic records, transcript and/or teacher/ educational institution evaluation, etc. and in consideration of serious barriers faced by the participant, such as: failing a core subject; a victim of abuse; suffering from substance or medical issues; an expectant father; and/or the child of an incarcerated parent, truancy; disability; poor academic record; aged out of foster care; limited English proficiency; chronic behavioral problems; offender status, etc.

**Youth Who Requires Assistance to Secure and Hold Employment Policy**

The term "requires assistance to Secure and hold employment" means that a WIOA participant is unable to secure permanent unsubsidized employment that offers a reasonable expectation for long-term employment and career growth based upon an assessment of the participant's education and skills in the context of local labor market information and in consideration of serious barriers faced by the participant, such as substance abuse; disability; poor work history; aged out of foster care; limited English proficiency; chronic behavioral problems; offender status, lack of job readiness skills; etc.

**Serious Barriers for Youth Policy**

Serious barriers for youth include the following: truancy; substance abuse; disability; poor work history; aged out of foster care; limited English proficiency; chronic behavioral problems; offender status; lack of job readiness skills; etc. In accordance with WIOA Sec. (a)(3)(A) and (B), the enrollment of covered individuals who are not low income may not exceed five (5) percent (%) and may not be enrolled without the approval of the DOOR Commissioner/WDB Director.

**Youth Who Is Deficient in Basic Literacy Skills Policy**

A. Definition

The term "**basic skills deficient**" means—

- (A) that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or
- (B) that the individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society.

## 6. PAYMENTS AND PERFORMANCE

Eighty percent (80%) of the full contract amount awarded under this RFP will be paid by DOOR to the selected vendor(s) on a cost reimbursement basis.\* Twenty percent (20%) of the full contract amount will be paid to selected vendor(s) based upon the attainment of performance benchmarks according to the schedule provided below:

Benchmark 1:

Fifteen percent (15%) of the full contract amount will be paid by DOOR to the selected vendor(s) upon verification by DOOR that the selected vendor has recruited eighty (80) program participants, who are actively participating in the WIOA Out-of-School Youth Program during Program Year 2023). Contractor must recruit at least twenty (20) unique youth each program year.

Benchmark 2:

Five percent (5%) of the contract amount will be paid by DOOR to the selected vendor(s) on a prorated basis, upon submission of a Final Monthly report for each participant by the selected vendor(s) to DOOR indicating that each of the applicable program elements has been provided. The determination of which program elements are applicable to individual participants will be determined by DOOR based upon review of each individual participant's individual services strategy (Attachment E).

**\*All claims must be submitted to DOOR within 30 days of the prior billing month.**

## 7. PROPOSAL INSTRUCTIONS

### 7.1 Deadline

Proposals submitted in response to this RFP must be received no later than COB on Friday, March 17, 2023. Proposals can be submitted by mail or email to:

ATTN: Elizabeth Ajasin  
Town of Hempstead Department of Occupational Resources  
50 Clinton Street, Suite 400  
Hempstead, NY 11550  
[eajasin@hempsteadworks.com](mailto:eajasin@hempsteadworks.com)

Proposals received after the deadline will **not** be considered.



## 7.2 Evaluation Criteria

HempsteadWorks staff will review all proposals to ensure compliance with the requirements of the RFP. Proposal meeting requirements will be evaluated by a review team of HempsteadWorks staff, Youth Standing Committee and WDB or their designees. Applicants will be rated on a 100-point rating system, and evaluation is based on, but not limited to:

- Quality of Service Design for 80 Youth Participants (30 Points)
  - Innovative, participant-centered service strategy
  - Comprehensive, high-quality services components
  - Structured, thorough service delivery design
  - Involvement of relevant community partners including private sector employers
- Demonstrated Capability (30 Points)
  - If previous contractor, past performance and monitoring issues
  - Capacity to spend awarded funds
  - Record of achievement in program management and operations
  - High level of professional and technical skills/knowledge including experienced staff with adequate support
  - History of success in serving target area/population
- Cost Efficiency (20 Points)
  - Clarity and completeness of budget detail
  - Reasonableness of costs
  - Leverage resources and in-kind contributions that are clearly quantifiable and confirmed
  - Level of investment in relation to proposed outcomes
- Miscellaneous (20 Points)
  - Value of added resources (e.g., funds, contributions, activity/services, etc.)
  - Prior experience with HempsteadWorks
  - Overall understanding of RFP objectives

To be eligible to receive an award, a proposal must be fully completed, contain all required documentation, and achieve a minimum score of 70 points. Failure to meet minimum requirements will result in an automatic rejection of the application.

## 7.3 Evaluation Process

The evaluation process for proposals submitted under this RFP will go as follows:

Round 1	HempsteadWorks RFP Review Committee convenes to discuss proposals that were submitted and determines if the proposed program address the objectives of the RFP and meets HempsteadWorks' needs. Proposals that meet these criteria will progress to Round 2.
Round 2	HempsteadWorks invites organizations that submitted proposals to present their proposed program to the RFP Review Committee.

	ask for additional information. Proposals that are successful in this part of the review will move onto Round 3.  *The evaluation process for organizations that have had the Out-of-School Youth Program contract with HempsteadWorks will include review of past monitoring reports, youth outcomes, and budget spending.
Round 3	HempsteadWorks requests a one-page executive summary of each program, which will be shared with the HempsteadWorks Youth Standing Committee prior to a meeting. At the scheduled meeting, organizations will present to the Committee, which votes on whether the proposals can advance to Round 4.
Round 4	Finally, organizations present their program to the Workforce Development Board, which will approve the program(s) that have best demonstrated its capacity to serve out-of-school youth.

## 7.4 Format and Content

Organizations with interest in providing the requested services should submit a proposal narrative that includes the following information exactly as labeled (**in bold**) and as ordered below.

1. Completed **Proposal Summary Form** (see Attachment A).
2. Describe your **Organization and Experience** in providing services to youth as it relates to this solicitation. Include the unique characteristics of the population(s) you propose to serve and why you are well-suited to meet their needs. Include any established relationships with other youth-serving agencies and/or systems partners within the geographic area and/or populations(s) you propose to serve and how they will benefit the youth proposed to serve.
3. Describe in detail your **Strategy and Work Plan** for providing the services requested in this RFP. Include how services will be aligned with each of the 14 WIOA Elements (Attachment D), and how services will lead to the required WIOA performance goals, outcomes and measures (Attachment F). Include specific location(s), hours and days that services are to be available.

\*Please note that while it is not necessary for each youth participant to receive all the elements, vendors must be able to demonstrate that all the elements will be available to youth depending on their need.

4. Please describe in detail your **Strategy** for recruiting at-risk as well as the ways you plan to engage them during their participation in your program.
5. Describe any **Additional or Unique Services** you will provide to enhance and/or complement the services you will provide under this RFP. Include any actual matching funds and in-kind contributions in your budget and budget narrative.

6. Describe **Challenges and Opportunities**, if any, that might impact your achieving successful performance outcomes as described in this RFP.
7. Describe the **Quality Control Measures and Management Procedures** that will ensure successful oversight of staff, quality service delivery, satisfactory performance, and consistent communication with the funder.
8. Provide the name(s) and resume(s) of key **Staff** that will oversee the program. Please note that positions for all staff must be filled within 90 days of the start of the contract.
9. **Budget** – complete the attached forms (Attachment B). Provide sufficient detail to justify all costs of program activities in the budget narrative. Include any in-kind funding or services and how it will support this effort.

## 8. LIMITATIONS

The Hempstead/Long Beach WDB reserves the right to accept or reject any or all proposals received as a result of this request; to negotiate all qualified sources; or to cancel in part or in its entirety this RFP if found not in the best interest of the WDB and/or Youth Standing Committee. This RFP does not commit the WDB to award a contract, to pay costs incurred for preparation of proposals, to pay for legal liability in refusing to award a contract, or to procure or contract for services. Vendors funded under WIOA must adhere to EEO laws and standards. Funding for any project will be dependent upon availability of WIOA funds. Demonstration of past performance and cooperation of the organization awarded in past contract years will be taken into consideration in review of proposals. Poor past or current contract performance with HempsteadWorks or other funding source may affect recommendations for awards. HempsteadWorks reserves the right to stipulate special terms regarding the area of concern that will become part of the final contract.

All decisions of the WDB are final.

## 9. EO AND DISCRIMINATION ASSURANCE

- A. As a condition to the award of financial assistance from NYSDOL under Title I of WIOA, the grant applicant assures that it will comply fully with the EO and nondiscrimination provisions of the following laws:
  - a. WIOA [Section 188](#) which prohibits discrimination against all individuals in the United States on the basis of race, color, religion, sex (including pregnancy, childbirth, and related medical conditions, transgender status, and gender identity), national origin (including limited English proficiency (LEP) individuals), age disability, or political affiliation or belief, or against beneficiaries on the basis of either citizenship status or participation in any WIOA Title I-financially assisted program or activity;

- b. Title VI of the Civil Rights Act of 1964, as amended, which prohibits discrimination on the basis of race, color, and national origin;
  - c. Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against qualified individuals with disabilities;
  - d. The Age Discrimination Act of 1975, as amended, which prohibits discrimination on the basis of age; and
  - e. Title IX of the Education Amendments of 1972, as amended, which prohibits discrimination on the basis of sex in educational programs.
- B. The grant applicant also assures that it will comply with 29 CFR Part 38 and all other regulations implementing the laws listed above. This assurance applies to the grant applicant's operation of the WIOA Title I-financially assisted program or activity, and to all agreements the grant applicant makes to carry out the WIOA Title I-financially assisted program or activity. The grant applicant understands that the United States has the right to seek judicial enforcement of this assurance.

## **10. ATTACHMENTS**

**PROPOSAL SUMMARY FORM**

*(This form must appear as cover and first pages of proposal submission)*

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

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

Primary Contact: \_\_\_\_\_

Phone: \_\_\_\_\_

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

Organization:  Private-for-profit  Not-for-profit  Government Agency  Other

Number of years in operation: \_\_\_\_\_

**Brief Summary of Proposed Program:**

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

**Budget Highlights:**

Total Budget Amount Requested: \_\_\_\_\_

Amount of Matching Funds and In-Kind Contributions (if applicable): \_\_\_\_\_

**\*\*\*Current WIOA Out-of-School Youth Program Operators Only\*\*\***

If organization currently contracts with DOOR for service to WIOA Out-of-School Youth (July 1, 2022 – June 30, 2023):

Number of active participants: \_\_\_\_\_

Participants in follow up: \_\_\_\_\_

\_\_\_\_\_  
Print Name of Staff Submitting this Proposal

\_\_\_\_\_  
Signature

### **Budget Instructions and Forms**

- Total budget must not exceed \$250,000 for Program Year 2022 (July 1, 2023 through June 30, 2025).
- Proposals must include all completed Budget Forms below. **Budgets submitted in any other format will not be accepted.**
- Details must be provided in the Budget Narrative/Justification for each item requested by itemizing the cost that comprises each total cost. Costs which are prorated must be supported by a cost allocation plan showing requested funds paying only its share of the costs for that item. Administrative costs are allowable up to 10% of entire budget and needs detailed support of costs.
- A copy of any agreement (i.e. audit, accounting fees, etc.) that substantiates contracted items may be requested by DOOR.
- Justification and reasonableness of costs will be considered when evaluating proposals.
- Matching funds and/or In-Kind\* contributions are looked upon favorably; please note such funds where designated on Budget Forms.
- Contracts will be held to the most current approved budget and cannot exceed the award amount. Budget amendments may be allowed. All requests for amendments must be submitted for approval to DOOR prior to expenditure. All requests will require a written, detailed explanation and DOOR will provide a written approval before action can be taken. The amendments can be done only among the original line items of the budget. New line items cannot be added. Failure to follow these guidelines may result in disallowed costs. **Last budget amendment request date is June 1, 2025.**
- DOOR utilizes cash basis accounting; therefore all expenses should be paid before asking for reimbursement.
- Claim vouchers must be submitted within 30 days of the end of the previous month. **All vouchering must be completed by September 30, 2025 to avoid expenses being disallowed.**

## Budget Categories

**Staff Costs:** Include requested staff salaries and related fringe benefits.

**Operating Costs:** Include requested costs associated with the day to day provision of WIOA youth services. *Many of the operating expenses are encouraged to be included as part of partnerships and/or collaborative arrangements and can be demonstrated as matching funds and/or in-kind contributions.*

**Example of line-item inclusion** with determination/explanation (*these are examples only*):

**Staff Salaries:** Salaries of key **Staff** that will oversee the program

**Staff Fringe Benefits:** 19.5% of salary includes FICA and medical

**Rent, Utilities, Telephone:** Co-location, may be listed as match/in-kind

**Supplies:** Non-consumable only; may be listed as match/in-kind

**Contracted Services- WIOA (Less than 100%):** Audit or accounting fees - 5% of annual audit and accounting based upon estimated costs and percentage of WIOA funds as compared to whole

**Mileage:** Staff travel to include visits to worksites, homes, schools and training sites will be reimbursed at current IRS rate.

**Admin Costs capped at 10%:** Indirect costs of running the program such as finance, HR, payroll services and IT services. If the organization has an indirect cost agreement rate from a cognizant agency, please provide that as backup with each claim voucher.

*\*Matching Funds and In-Kind contributions are considered non-requested funds, resources, services or product used to support program activities. All sources and amounts must be referenced.*

**Budget Form**

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

	Requested Funds	Matching Funds/In-kind Contributions
Staff Costs		
Operating Costs		
Total		

Source and detail for any matching funds and in-kind contributions claimed under Staff and Operating Costs above.



## Budget Form

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

**Requested Funds**  
 (do not include  
 matching or in-kind  
 funds here)

Staff Salaries	
Staff Fringes	
<b>Total Staff Costs</b>	
Rent	
Utilities	
Supplies- (none consumable only)	
Telephone	
Insurance	
Postage	
Copy/Printing	
Contracted Services - WIOA (Less than 100%)	
Mileage- @ current IRS rate	
Staff Training/Development	
Equipment	
Supportive Services	
Admin Costs- capped at 10%	
<b>Total Operating Costs</b>	
<b>Total Funds Requested</b>	

**Proposed Staff Costs**

Organization Name:

Proposed Staff	# Positions	Salary per Week	# of Weeks	% of Time Dedicated	Total Salary Requested
<b>Total:</b>					

**Staff Fringe Benefits**

	Rate		Base		Amount
F.I.C.A.	%	x		=	\$
Worker's Compensation	%	x		=	\$
Health Insurance	%	x		=	\$
Retirement	%	x		=	\$
Disability Insurance	%	x		=	\$
Unemployment Insurance	%	x		=	\$
Other:			%	x	=
	\$				
Other:			%	x	=
	\$				

**Total Fringe Benefits: \$**

**Total Staff Costs Requested: \$**

**Contract Budget Narrative/Justification**

For each line item in the Budget Forms (staff and operating), provide a narrative description of all costs requested in sufficient detail, at what rates and for what activities (include any non-requested funds as “match/in-kind” to demonstrate as a contribution). Provide a cost allocation plan for expenses that are charged to more than one funding source.

**STAFF SALARIES:** *Provide an explanation of salaries that are tied to staff that will support this project.*

**STAFF FRINGE BENEFITS:** *Fringe benefits should be budgeted with the organization’s standard fringe benefit policy. If budgeted fringe benefits represent an exception to standard policy, please explain.*

**RENT:** *Provide an explanation of costs needed to support this project.*

**UTILITIES:** *Provide an explanation of costs needed to support this project.*

**SUPPLIES: NON-CONSUMABLE ONLY.** *Provide information on the type of supplies with an explanation of costs needed to support this project.*

**TELEPHONE:** *Provide an explanation of costs needed to support this project.*

**INSURANCE:** *Provide an explanation of costs needed to support this project.*

**POSTAGE:** *Provide information on the type of supplies with an explanation of costs needed to support this project.*

**COPYING/PRINTING:** *Provide information on the type and amount of copying/printing with an explanation of costs needed to support this project.*

**CONTRACTED SERVICES- WIOA (Less than 100%):** *When subcontracting details are not known include a brief narrative of each service to be subcontracted, with whom subcontracting will be implemented, the anticipated outcomes and the projected budget.*

**MILEAGE:** *Provide information on the reasons for travel and mileage reimbursement. No out of state travel costs are allowed unless specifically detailed and approved below. (Please use current IRS rate for mileage reimbursements)*

**STAFF TRAINING/DEVELOPMENT:** *Provide information on the training and development activities with an explanation of costs needed to support this project.*

**SUPPORTIVE SERVICES:** *Please indicate total dollar amount that will be utilized for items not limited to: uniform, educational testing, necessary items for education and/or payment fees related to employment and training application, test and certification.*

**EQUIPMENT:** *Please provide a justification for all equipment purchases. There is a \$1,000 limit per unit on the total purchase of any equipment. If per unit price is more than \$1,000, please contact DOOR for prior approval.*

**ADMIN COSTS- CAPPED @ 10%:** *Please provide a detailed list of what is included in the admin cost and how they relate to program activities. If the organization has an indirect cost rate agreement letter, please provide for review.*

**TOWN OF HEMPSTEAD/HEMPSTEADWORKS  
OSY ELIGIBILITY DOCUMENTATION**

CUSTOMER'S NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

***Coordinator: \* Be sure all fields on forms are filled in/ signed and copies of documents are in the file. Please submit folders with papers in sequence indicated above and check column to indicate presence of that form/document.***

**Eligibility Items**

**Interviewer**

**Eligibility  
Interviewer**

___ DOL Career Center Registration	___
___ DOL Career Center Supplemental Questionnaire	___
___ Employment Self-Attestation	___
___ WIOA Eligibility Criteria w/Documents	___
___ Income Status Questionnaire	___
___ Enrollment letter	___
___ US Birth Certificate/US Passport/Alien Reg. /US employment authorization	___
___ Social Security Number (Legal Document)	___
___ State Photo ID W/Address	___
___ Educational Status /HS Diploma or Equivalent, College Degree, Drop out letter	___
___ Selective Service Registration Printout (males, 18 or older)	___
___ DOOR Registration Supplement and Release Statement	___
___ EO and Non-Discrimination Policy/the Law	___
___ Youth Assessment and Individual Service Strategy	___
___ Program Incentive Plan Contract	___
___ Interagency Release of Information	___

Eligibility Interviewer \_\_\_\_\_

### 14 Required WIOA Youth Elements/Services

WIOA has fourteen (14) mandated program elements/services that are required to be available to all eligible youth. If a youth is determined qualified for any of the 14 elements, they must be made available for them. The referral of additional services within the community to youth are encouraged.

The elements can be divided into five focus points:

- 1) Education Focused
- 2) Employment and Training Focused
- 3) Well-Being Focused
- 4) Growth Focused
- 5) Transition Focused

Below is each element, their key concepts, and examples of services that fulfill each element:

<b>Education Focused Elements</b>	
Alternative Secondary School Services	<ul style="list-style-type: none"> <li>✓ Education/training for youth who have struggled in traditional secondary education leading to recognized NYS High School (HS) Equivalency and not HS diploma or credential</li> <li>✓ Dropout recovery services or alternative secondary school services with a goal of helping the youth to re-engage and persist in education that leads to the completion of a recognized high school equivalent</li> </ul> <p>Example Services leading to HS equivalency:</p> <ul style="list-style-type: none"> <li>• Basic education skills training</li> <li>• Individualized instruction</li> <li>• English as a Second Language training</li> <li>• H.S. Equivalency pathways approved by the NYS Department of Education (e.g., TASC), Regents-TASC preparation, National External Diploma Program; College Credit and Out-of-State Testing</li> <li>• Remedial academic instruction</li> <li>• Career Development and Occupational Studies (CDOS) with HS equivalency education</li> </ul>

	<ul style="list-style-type: none"> <li>• Education plan development for youth who have dropped out of school</li> <li>• Educational credit recovery for youth who have dropped out of school</li> </ul>
<p>Education Offered Concurrently with and in the same context as Workforce Preparation</p>	<ul style="list-style-type: none"> <li>✓ Three components offered concurrently, or within the same time frame and as part of a planned study/training:               <ol style="list-style-type: none"> <li>1) Basic academic skills education</li> <li>2) Workforce preparation activities and</li> <li>3) Hands-on occupational skills training</li> </ol> </li> <li>✓ Connection to training in specific occupational cluster or career pathway</li> <li>✓ Integrated education and training model is not any of the following which occur separately and at different times:               <ul style="list-style-type: none"> <li>o Occupational skills training that includes hands-on component, such as CNA</li> <li>o Alternative secondary school services with basic academic education component</li> <li>o Work experience with hands-on occupational skills training and/or workforce preparation</li> </ul> </li> <li>✓ Preferably provides a certificate in career/technical program</li> </ul> <p>Example Services:</p> <ul style="list-style-type: none"> <li>• Integrated Basic Education and Skills Training (IBEST) programs</li> <li>• Career Pathways Programs with three components of Integrated Education</li> </ul>
<p>Activities that Help Youth Prepare for Transition to Postsecondary Education and Training</p>	<ul style="list-style-type: none"> <li>✓ Activities that help youth prepare for and transition to postsecondary education and training</li> <li>✓ Adheres to changing guidelines and connects youth postsecondary educational programs</li> </ul> <p>Example Services:</p> <ul style="list-style-type: none"> <li>• Exploration of postsecondary education, including technical training, community college, 4-year colleges, universities, and registered apprenticeships</li> <li>• Assistance with preparing for SAT/ACT testing</li> <li>• Development of college admission applications</li> <li>• Searching/applying for scholarships and grants</li> <li>• Preparation of financial aid and paperwork</li> <li>• Basic skills education for youth with high school diploma or equivalency</li> </ul>

<p>Tutoring, Study Skills Training, Instruction and Evidence based requirement for Drop-out Prevention and Recovery Strategies</p>	<ul style="list-style-type: none"> <li>• Basic computer training</li> </ul> <p>✓ Tutoring, study skills training, instruction, and secondary school dropout prevention strategies that lead to a <i>high school (HS) diploma</i> and not high school equivalency or credential</p> <p>✓ Activities to keep a youth in-school and engaged in a formal learning and/or training setting</p> <p>Example Services:</p> <ul style="list-style-type: none"> <li>• Literacy development</li> <li>• Active learning experiences</li> <li>• After-school opportunities</li> <li>• Individualized instruction</li> <li>• Remedial academic instruction</li> <li>• Career development and occupational (CDOS) with HS diploma education</li> <li>• Academic supports</li> <li>• Identify academic concerns</li> <li>• Develop learning strategies</li> <li>• Secondary school dropout prevention strategies</li> </ul>
<p><b>Employment and Training Focused Elements</b></p>	
<p>Labor Market and Employment Information Services</p>	<p>✓ Provides labor market and employment information, including:</p> <ul style="list-style-type: none"> <li>○ <i>Career Awareness</i>: develops knowledge of the variety of careers and occupations available, their skill requirements, working conditions and training prerequisites, and job opportunities across industries and occupations that are in-demand in the state and local area</li> <li>○ <i>Career Exploration</i>: Assists youth with choosing an education/training or job which fits their interests, skills and abilities</li> <li>○ <i>Career Counseling or Guidance</i>: provides advice and support in making decisions about what career paths to take</li> </ul> <p>Example Services:</p> <ul style="list-style-type: none"> <li>• Explore earning potential, education and skills requirements, career pathways, job openings, job application process, potential earnings, and more</li> </ul>



	<ul style="list-style-type: none"> <li>• Job search workshops</li> <li>• Exploration of careers on CareerZone/JobZone</li> <li>• Participation in job club</li> <li>• Tour of a business</li> <li>• Mock interviews and interviewing skills development preparation</li> <li>• Discussion of assessment results</li> <li>• Attendance of an alumni presentation on their career journey</li> <li>• Career assessment to identify interests, values, abilities, and aptitudes</li> <li>• Resume and cover letter preparation</li> <li>• Long-term benefits of education and training</li> <li>• Understanding process of maintaining professional references</li> <li>• Online social media job club</li> <li>• Discussing job opportunities</li> </ul>
Occupational Skills Training	<ul style="list-style-type: none"> <li>✓ Organized program of study providing specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields</li> <li>✓ Must give priority consideration to occupational skills trainings that are: <ul style="list-style-type: none"> <li>○ Aligned with local area in-demand industry sectors and occupations</li> <li>○ Outcome-oriented</li> <li>○ Aligned with ISS</li> <li>○ Lead to a recognized postsecondary credential</li> </ul> </li> </ul> <p>Example Services:</p> <ul style="list-style-type: none"> <li>• Credential and certification courses</li> </ul>
Paid and Unpaid Work Experiences	<ul style="list-style-type: none"> <li>✓ Characteristic of work experience</li> <li>✓ Connected with career interests of youth or provides transferable skills</li> <li>✓ Provides the youth with opportunities for career exploration, skill development, and to reflect on personal, job-specific and transferrable skills</li> </ul> <p>Example Services:</p> <ul style="list-style-type: none"> <li>• Job shadowing</li> </ul>

	<ul style="list-style-type: none"> <li>○ Youth learn about a job by witnessing the work day as a shadow of a competent worker</li> <li>○ Experience in occupational area of interest to participants</li> <li>○ Youth witnesses firsthand the work environment; employability and occupational skills in practice; the values of professional training; and potential career options</li> <li>○ Youth conduct informational interviews of staff at job shadowing site</li> <li>● On-the-job training             <ul style="list-style-type: none"> <li>○ Occupational training is provided for the participant in exchange for wage reimbursement</li> <li>○ Hands-on, productive work</li> </ul> </li> <li>● Pre-apprenticeship program             <ul style="list-style-type: none"> <li>○ Prepares youth to enter and succeed in a registered apprenticeship program</li> <li>○ Training and curriculum based on the skill needs of businesses in the region and state</li> <li>○ Includes hands-on, meaningful learning activities that are connected to education and training activities, such as exploring career options, and understanding how the skills acquired through coursework can be applied to future career</li> </ul> </li> </ul>
<b>Well-Being Focused Elements</b>	
<p>Comprehensive Guidance and Counseling that provides participants with individualized counseling</p>	<ul style="list-style-type: none"> <li>✓ Provides <i>therapeutic professional</i> counseling</li> <li>✓ Referral to therapeutic and professional counselling with required coordination and follow-up with partnering organization to ensure continuity of service and case management</li> <li>✓ Does not include typical case management or supportive services</li> </ul> <p>Example Services:</p> <ul style="list-style-type: none"> <li>● Substance abuse prevention counseling</li> <li>● Mental health counseling (e.g., domestic violence prevention, anger management, trauma-informed counseling, and behavioral health treatment)</li> </ul>
<p>Financial Literacy Education</p>	<ul style="list-style-type: none"> <li>✓ Helps youth gain knowledge, skills and the confidence to make informed financial decisions</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Helps youth attain greater financial health and stability using tools, strategies and training that is:             <ul style="list-style-type: none"> <li>○ High quality</li> <li>○ Age-appropriate</li> <li>○ Relevant</li> <li>○ Places lessons into practice</li> <li>○ Timely</li> </ul> </li> <li>✓ Provides comprehensive financial literacy education based on the needs of the youth, instead of only teaching them budgeting</li> </ul> <p>Example Services:</p> <ul style="list-style-type: none"> <li>• Opening a bank account</li> <li>• Effectively managing credit, debit, student loans, consumer credit and credit cards</li> <li>• Understanding credit score and reports to ensure their accuracy</li> <li>• Understanding, evaluating, and comparing financial products, services, and opportunities</li> <li>• Developing a savings plan</li> <li>• Education about identify theft</li> <li>• Benefits planning and work incentives</li> <li>• Meeting financial literacy needs of non-English speakers with appropriate training and materials</li> <li>• Budget creation, for example with Dollars and Sense in CareerZone/JobZone</li> </ul>
Supportive Services	<ul style="list-style-type: none"> <li>• Enables youth to participate in WIOA activities</li> </ul> <p>Example Services:</p> <ul style="list-style-type: none"> <li>• Assistance with transportation, childcare, housing, books, fees, and school supplies</li> <li>• Legal aid services</li> <li>• Payments for fees for employment and training-related applications, tests, and certifications</li> <li>• Linkages to community services</li> </ul>

	<ul style="list-style-type: none"> <li>• Job coaching</li> </ul>
<b>Growth Focused Elements</b>	
Adult Mentoring	<ul style="list-style-type: none"> <li>✓ Formal relationship between youth and an adult mentor</li> <li>✓ Must last at least 12 months</li> <li>✓ Face-to-face, one-on-one interactions</li> <li>✓ Structured activities with guidance, support, and encouragement to develop the competence and character of the mentee</li> <li>✓ Building meaningful trust with the youth</li> <li>✓ Mentoring by program staff/case manager is highly discouraged</li> <li>✓ Adequate screening and selection of mentors</li> </ul> <p>Example Services:</p> <ul style="list-style-type: none"> <li>• Workplace mentoring</li> <li>• One-on-one mentoring</li> <li>• Group mentoring</li> <li>• Mentoring via electronic means</li> </ul>
Entrepreneurial Skills Training	<ul style="list-style-type: none"> <li>✓ Offers <i>entrepreneurship education, enterprise development and experiential programs</i> to help the youth start and operate a small business</li> <li>✓ Develops skills such as, but not limited to: <ul style="list-style-type: none"> <li>○ Taking initiative</li> <li>○ Developing budgets</li> <li>○ Forecasting resource needs</li> <li>○ Understanding various options for acquiring capital and the trade-offs associated with each option</li> <li>○ Communicating effectively and marketing oneself and one's ideas</li> </ul> </li> </ul> <p>Example Services:</p> <ul style="list-style-type: none"> <li>• Entrepreneurship Education <ul style="list-style-type: none"> <li>○ Introduction to the values and basics of starting and running a business</li> <li>○ Development of business budgets</li> <li>○ Guidance in development of a business plan</li> </ul> </li> <li>• Enterprise Development</li> </ul>

	<ul style="list-style-type: none"> <li>○ Supports and services that incubate and help youth develop their own business</li> <li>○ Assistance with obtaining small business loans and grants</li> <li>● Experiential programs             <ul style="list-style-type: none"> <li>○ Creation of a youth-run business for youth to experience day-to-day operations</li> <li>○ Facilitate placement in apprentice or internship positions with adult entrepreneurs</li> </ul> </li> </ul>
Leadership Development	<p>✓ Opportunities that encourage:</p> <ul style="list-style-type: none"> <li>○ Responsibility</li> <li>○ Confidence</li> <li>○ Employability</li> <li>○ Self-determination</li> <li>○ Positive social behaviors</li> </ul> <p>Example Services:</p> <ul style="list-style-type: none"> <li>● Exposure to postsecondary educational possibilities</li> <li>● Community and services-learning projects</li> <li>● Peer-centered activities, including peer mentoring and tutoring</li> <li>● Civic engagement activities which promote the quality of life in a community</li> <li>● Trainings for, but not limited to organizational and teamwork; decision-making; citizenship; life skills; determining priorities; problem solving; parenting skills; work behavior</li> <li>● Serving on youth leadership committees, such as a Standing Youth Committee</li> </ul>
<b>Transition Focused Elements</b>	
Follow-Up	<ul style="list-style-type: none"> <li>✓ During design framework, youth should be informed of 12-month post-exit follow-up services</li> <li>✓ Begins immediately after the last expected date of service in the Youth Program or any other DOL-funded program in which the participant is co-enrolled</li> <li>✓ Use of a follow-up agreement with the youth to ensure their buy-in and clarify expectations a few months before exit</li> <li>✓ Post-exit or after last date of service, follow-up services include, provision of:</li> </ul>

	<ul style="list-style-type: none"><li>○ Concrete services that are not any of the 13 WIOA Youth Program elements and help youth with success in employment or training and is reported as Follow-Up Non-Element (Youth) Service Type in OSOS or</li><li>○ 5 allowable program elements as is reported as Follow-Up xyzyzy (Youth) Service Type in OSOS</li></ul> <ul style="list-style-type: none"><li>✓ If youth needs any of the other 8 WIOA Youth Program non-allowable elements, a new eligibility determination should be done, and youth is re-enrolled as appropriate</li><li>✓ Follow-up service must not include, post-exit contacts attempted or made for the sole purpose of securing documentation to report performance or getting an update without provision of a concrete follow-up services</li><li>✓ Required for at least 12 months after the last planned service end date or when no future services are scheduled</li><li>✓ The type, frequency, and intensity of follow-up must align with needs and strengths of each youth and the local follow-up policy</li></ul>
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## Youth Assessment and Individual Service Strategy

Participant Name: \_\_\_\_\_ Coordinator Name: \_\_\_\_\_

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

Short-Term Occupational Goal: \_\_\_\_\_

O\*Net Code: \_\_\_\_\_

Long-Term Occupational Goal: \_\_\_\_\_

O\*Net Code: \_\_\_\_\_

Customer  is unemployed  is receiving unemployment insurance  has exhausted unemployment insurance

Customer is unsure of, or has no goal, multiple unrelated goals, or outlook unfavorable for goal.

Customer identifies need to change career or explore other options.

### Knowledge/Skills/Abilities

Customer has not identified any skills or displays an inability to clearly articulate skills/abilities.

Customer speaks English with difficulty.

○ English language comprehension level:  Weak  Poor  Average

○ Preferred/primary language spoken: \_\_\_\_\_

Customer appears to lack basic reading and writing skills.

Customer disclosed a disability or received education assistance in school.

○ Additional accommodations (if any): \_\_\_\_\_

○ Assistive technology/aids/devices required (if any): \_\_\_\_\_

Customer needs help to identify a job appropriate for his/her aptitudes, interests, or work values.

Customer lacks basic computer skills.

Customer lacks training to support occupational goal.

Other (Specify): \_\_\_\_\_

**Additional Issues/Barriers**

- Customer identified a health restriction or other wellness-related barrier to employment.
- Customer is in a mental health, drug & alcohol, or recovery treatment program.
- Customer exhibits a hygiene issue that can impact a successful job search.
- Customer lacks stable housing.
- Customer is a foster child or has aged out of the foster care system.

**Employment Related Issues/Barriers**

- Customer has an unstable work history or multiple terminations.
- Customer has background check issues or has been involved with the criminal justice system.
- Customer lacks ability to get to work.
- Customer is currently pregnant and/or parenting.
- Customer has no positive work references.
- Other (Specify): \_\_\_\_\_

**Job Search Knowledge and Skills**

- Customer lacks awareness of necessary job search skills.
- Customer has history of unsuccessful job search.
- Customer lacks job search tools: resume, cover letter, interviewing skills, and interpersonal skills.
- Other (Specify): \_\_\_\_\_



**Framework of an ISS:**

- ▶ Directly linked to one or more indicators of performance
- ▶ Based on the objective assessment
- ▶ Identifies a career pathway that includes education and employment goals

<b>Brief Assessment Overview</b>		
<i>Identify personal, educational, occupational, financial, medical, childcare, transportation, housing, food/nutrition</i>		
Strengths	Challenges (Barriers)	Service/Resource/Partner Agency Referral

<b>Goals</b>		
<i>Identify personal, educational, and occupational short- and long-term goals</i>		
Goal Type	Short-Term Goal (3 months or less)	Long-Term Goal (4 months or more)
<b>Educational Goal</b>		
<b>Occupational/Employment Goal</b>		
<b>Personal/Social Goal</b>		
<b>Potential Barriers to Goal Achievement:</b>		
<b>Case Notes/ISS Review Updates:</b>		
<i>Include any progress, such as but not limited to measurable skill gains, other goal completions</i>		

**Youth and Case Manager Agreements:**

**For Youth - I agree to:**

- ▶ Contact my Case Manager monthly or as often as necessary to update my progress on this plan. I understand that my case can be closed if I go 90 days without participating in a service.
- ▶ Let my Case Manager know of any problems which would cause changes to any activities or interfere with completing the plan.
- ▶ Seek, accept and maintain employment that meets my planned goal(s) as stated above.
- ▶ Contact my Case Manager when I become employed, and provide all necessary information pertaining to the job.
- ▶ Stay in contact with my Case Manager for up to a year after exiting the program to maintain and support meeting my goals.

**For the Case Manager – I agree to:**

- ▶ Assist with the appropriate career guidance, training and supportive services.
- ▶ Coordinate with other agencies and programs to help you obtain needed services.
- ▶ Monitor your participation and progress in the activities above.
- ▶ Assist you in your search for employment.
- ▶ Maintain contact with you for up to one year after you obtain employment for employment retention and career advancement purposes.

Participant Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## WIOA Primary Indicators of Performance

WIOA establishes performance accountability indicators and performance reporting requirements to assess the effectiveness of the State and local areas in achieving positive outcomes for individuals served in the workforce development system:

1. Employment Rate 2<sup>nd</sup> Quarter After Exit: percentage of participants who are in education or training activities, or in unsubsidized employment, during the second quarter after exit from the program

**Local benchmark is 54%**

2. Employment Rate 4<sup>th</sup> Quarter After Exit: percentage of participants who are in education or training activities, or in unsubsidized employment, during the fourth quarter after exit (1 year)

**Local benchmark is 52%**

3. Median Earnings: the median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program

**Local benchmark is \$3,100**

4. Credential Attainment: percentage of those participants enrolled in education or training program who attain a recognized postsecondary credential or secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program

**Local benchmark is 53%**

5. Measurable Skills Gains: percentage of participants who, during a program year, are in education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skills gains towards such a credential or employment

**Local benchmark is 49%**

The selected vendor(s) is expected to achieve or surpass the Primary Indicators of Performance goals stated above and to serve eighty out-of-school youth.



## Youth Participant Monthly Report/Individual Service Strategy Update

Participant Name: \_\_\_\_\_ Coordinator Name: \_\_\_\_\_

Organization: \_\_\_\_\_ Services Provided from \_\_\_\_\_ to \_\_\_\_\_

<b>Course of Action: Program Elements Needed to Achieve Goals</b> <i>Youth are required to have access to all fourteen WIOA Youth program elements. Please select elements based on needs identified on the participant's objective assessment.</i>				
<b>Improving Educational Achievement</b>	<b>Date Opened</b>	<b>Projected End Date</b>	<b>Actual End Date</b>	<b>Successful Completion</b>
<input type="checkbox"/> Tutoring: study skills training, and instruction leading to secondary school completion, including dropout prevention strategies  <i>Action Steps/Referrals:</i> _____ _____  <i>Comments:</i> _____ _____				<input type="checkbox"/> Yes <input type="checkbox"/> No  <i>Explain:</i>
<input type="checkbox"/> Alternative secondary school offerings  <i>Action Steps/Referrals:</i> _____ _____  <i>Comments:</i> _____ _____				<input type="checkbox"/> Yes <input type="checkbox"/> No  <i>Explain:</i>
<input type="checkbox"/> Activities that help youth prepare for transition to postsecondary education and training  <i>Action Steps/Referrals:</i> _____ _____  <i>Comments:</i> _____ _____				<input type="checkbox"/> Yes <input type="checkbox"/> No  <i>Explain:</i>

<b>Preparing for and Succeeding in Employment</b>	<b>Date Opened</b>	<b>Projected End Date</b>	<b>Actual End Date</b>	<b>Successful Completion</b>
<input type="checkbox"/> Paid & unpaid work experience (summer employment, pre-apprenticeship programs, internships, job shadowing, OJT) with Academic & occupational education  <i>Action Steps/Referrals:</i> <hr/> <hr/> <i>Comments:</i> <hr/> <hr/>				<input type="checkbox"/> Yes <input type="checkbox"/> No  <i>Explain:</i>
<input type="checkbox"/> Labor market & employment information including career awareness, career counseling, and career exploration services  <i>Action Steps/Referrals:</i> <hr/> <hr/> <i>Comments:</i> <hr/> <hr/>				<input type="checkbox"/> Yes <input type="checkbox"/> No  <i>Explain:</i>
<input type="checkbox"/> Education offered concurrently with workforce preparation and training for a specific occupation  <i>Action Steps/Referrals:</i> <hr/> <hr/> <i>Comments:</i> <hr/> <hr/>				<input type="checkbox"/> Yes <input type="checkbox"/> No  <i>Explain:</i>
<input type="checkbox"/> Occupational skills training  <i>Action Steps/Referrals:</i> <hr/> <hr/> <i>Comments:</i> <hr/> <hr/>				<input type="checkbox"/> Yes <input type="checkbox"/> No  <i>Explain:</i>

<input type="checkbox"/> Entrepreneurial skills training  <i>Action Steps/Referrals:</i> <hr/> <hr/> <i>Comments:</i> <hr/> <hr/>				<input type="checkbox"/> Yes <input type="checkbox"/> No  <i>Explain:</i> 
<b>Supporting Youth</b>	<b>Date Opened</b>	<b>Projected End Date</b>	<b>Actual End Date</b>	<b>Successful Completion</b>
<input type="checkbox"/> Supportive services  <i>Action Steps/Referrals:</i> <hr/> <hr/> <i>Comments:</i> <hr/> <hr/>				<input type="checkbox"/> Yes <input type="checkbox"/> No  <i>Explain:</i> 
<input type="checkbox"/> Adult mentoring  <i>Action Steps/Referrals:</i> <hr/> <hr/> <i>Comments:</i> <hr/> <hr/>				<input type="checkbox"/> Yes <input type="checkbox"/> No  <i>Explain:</i> 
<input type="checkbox"/> Comprehensive guidance & counseling (may include drug & alcohol abuse counseling & referral)  <i>Action Steps/Referrals:</i> <hr/> <hr/> <i>Comments:</i> <hr/> <hr/>				<input type="checkbox"/> Yes <input type="checkbox"/> No  <i>Explain:</i> 
<input type="checkbox"/> Follow-up  <i>Action Steps/Referrals:</i> <hr/> <hr/> <i>Comments:</i> <hr/> <hr/>				<input type="checkbox"/> Yes <input type="checkbox"/> No  <i>Explain:</i> 

<b>Developing the Potential of Young Adults as Citizens &amp; Leaders</b>	<b>Date Opened</b>	<b>Projected End Date</b>	<b>Actual End Date</b>	<b>Successful Completion</b>
<input type="checkbox"/> Leadership development opportunities/ Opportunities to develop social behaviors, other soft skills, and leadership opportunities  <i>Action Steps/Referrals:</i> <hr/> <hr/> <i>Comments:</i> <hr/> <hr/>				<input type="checkbox"/> Yes <input type="checkbox"/> No  <i>Explain:</i>
<input type="checkbox"/> Financial literacy  <i>Action Steps/Referrals:</i> <hr/> <hr/> <i>Comments:</i> <hr/> <hr/>				<input type="checkbox"/> Yes <input type="checkbox"/> No  <i>Explain:</i>

**Please answer the following questions:**

**Employment Rate/Median Earnings**

Has the participant entered employment? Yes \_\_\_ No \_\_\_

If yes, please enter: \_\_\_\_\_

Name of Employer: \_\_\_\_\_

Employer's Address: \_\_\_\_\_

Job Title: \_\_\_\_\_

Job Duties: \_\_\_\_\_

Start Date: \_\_\_\_\_

Hourly Wage: \_\_\_\_\_

FT/PT/Seasonal: \_\_\_\_\_

With benefits: \_\_\_\_\_

Comments (include dates): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Credential Attainment**

- For participants who are currently enrolled in occupational skills training that leads to a secondary or postsecondary credential, has the participant obtained a diploma, degree or certificate? Yes \_\_\_ No \_\_\_

If yes, please enter: \_\_\_\_\_

Name of diploma, degree or certificate: \_\_\_\_\_

Date of obtainment: \_\_\_\_\_

Name of entity that issues degree or certificate: \_\_\_\_\_

- Has the participant enrolled in college/university? Yes \_\_\_ No \_\_\_

If yes, please enter: \_\_\_\_\_

Name of college: \_\_\_\_\_

Date Enrolled: \_\_\_\_\_

Anticipated Major: \_\_\_\_\_

Anticipated Year of Graduation: \_\_\_\_\_



### Measurable Skills Gains

For participants who are currently enrolled in occupational skills training that leads to a recognized secondary or postsecondary credential, did the participant receive a satisfactory or better progress report towards established milestones (e.g. passage of an exam or class)? Yes \_\_\_ No \_\_\_

If yes, please enter: \_\_\_\_\_  
Training Course: \_\_\_\_\_  
Training Provider: \_\_\_\_\_  
Expected training end date: \_\_\_\_\_  
Date of the attained measurable skills gain: \_\_\_\_\_  
Method of evaluation: \_\_\_\_\_

### Work Experience

- Is the participant enrolled in an internship or on-the job training program?

Yes \_\_\_ No \_\_\_

If yes, please enter: \_\_\_\_\_  
Name of Employer: \_\_\_\_\_  
Employer's Address: \_\_\_\_\_  
Job Duties: \_\_\_\_\_  
Start Date: \_\_\_\_\_  
Planned End Date: \_\_\_\_\_  
Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Did the participant receive a satisfactory or better progress report towards established milestones (refer to training plan)? Yes \_\_\_ No \_\_\_

Participant Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_