

Southern Georgia Workforce Development Board

Request for Proposal #11-23

Workforce Development Services

Issue Date: April 3, 2023

Submission Deadline: May 5, 2023 @ 4:00pm

Program Year 2024 Contract Period: July 1, 2023 - June 30, 2024

RFP Program Operation: July 1, 2023- June 30, 2024

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1 Project Overview

1.1 Project Overview

The purpose of this Request for Proposal (RFP) package is to solicit proposals to provide services under the guidelines of the Workforce Innovation and Opportunity Act (WIOA) of 2014 (Public Law 113-138). The Southern Georgia Regional Commission (SGRC), as fiscal/administrative entity for the Southern Georgia Workforce Development Board (WDB), requests proposals from qualified organizations capable of providing the following services:

(1) Service Coordination and Case Management for Individual Training Accounts (ITAs) for Adults, Dislocated Workers, and Youth ages 18-24.

(2) Comprehensive Youth Programs (Youth ages 16-24)

The WDB is seeking a single or multiple providers who will singularly or collaboratively provide year-round services across the eighteen county Southern Georgia area which includes the counties of Atkinson, Bacon, Ben Hill, Berrien, Brantley, Brooks, Charlton, Clinch, Coffee, Cook, Echols, Irwin, Lanier, Lowndes, Pierce, Tift, Turner and Ware. Program(s) may be operated in a single county, a combination of counties, or all counties.

The WDB is interested in activities that produce good results and that have a measurable impact on the population to be served. Proposals for innovative activities or programs, consistent with WIOA rules and regulations are encouraged. Proposers may choose to provide only one of the listed services, or may choose to propose for all.

1.2 Funding Availability and Length of Project

The SGRC will award funds to a single provider or multiple providers who will singularly or collaboratively provide the continuity and coordination of the services identified in this RFP. The WDB will award an initial contract(s) to the successful respondent(s) effective July 1, 2023 through June 30, 2024.

1.2.1 Service Coordination and Case Management for Individual Training Accounts (ITAs) for Adults, Dislocated Workers, and Youth ages 18-24.

1.2.1.1 Total Funding

Total funding \$1,570,000

1.2.1.2 Breakdown by Funding Stream

Adult	\$1,300,000
Dislocated Worker	\$220,000
Youth	\$50,000

1.2.2 Comprehensive Youth Programs

1.2.2.1 Total Funding

Total funding \$610,000

1.2.2.2 Breakdown by Funding Stream

In-School Youth	\$80,000
Out-of-School Youth	\$404,000
Work Experience	\$126,000

For all program's proposers must note that of the available funding amount, no more than forty percent (40%) can be expended on operational costs. If proposals are received and the operational costs are less than 40%, the remainder of the funds will be utilized for participant training and support costs.

1.3 Contract/Program Period

The contract will be on a State of Georgia fiscal year and will begin on July 1, 2023 and end on June 30, 2024. The contract will have options to renew for up to three (3) additional years through June 30, 2027. The annual renewal of the contract shall be based on availability of funds, satisfactory performance during the preceding year, resolved monitoring and/or auditing issues, successful contract negotiations, and the Workforce Development Board approval.

The scheduled begin date for the proposal selected for funding is July 1, 2023. However, the SGRC reserves the right to fund proposals received from this solicitation at a later date without the issuance of an additional request for proposal package. Furthermore, this RFP does not commit the SGRC to award a contract or to pay any costs incurred in the preparation of a proposal in response to this request. The SGRC reserves the right to accept or reject any or all proposals received as a result of this procurement process.

1.4 Eligible Contractors

Eligible applicants for this proposal include:

- Local Board of Education;
- An institution of higher education/higher learning;
- A community-based organization;
- A faith-based organization;
- A community action agency;
- A private for-profit entity;
- A private non-profit entity;
- State agencies;
- A government agency; and
- Another interested organization or entity, which may include a local chamber of commerce or other business organization, or labor organization.

Additional Requirements – The Southern Georgia WDB will declare entities ineligible if they are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from participation in this transaction by any State or Federal department or agency. Respondents must disclose any legal judgments, claims, arbitration proceedings, lawsuits or other legal proceedings pending or outstanding (unresolved) against the organization, its owners, officers or principals. Respondents must comply with Section 504 of the Rehabilitation Act of 1973, the Federal Drug-Free Workplace Act of 1988, and the Americans with Disabilities Act to be eligible for a contract.

1.5 Disclaimer

The Southern Georgia WDB reserves the right to withdraw this RFP at any time for any reason, and to issue clarifications, modifications, and/or addenda, as it may deem appropriate.

This RFP does not commit SGRC to award a contract or to pay any costs incurred in the preparation of proposal(s) in response to this request. SGRC reserves the right to accept or reject any or all proposals received as a result of this procurement process.

1.6 Type of Contract

Cost reimbursable contracts are requested. In a cost reimbursable contract, the service provider is reimbursed for the actual costs incurred in operating the program if those costs are consistent with the approved budget, which is incorporated into the contract.

1.7 Contact Person

Clarifying questions about this package and the RFP process may be directed to Savannah Bennett, WIOA Program Assistant, Southern Georgia Regional Commission, 1725 South Georgia Parkway West, Waycross, Georgia 31503, and (912) 285-6097 or by email at sbennett@sgrc.us.

1.8 Definitions

1. The term “WDB” means the Southern Georgia Workforce Development Board.
2. The term “SGRC” means the Southern Georgia Regional Commission
3. The term “WIOA Staff” means staff of the SGRC
4. The term “Solicitation” or “RFP” means this Request for Proposal, indicating that the procurement is advertised.
5. The terms “Offer”, “Bid”, and “Proposal” mean the response to this RFP. “Offeror” and “Bidder” refer to the organization submitting that response.
6. The term “Service Provider” and/or “Contractor” refer to a successful offeror selected by the WDB that has entered into a contract with SGRC to provide services to eligible participants.
7. The term “WDA” means Workforce Development Area.

2 Background

2.1 Background Information

In July 2014, the Workforce Innovation and Opportunity Act (WIOA) was signed into law. WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. Congress passed WIOA, the first legislative reform of the public workforce system in more than fifteen (15) years, by a wide bipartisan majority. Every year, the key programs forming the pillars of WIOA help tens of millions of job seekers and workers to connect to good jobs and acquire the skills and credentials needed to obtain them. The enactment of WIOA provides an opportunity for reforms to ensure the One-Stop Delivery System is job driven, responding to the needs of employers and preparing workers for jobs that are available now and in the future. WIOA supersedes the Workforce Investment Act (WIA) and amends the Adult Education and Family Literacy Act, the Wagner-Peyser Act, and the Rehabilitation Act of 1973.

This federal law was implemented to consolidate, coordinate, and improve employment, training, literacy, and vocational rehabilitation programs in the United States. WIOA provides the framework for a national workforce preparation system that is flexible, responsive, customer-focused, and locally managed. The purpose of the WIOA Program is to provide allowable workforce development activities to eligible clients that will increase employment retention and earnings of participants, and increase occupational skill level attainment by participants. As a result, successful application of these activities will improve the quality of Georgia's workforce and enhance the productivity and competitiveness of the State and Nation. A copy of the WIOA and regulations can be accessed via the U.S. Department of Labor website at <https://www.doleta.gov/WIOA/>.

The WIOA system is built around the following key principles:

- Increase access and opportunity, particularly for those individuals with barriers to employment, to ensure success in the labor market;
- Support the alignment of workforce investment, education, and economic development systems in support of a comprehensive, accessible, and high-quality workforce development system;
- Improve the quality and labor market relevance of workforce investment, education, and economic development efforts to provide workers with the skills and credentials necessary to secure and advance in employment with family-sustaining wages; and to provide employers with the skilled workers they need to succeed in a global economy;
- Promote improvement in the structure and delivery of services to better address the employment and skill needs of workers, jobseekers, and employers;
- Increase the prosperity of workers and employers and the economic growth of communities, regions, and states, and the global competitiveness of the United States;
- Provide workforce activities, through statewide and local workforce development systems, that increase the employment, retention, and earnings of participants, and increase attainment of recognized postsecondary credentials by participants, and as a result, improve the quality of the workforce, reduce welfare dependency, increase economic self-sufficiency, and meet the skill levels required by business and industry in the WorkSource Southern Georgia Area, for purposes of Title I.

2.2 National Dislocated Worker Grants

National Dislocated Worker Grants (DWG's) are discretionary grants awarded by the Secretary of Labor under Section 170 of the Workforce Innovation and Opportunity Act (WIOA) to provide employment-related services for dislocated workers. Disaster Recovery DWG's provide funding to create temporary employment opportunities to assist with clean-up and recovery efforts when an area impacted by an emergency or major disaster is declared eligible for public assistance by the Federal Emergency Management Agency (FEMA), or is declared, or otherwise recognized, as an emergency or disaster of national significance by a Federal agency with authority or jurisdiction over Federal response to the disaster or emergency.

DWG's minimize the employment and economic impact of declared disasters and emergency situations, in disaster declared areas as defined in 20 CFR 687.110(b).

Additional details on National Dislocated Worker Program Guidance can be found in Training and Employment Guidance Letter No. 12-19 https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=9054.

2.3 State Governance

The Technical College System of Georgia, Office of Workforce Development (OWD) is the State Agency designated by the Governor of Georgia to serve as the grant recipient for all federal funds allocated through WIOA. To learn more about OWD please visit <https://tcsq.edu/worksource/>.

The State Workforce Development Board (SWDB) is the policy and planning body for workforce development activities throughout Georgia. The SWDB has oversight responsibility specific to use of WIOA fund including creating policies and setting performance standards. The broader role of the SWDB is to provide leadership in coordinating workforce development resources and directing workforce development activities that increase individual skills and earnings for workers and are responsible to business needs. To learn more about the SWDB please visit <https://tcsq.edu/worksource/state-workforce-development-board/>.

2.4 Local Governance

The Local Workforce Development Board (WDB), whose members are appointed by the Council of Chief Local Elected Officials of Southern Georgia (CLEO's) oversees the activities in Local Workforce Development Area 18/Region 11. The board is composed of business leaders throughout the area, public agency leaders and other partners required by WIOA. Private sector leaders constitute a majority of the members of the WDB.

The vision of the WDB is to empower Southern Georgia employers, individuals, and communities to prosper and grow the region's economy through a workforce system that is inherently customer-centered, seamless and effective.

The mission of the WDB is to establish a workforce system that provides data-driven and employer-validated talent solutions through the integration of education, workforce, and economic development resources across systems.

3 Schedule of Events, Instructions & Conditions

3.1 Schedule of Events

The schedule of events is as follows:

Notice of Availability Issued	April 3, 2023
RFP Package Available	April 3, 2023
Virtual Bidder's Conference	April 10, 2023 @ 11:00 am
Deadline for Proposals	May 5, 2023 – 4:00 pm
Review & Selection Period	May 5, 2023 – May 16, 2023
Notification to Proposers	May 19, 2023
Contract Negotiations	May 19, 2023 – June 1, 2023
Program Begins	July 1, 2023

3.2 Preparation of Proposals

- Bidders are expected to examine the Bid Requirements and all instructions. Failure to do so will be at the bidder's risk.
- Bidders shall prepare their offers as described in Sections 3-5 of this solicitation. All attachments and/or addenda must be clearly labeled and appropriately referenced in the body of the offer.
- Bidders are encouraged to make their offers concise.

3.3 Bidders Conference

A virtual bidder's conference will be held on April 10, 2023 at 11:00 am. Please register by emailing Savannah Bennett at sbennett@sgrc.us. Once registered you will be provided with the link and call-in number for the conference.

Please Note: Questions asked and answered provided at this conference **will not be** reduced to writing and forwarded to those Bidders not in attendance.

3.4 Explanation of Bidders

Requests for additional details will be honored between April 3, 2023 and May 4, 2023. All requests must be made in writing and sent to Savannah Bennett @ sbennett@sgrc.us. Requests will be logged to include date, time, organization, and nature of the request. Responses will be provided in writing and emailed from our offices within three working days. Any explanation or information given to any prospective bidder concerning a solicitation will be made available to all prospective Bidders as an amendment to the solicitation, if lack of such information would be prejudicial to uninformed Bidders.

THIS IS A COMPETITIVE PROCUREMENT, THUS WIOA STAFF WILL PROVIDE CLARIFYING INFORMATION, BUT THEY ARE NOT AVAILABLE FOR EXTENSIVE TECHNICAL ASSISTANCE OR ADVICE.

3.5 Unsolicited Proposals

RFP's will be available only during the solicitation period (April 3, 2023 – May 4, 2023). The SGRC will not consider any unsolicited proposals for Program Year 2023 funding. Bidders not meeting the May 4, 2023 deadline must wait to submit proposals until another solicitation is issued.

3.6 Due Date and Time

Proposals responding to this RFP package are due by Friday, May 5, 2023 at 4:00 p.m. EST. Proposals must be officially received at the Southern Georgia Regional Commission, 1725 South Georgia Parkway West, Waycross, Georgia 31503 no later than 4:00 pm EST or it will not be considered.

3.7 Delivery Requirements

Proposals must be mailed or hand delivered to the SGRC.

Proposals received via fax or email will not be considered.

Mailed Proposals

Bidders may choose to mail their bids or employ a commercial delivery service. Mailed proposals must be received by the SGRC office by the deadline date and time. No consideration will be taken for proposals that are delayed due to reasons outside the control of the proposer. A "Notice of Receipt of Proposal" which will indicate the date, time of delivery, and number of copies submitted will be mailed and/or emailed to the bidder.

Hand Delivered Proposals

Bidders may choose to deliver their proposal in person to the indicated office. Bidders who deliver their bids should obtain a "Notice of Receipt of Proposal" which will indicate the date, time of delivery and number of copies submitted. The WIOA staff will also record the proposal delivery on a log, which will be removed and "red-lined" at the exact hour specified in the solicitation as the deadline for receipt of offers. Hand delivered bids are to be received exclusively by the following SGRC staff: Jackie Bennett, Kim Vining, Savannah Bennett or Roberta Lovett. No other WIOA or SGRC staff are authorized to accept hand delivered proposals.

3.8 Number of Copies

Six (6) paper, one with original signature(s), and one (1) flash drive copy **must** be submitted. *If this requirement is not met, the proposal will be determined non-responsive and will not be considered for funding.*

4 General Requirements for Proposers

This section includes the requirements for proposers and contractors. Proposers should read it carefully before developing a proposal.

4.1 Funding

A proposal funded under this Request for Proposal package will be funded under provisions of the Workforce Innovation and Opportunity Act, Public Law 113-128. Funding is contingent upon the availability of WIOA funds. Proposers must comply with requirements of Public Law 113-128, the Workforce Innovation and Opportunity Act (WIOA), as amended, all pertinent USDOL regulations including Department of Labor CFR Chapter II, Part 2900 et al. (TEGL NO. 15-14 issued December 19, 2014), and OMB Circular Part 230, 225, or 220.

The Workforce Development Board (WDB) reserves the right to fund proposals under funding sources (if available) other than the sources identified in this Request for Proposal package.

4.2 Budget

The proposal must include a detailed line-item budget with appropriate narrative descriptions. *Attachments B, and B-1* will guide the proposer through the details required for the proposal.

The budget will be evaluated based on cost-effectiveness and completeness. Staff salaries should be competitive with salaries for comparable positions in the Southern Georgia region. The method of calculation should be provided for each item.

Please Note: Property/Equipment purchased with WIOA funds must be used for purposes authorized under WIOA. All property/equipment purchased by a service provider with WIOA funds shall become property of the WDB. Purchases must be approved prior to purchase by the Deputy Executive Director of Human Services.

4.3 Organizational Capacity/Demonstrated Performance

Service providers must provide the WDB with a written statement of demonstrated performance. This statement should include:

- 1) Reasonableness of Cost – a summary of how costs were determined and why they are necessary.
- 2) Record of Performance – a summary of the service provider's prior experience and performance. For this item, please complete *Attachment D, Record of Experience/Performance*.

4.4 Code of Conduct

The proposer shall avoid conflicts of interest, real or apparent, and shall adhere to the following code of conduct. Proposers found violating this code of conduct will not be funded. No officer, employee, or agent of the proposer shall:

- 1) Solicit or accept gratuities, favors, or anything of monetary value from suppliers or potential suppliers, including subcontractors under recipient contractor; or
- 2) Participate in the selection, award, or administration of a procurement supported by WIOA funds where, to the individual's knowledge, any of the following has a financial or other substantive interest in any organization which may be considered for award:

- i. the officer, employee, or agent;
- i. any member of his or her immediate family;
- ii. his or her partner; or
- iii. a person or organization, which employs, or is about to employ, any of the above.

4.5 Financial Requirements

Proposers must complete *Attachment E, Statement of Financial Capability*, and submit it with the proposal. The proposer who is awarded a contract must maintain financial records in accordance with generally accepted governmental accounting principles and all applicable Federal and State laws and regulations. All accounting records must be fully supported by appropriate documentation; such as invoices, purchase orders, etc. An adequate internal control structure must exist within the organization. Upon submission of a proposal, the proposer accepts responsibility for establishing and maintaining an internal control structure that will provide assurance that assets are safeguarded against loss from unauthorized use or disposition, that transactions are executed in accordance with management's authorization and recorded properly to permit preparation of financial statements in accordance with generally accepted governmental accounting principles, and that federal financial assistance programs are managed in compliance with applicable laws and regulations.

Proposers must demonstrate the ability to repay disallowed costs. Proposers must provide assurance that all financial personnel are bonded. Resumes/qualifications of all financial and accounting personnel must be submitted with the proposal. Financial resources and capacity must be fully explained in the proposal. A pre-award survey of new contractors will be conducted prior to the execution of a contract.

4.6 Audit

One copy of the proposer's last two (2) years of audits must be attached to the proposal with original signatures. It is not necessary to attach a copy of the audits to each copy of the proposal. Prior to contract negotiations, SGRC staff and/or the SGRC's auditor will review the audits. If your organization is not required (by its current funding source or the Single Audit Act) to have an audit, please submit a compilation report on the organization's financial statement. The compilation report must be prepared by a certified public accountant and must be completed for the two most recently completed fiscal years.

Selected contractors must agree to maintain an auditable fiscal system and to submit within 180 days of the close of its fiscal year, the most recent financial and compliance audit to the SGRC in accordance with Generally Accepted Government Auditing Standards (GAGAS), Single Audit Act and OMB Uniform Guidance. The contractor agrees to include in their audits a schedule prepared by their auditor detailing program income and/or profits negotiated. If profit is greater than the percentage negotiated SGRC reserves the right to reexamine the reasonableness of the profits negotiated.

Local Governments and institutions of higher education and other non-profit organizations that expend \$750,000 or more in total Federal funds must have an annual audit conducted in accordance with the Uniform Administrative Guidance 2 CFR Part 200. Organizations operating on a profit basis that expend more than the minimum level specified in the Uniform Administrative Guidance 2 CFR Part 200 (\$750,000) must have either:

- 1) A program specific financial and compliance audit conducted and prepared in accordance with government auditing standards: or
- 2) An organization –wide audit that includes coverage of the WIOA.

These audits must be conducted annually by an independent auditor. The cost for the audit may be included in the proposal budget. Technical colleges will develop and complete a reconciliation form that must accompany the audit review. The date on these forms must be tied to the audit report and signed off by the school's auditor.

Local educational agencies and state agencies must submit the audit upon completion by the Department of Audits. Technical colleges will develop and complete a reconciliation form that must accompany the audit review. The date on these forms must be tied to the audit report and signed off by the school's auditor.

4.7 Program Income

Program income earned on any contract must be used to further program objectives only. Program income is defined as income received by the service provider directly generated by an activity or earned only as a result of the contract. Such earnings include fees from services performed or from conferences, sale of commodities or items fabricated, income from the use or rental of real or personal property acquired with grant funds, revenues earned by a governmental or private non-profit contractor in excess of actual costs incurred in providing services, and interest income.

The service provider must account for program income and report this income to the SGRC monthly. The service provider may retain the program income, provided it is used only for purposes that are authorized under the contract. If contractors cannot use the program income as described above, it must be paid to the SGRC with the submission of the closeout invoice.

4.8 Invoices and Payment

The proposer who is awarded a contract will submit a monthly invoice to the SGRC to collect funds earned against the contract. The SGRC will provide the invoice form. The invoice is due by the 10th calendar day of the following month. If no errors are found on the invoice, the contractor should expect to receive a check by the end of the month. A final invoice is due to the SGRC no later than 15 calendar days after the end of the contract period.

4.9 Assurances, Certifications, and Indemnification

The proposer who is awarded a contract must sign a standard contract document. The document specifically outlines federal laws and regulations along with the responsibilities of the service provider. Proposers may request a sample copy for review. Any proposed changes must be submitted with the proposal.

4.10 Nondiscrimination and Equal Employment Opportunities

Service providers shall comply fully with the non-discrimination and equal opportunity provisions in section 188 of the Workforce Innovation and Opportunity Act and with the Civil Rights Act of 1964 and its amendments, the Age Discrimination Act of 1974, as amended, which state that no person in the United States shall, on the basis of race, color, religion, sex (including pregnancy, childbirth, and related medical conditions, sex stereotyping, transgender status, and gender identity), national origin (including limited English proficiency), age, disability, or political affiliation or belief, or, against any beneficiary of, applicant to, or participant in programs financially assisted under Title I of the Workforce Innovation and Opportunity Act, on the basis of the individuals citizenship status or participant in any WIOA Title I-financially assisted program or activity.

4.11 Prevention of Fraud/Misapplication of Funds/Gross Mismanagement

To ensure the integrity of WIOA programs, special efforts are necessary to prevent fraud and other program abuses. Fraud includes, but is not limited to, indications of bribery, forgery, extortion,

embezzlement, theft of participant checks, kickbacks from participants or employers, intentional payments to a contractor without the expectation of receiving services, payments to "ghost participants," etc.

Misapplication of funds includes, but is not limited to, ineligible enrollees, conflict of interest, nepotism, use of participants for political activities, etc. Gross mismanagement includes, but is not limited to, situations arising from management ineptitude or oversight which leads to major violations of contract provisions, etc., which includes unsupported costs, payroll discrepancies, lack of internal control procedures, unsuitable records, highly inaccurate fiscal and/or program reports, etc. Proposers found violating abuse standards will not be funded. Proposers awarded contracts will be required to immediately report any violations in these areas or in problem areas that may be defined later. If service providers violate these abuse standards, the SGRC may cancel the contract.

4.12 Monitoring and Evaluation

The SGRC staff will monitor and evaluate programs and activities throughout the contract period. A minimum of one on-site visit will occur during the contract period. Monitoring visits may be scheduled in advance or may be unannounced. Service providers must allow SGRC staff full access to all files and records relating to WIOA programs. The SGRC will send written reports to service providers identifying areas reviewed, summary of findings, recommendations, and required corrective actions. Service providers must develop corrective action plans and respond in writing to required corrective actions.

4.13 Internal Monitoring

Service providers must periodically monitor all of their activities. Programmatic, performance, financial, and compliance monitoring must be completed and documented. Proposers must explain their monitoring plans, including how, when, and who will monitor WIOA activities in their organization.

4.14 Retention of Records

Service providers shall maintain copies of all financial records, including cancelled checks, invoices, purchase orders, payroll register, books of account, and any other financial record. Appropriate records of a client's participation in a WIOA program, including verification of eligibility, referral information, etc. must be maintained. Service providers shall retain such records for a period of six (6) years from the end of the contract and/or the end of the program year in which the participant exited.

4.15 Contract Type/Allowable Costs

Cost reimbursable contracts are requested. In a cost reimbursable contract, the service provider is reimbursed for the actual costs incurred in operating the program if those costs are consistent with the approved budget, which is incorporated into the contract.

- 1) Bidders may request reimbursement for the employer's share of staff deductions.
- 2) Specific documentation must be maintained and submitted to back-up requests for reimbursement of all program costs. (Both requested reimbursed expenses and in-kind donated expenses.)
- 3) Contractor is responsible for paying all program costs and may request reimbursement of program costs at the end of each month. Requests for reimbursements should be completed on a standard LWDA invoice form a copy of which will be included in the contract package.
- 4) All contractors and subcontractors will be required to comply with the Georgia Illegal Immigration Reform and Enforcement Act. Contractors and subcontractors must obtain an affidavit for any service provided that ensures the service provider uses e-verify on all employees. This affidavit and

a copy of a non-expired license of the person supplying the services must be turned in with all invoices in order to be reimbursed.

4.16 Subcontracts

If a proposer anticipates using subcontractors to provide any service proposed, the proposal must clearly identify those subcontractors, their specific responsibilities, and the planned budget. The service provider shall not subcontract all services and activities required by this RFP. Copies of the sub-agreements negotiated with a subcontractor must be approved by the SGRC prior to signature on the contract and execution of services. Subcontractors, prior to SGRC approval, must meet all licensing requirements and provide all required documents, certifications and insurance as required by the lead Contractor/Proposer, and shall agree to comply with the Standard General Provisions and all Federal, State regulations and all WDB policies and procedures. Any failure by the Subcontractor to meet all licensing requirements or to provide all required documents, certifications or insurance by the Contract date shall be considered a violation of the RFP and the Contract shall not be awarded until such violation is cured after ten (10) days written notice, or then at the option of the WDB, the Contract may be awarded to the next ranked Proposer recommended for funding, if any.

4.17 Insurance

The proposer must provide prior to contracting the following insurance coverages. Proof of all of the above coverages should be provided by Certificate of Insurance listing as the certificate holder Southern Georgia Regional Commission and the Southern Georgia Workforce Development Board at the address of 1725 South Georgia Parkway West, Waycross, Georgia, 31503. The certificate should further state Southern Georgia Regional Commission and the Southern Georgia Workforce Development Board as listed as an additional insured for the Fidelity Bond, General Liability, and Automobile Liability coverages. They should also state that a waiver of subrogation in favor of Southern Georgia Regional Commission and the Southern Georgia Workforce Development Board is provided. Under the cancellation clause, the words "will endeavor" should be removed and the insurance company will be responsible to mail the certificate holder 10 days' notice of cancellation.

- 1) Fidelity Bond - A copy of the proposer's fidelity bond must be submitted with the proposal. Proposers must ensure that every officer, director, agent or employee authorized to act on its behalf in receiving or depositing funds into program accounts or in issuing financial documents, checks, or other instruments of payment for program costs is bonded to provide protection against loss. Bond coverage shall be for \$100,000 or fifteen (15) percent of the contract amount whichever is greater, and must be maintained during the life of the contract.
- 2) General Liability – The Proposer must provide general liability in the amount of \$500,000 CSL. This policy should list Southern Georgia Regional Commission and the Southern Georgia Workforce Development Board as an additional insured and provide a waiver of subrogation.
- 3) Worker's Compensation - The Proposer must provide prior to contract the worker's compensation coverage per the applicable state requirements.
- 4) Automobile Liability - The provider must provide prior to contracting automobile liability insurance in the amount of \$500,000 CSL. This policy should list Southern Georgia Regional Commission and the Southern Georgia Workforce Development Board as an additional insured and provide a waiver of subrogation.

4.18 Training Sessions and Meetings

The SGRC holds training sessions and meetings periodically. In addition to providing training, these meetings are to disseminate information, facilitate coordination among service providers, and obtain input from service provider staff about WIOA programs in the local area. At least one staff member representing each service provider must attend these meetings.

4.19 Appeal Procedures

Proposers who wish to appeal the final funding decision may do so. Proposers must document specific factors (e.g., conflict of interest, nepotism), which put the aggrieved proposer at a competitive disadvantage and/or document violations of specific section(s) of the Act. Proposers may not appeal simply because they believe their program to be superior to the one selected. The Southern Georgia WDB reserves the right to refuse to consider any appeal that does not identify specific procedural shortcomings.

4.20 Debarments, Suspension, Ineligibility and Voluntary Exclusion

Proposers must complete and include *Attachment I, Certification Regarding Debarment*, in each proposal submitted to the SGRC.

4.21 Lobbying

Proposers must complete and include *Appendix H, Certification Regarding Lobbying*, in each proposal submitted to the SGRC.

4.22 Non-Duplication of Services

Funds provided under the Workforce Innovation and Opportunity Act shall not be used to duplicate facilities or services available in the area (with or without reimbursement) from Federal, State, or local sources, unless it is demonstrated that alternative services or facilities would be more effective or more likely to achieve the local area's performance goals.

5 Proposal Format

The proposal **must** be in the following format. *If this requirement is not met, the proposal will be determined non-responsive and will not be considered for funding.*

Please note: If a contractor is proposing to provide more than one program described below a totally separate proposal must be submitted for each. Do not combine two or more proposed “Scope of Services” in a single proposal.

5.1 Proposal Cover Sheet

The first page of the proposal must be *Attachment A: Proposal Cover Sheet*. An official legally authorized to act on behalf of the proposing agency must sign the Proposal Cover Sheet. The signature of this individual will serve as certification that the cost data contained in the proposal is accurate and complete.

5.2 Budget Information (Attachment B and B-1)

Complete and attach *Attachment B Budget Summary and Attachment B-1 Budget Narrative*. Also included in this request are budget instructions, which should be read carefully by the proposer.

5.3 Project Narrative (Attachment C)

Complete and attach *Attachment C: Project Narrative*.

5.4 Record of Experience/Performance (Attachment D)

Complete and attach *Attachment D: Record of Experience/Performance*.

5.5 Statement of Financial Capability (Attachment E)

Complete and attach *Attachment E: Statement of Financial Capability*.

5.6 Project Detail (Attachment F)

Complete and attach *Attachment F: Project Detail*.

5.7 Program Management (Attachment G)

Complete and attach *Attachment G: Program Management*.

5.8 Certification Regarding Lobbying (Attachment H)

Complete and attach *Attachment H: Certification Regarding Lobbying*.

5.9 Certification Regarding Debarment (Attachment I)

Complete and attach *Attachment I: Certification Regarding Debarment*.

5.10 Sub-Contractor Affidavit (Attachment J)

Complete and attach *Attachment L: Subcontractor Affidavit*.

5.11 Coordination/Linkages/Collaboration (Attachment K)

Complete and attach *Attachment K: Coordination, Linkages and Collaboration*.

5.12 Services and Activities (Attachment M)

Complete and attach *Attachment M: Service and Activities*.

5.13 Planned Performance and Outcomes (Attachment N)

Complete and attach *Attachment N: Planned Performance and Outcomes*.

Please note the following attachments are for informational purposes. Therefore, **DO NOT RETURN** them with your proposal.

- Attachment L: Past Performance Evaluation for Contractors with the SGRC
- Attachment O: Performance Requirements
- Attachment P: Southern Georgia ITA Policy
- Attachment Q: Southern Georgia Supportive Service Policy
- Attachment R: Measurable Skill Gains
- Attachment S: Work Experience
- Attachment T: Eligibility Guidelines
- Attachment U: Required Youth Program Elements
- Attachment V: Proposal Review for Responsiveness
- Attachment W: Proposal Review Criteria

6 Scope of Services ITA's

Service Coordination and Case Management for Individual Training Accounts (ITAs) for Adults, Dislocated Workers and Youth ages 18-24.

The Southern Georgia Regional Commission (SGRC), as administrative entity for the Southern Georgia Workforce Development Board (WDB) is requesting proposals from qualified offerors capable of providing effective service coordination, case management, and follow-up services for Workforce Innovation and Opportunity Act (WIOA) customers, including those who utilize Individual Training Accounts (ITAs) to attend occupational skills training programs at technical colleges, community colleges, etc. In addition, to assist customers in obtaining employment, retaining employment, attaining an increase in post-program earnings, and, whenever possible, earning a credential.

Occupational Skills Training is 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. Proposers must give priority consideration to training programs that lead to recognized postsecondary credentials that align with in-demand industry sectors or occupations on the local area.

Individual Training Accounts (ITAs) are accounts established on behalf of a participant to purchase training services from eligible providers they select in consultation with the case manager in a manner that maximized customer choice in the selection of training.

Most participants will attend occupationally specific training programs at technical colleges, community colleges, etc. Those attending training programs will utilize ITAs funded under WIOA. However, service coordination will be needed for some WIOA participants who do not attend training programs, but need other services such as comprehensive assessment, pre-vocational skills, and job search assistance.

The WDB is seeking a single or multiple providers who will singularly or collaboratively provide year-round ITAs across the eighteen county Southern Georgia area which includes the counties of Atkinson, Bacon, Ben Hill, Berrien, Brantley, Brooks, Charlton, Clinch, Coffee, Cook, Echols, Irwin, Lanier, Lowndes, Pierce, Tift, Turner and Ware. Program(s) may be operated in a single county, a combination of counties, or all counties.

6.1 Funding Availability

Total funding available is approximately **\$1,570,000**. Available funds are broken down by Adult, Dislocated Worker and Youth (In-School and Out-of-School) as follows

- a. Adult \$1,300,000
- b. Dislocated Worker \$220,000
- d. Out-of-School Youth \$50,000

Proposers must note that of the available funding amount, no more than forty percent (40%) can be expended on operational costs. If proposals are received and the operational costs are less than 40%, the remainder of the funds will be utilized for participant training and support costs.

6.2 Outreach and Recruitment

Program providers are responsible for recruitment of eligible applicants. Outreach activities may include radio spots, public service announcements, newspaper advertisements, and fliers. Referral procedures (also see below) must be developed to ensure appropriate participants are referred and served.

6.3 Orientation

All participants must receive an orientation and be provided information on the full array of applicable or appropriate services available through LWDA 18, other eligible providers, or one-stop partners, and referring them to providers with the capacity to serve them on a sequential or concurrent basis. Programs are strongly encouraged to link and share information with other agencies, organizations and training providers to meet the individual needs of all participants. Referral sources may also be used to meet the provision of one or more of the required fourteen youth program elements.

6.4 Certification of Eligibility

The service provider shall ensure that participants are WIOA eligible. WIOA staff will train providers regarding eligibility guidelines. WIOA staff will review all eligibility files prior to entering them into the State VOS data management system. For WIOA eligibility criteria please see *Attachment T, Eligibility Guidelines*.

6.5 Fourteen Required Youth Program Elements

WIOA specifies fourteen (14) youth elements that must be made available to WIOA eligible youth. NPRM § 681.470 states while all 14 youth elements must be made available to youth, they do not all have to be funded through WIOA youth funds. Proposers must leverage partner resources to provide program elements that are available in the local area. The fourteen (14) youth elements are listed below and detailed in *Attachment U, Required Youth Program Elements*.

Bidders must propose to provide all fourteen (14) of the above elements as determined to be appropriate for the individual needs of each youth enrolled. The needs of the youth enrolled will be determined by each participant's objective assessment and individual service plan. Bidders should provide a detailed description of each program element, including the specific program elements they intend to provide directly, as well as how they plan to coordinate the provision of any remaining elements. For instance, a proposer may not plan to provide mentoring activities directly, but will utilize the services of a partnering agency or organization to ensure that mentoring is available, when appropriate. Evidence of this type of partnership should be documented in the proposal.

Proposers should review the list carefully and use it as a guide for planning activities to be included in program designs. It is not necessary to directly offer all, or even most, of the activities in the planned program design, however proposer should indicate how youth will be referred to other elements as required.

*Proposers **must include** plans for Supportive Services, Follow-up Services, and Comprehensive Guidance and Counseling, but may choose to provide any combination of the remaining eleven (11) elements, in addition to any services not listed.*

- 1) Tutoring, Study Skills Training, Instruction and Evidence-Based Dropout Prevention;
- 2) Alternative Secondary Education or Dropout Recovery Services;
- 3) Paid and Unpaid Work Experience;
- 4) Occupational Skills Training;
- 5) Education;
- 6) Leadership Development Opportunities;
- 7) Supportive Services;
- 8) Adult Mentoring;
- 9) Follow-up Services;

- 10) Comprehensive Guidance and Counseling;
- 11) Financial Literacy Education;
- 12) Entrepreneurial Skills Training;
- 13) Labor Market and Employment Information Services; and
- 14) Activities that prepare for transition to post-secondary education and training.

6.6 Objective Assessment and Individual Employment Plan/Individual Service Strategy

A comprehensive assessment, along with the development of an Individual Employment Plan (IEP), is required for each customer served in the program. The academic levels, skill levels, and service needs of each participant must be evaluated during the assessment process.

The assessment shall include a review of basic skills, prior work experience, occupational skills and interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs. However, if a recent assessment (or partial assessment) has been conducted prior to registration, applicable portions of the prior assessment should be utilized to prevent duplication.

Based on the assessment outcomes, the case manager/service coordinator and the participant will work together to develop an IEP/ISS to serve as a management tool to guide, track, and document the participant's progress in attaining goals. Topics of discussion will include test results, employment goals, training options (WIOA and non-WIOA), and the participant's family/support network. WIOA encourages the use of career pathways during assessment and IEP/ISS development. *For additional details on career pathways please refer to WIOA Section 3 (7).*

Youth Assessments

Within 30 days of the date of participation, it is mandatory that **youth** be assessed to determine reading and math levels, or basic skills levels. The TABE may be administered to determine reading and math levels. Other tools/tests may be used to identify interests, abilities, values and aptitudes. These tests may be administered during group sessions or on an individual basis. Again, if comparable tests have been recently administered, results of the comparable tests are acceptable. Requests to routinely use other testing instruments to assess reading and math levels, interests, and aptitudes will be given consideration. However, the SGRC will stock the TABE and furnish these testing instruments at no cost to the contractor.

Testing Youth with Disabilities

When administering assessment tools, individuals with disabilities are to be provided with reasonable accommodations, as appropriate. Such accommodations are modifications or adjustments made on a case-by-case basis, that enable a qualified individual with a disability to receive aid, benefits, services, or training equal to that provided to qualified individuals without disabilities. In the assessment context, accommodations are changes that are made to the materials or procedures used for the assessment in order to level the playing field, to ensure that the assessment tool measures the individual's skills and abilities, and not his or her disabilities. Because youth with disabilities are expected to achieve the same gains as other youth, it is critically important that appropriate accommodations be provided for the assessment process, to ensure that the gains achieved by these youth can be determined accurately.

Accommodations for the assessment process generally fall into the following categories:

- Changes to the methods of Presentation of the test used as an assessment tool: e. g., providing Braille versions of the test, or orally reading the directions or test questions to test-takers;

- Changes to the methods of Response to the test questions: e.g., having the test-taker point to a response or use a computer for responding;
- Changes to the Setting in which the test is provided: e.g., permitting the test to be taken at home, or in small groups, rather than in a large group or institutional setting; and
- Changes to the Timing/Scheduling of the test: e.g., extending the amount of time generally provided for completion of the test, permitting frequent breaks, etc.

During this phase, it is important for the proposer to incorporate the WIOA Program Elements. If any of the fourteen (14) elements are provided outside the proposer's organization, proposer must have clear processes in place for determining how youth are referred to these services, and how services and related youth outcomes are tracked.

6.7 Selection of Participants

Operating within the parameters of WIOA eligibility requirements and local policies and procedures, the service provider will be responsible for the selection of participants.

6.8 Participant Tracking

The service provider is responsible for the correct completion and entry of online Virtual One Stop System (VOS) forms to record eligibility, registration, assessment results, exit, and follow-up information. Also, the VOS system will be utilized to record case management notes and to document the provision of services. Staff of the SGRC will provide VOS training for service provider staff.

6.9 Payment of Tuition, Books and Other Required Purchases

Tuition and book fees for WIOA participants will ordinarily be covered by HOPE and/or Pell funds. In a few instances, WIOA funds may cover a portion of tuition and book fees not covered by HOPE and/or Pell. Also, if HOPE and Pell funds are not available for other items required for class and purchasable through the school (i.e., uniforms, lab equipment, etc.), WIOA funds may be used for these expenses. The Service Providers will be responsible for the payment of tuition, books and other required items. Please see *Attachment P, ITA Policy* for additional details.

6.10 Supportive Service Payments (All Programs)

Supportive service payments are defined as those necessary to assist participants to be successful in achieving their goals and will be made available based on the needs of the individual **if other sources of funding or services are not available to assist**. It is the responsibility of the service provider to ensure that other sources of supportive services funding are coordinated and accessed prior to utilizing Title I WIOA funds. These supportive services will be available consistent with WDB policy, through service provider contracts.

The service provider will be responsible for providing supportive service payments. Service providers are responsible for obtaining attendance records and for paying participant support payments in accordance with the local support payment policy. Payments must be made by the service provider by check every two weeks, and participants must sign for the checks unless circumstances exist that prevent them from doing so (as outlined in the case notes in the State VOS data management system). The service provider must maintain documentation to support the payments. For additional details, please see *Attachment P, Southern Georgia Supportive Service Policy*.

Please Note: Funds for support payments to participants will be determined when a contract is awarded and negotiated. Therefore, funds for this purpose are to be excluded from the proposed budget.

6.11 Employer Connections & Work Experience (Youth)

Strong, effective connections with employers are essential in the creation of a system of providers that can effectively assist youth to become highly skilled and employable. Bidders are being asked to demonstrate meaningful employer connections. These connections should lead to placements in employment or continuing education, as well as meaningful exposure to the world of work with measurable skills increases.

Career development experiences should demonstrate meaningful employer involvement. These may be described as structured, supervised, contextual world-of-work experiences, with documented learning outcomes. Work-based learning experiences are those that take place in the context of actual work environments, linked to learning outcomes, developed with employer input, aligned with in-demand industry-specific and occupational cluster skill standards and competencies, and based upon labor market information.

Employment-related activities can include subsidized or unsubsidized work experiences; internships; job shadowing; exposure to various aspects of industry; job search assistance, placement and retention; project-based learning; career mentoring; service learning; occupational skills training; and employment opportunities directly linked to academic and/or occupational goals.

Bidders are encouraged to make employer connections to leverage resources in the form of staff, funds for training, wages, and operational needs related to training space/equipment, etc.

Please see *Attachment S, Work Experience Policies* for additional details.

6.12 Case Management/Service Coordination

Whenever possible, a single individual should provide case management throughout a participant's WIOA participation period. Case management (or service coordination) is the planning, coordination, and monitoring of the steps needed for an individual to reach the desired goals stated in the IEP/ISS. The case manager must contact participants *at least once per month* to provide counseling or other services, if needed, and to document progress and/or assist with problems. More frequent contacts are recommended.

In this context, guidance and counseling means establishing a dialogue, giving suggestions and information to aid the participant in decision making and planning for the future, discussing problems and resolutions, goal setting, and other things of this nature in the course of identifying and meeting the needs of the individual. Guidance and counseling will most likely be provided by the staff of the service provider(s) but may sometimes be shared with partner agencies.

Follow-up services must be made available for twelve months after a participant is placed in unsubsidized employment or until the end of the contract period, whichever is sooner. Case management notes regarding contacts and counseling must be consistently documented in the VOS system and in the customer file.

6.13 Job Development/Job Placement

Service provider staff will assist with job development and placement. However, to prevent excessive contacts with employers, staff will coordinate all efforts related to job development and placement with staff of the local DOL career center and placement personnel at local technical colleges. The service provider will work with career center staff and one-stop partners to establish and maintain relations with area employers and facilitate the location of suitable employment sites. Issues such as hours, wages, budgeting, satisfaction, and potential for advancement will be taken into consideration.

6.14 Performance Requirements

Because performance is based on long-term gains in education, employment and earnings, bidders must closely evaluate staff time to be spent in follow-up and tracking services and plan for it accordingly. SGRC is looking for a provider that has demonstrated the capacity to deliver high quality, successful services and meet required Performance Measures. Performance standards are negotiated with the State by the WDB. *Bidders or contractors should be aware that those standards may change and modifications to existing contracts would be issued to comply with the negotiated standards.*

The required performance measures are detailed in *Attachment O: Performance Requirements*. The service provider must plan to meet or exceed the performance measures.

6.15 Referrals

Service providers are strongly encouraged to link and share information with other agencies, organizations and training providers to meet the individual needs of the participants. Referral sources may also be used to meet the provision of one or more of the required fourteen youth program elements. All referrals must be documented.

6.16 File Requirements

Maintenance of required participant files and all related information such as required forms, documentation, progress reports and contact notes will be the responsibility of the service provider. Training and technical assistance will be provided by WIOA staff.

6.17 Service Provider/Staff Duties

Proposals must specify staff positions to be included in the program and outline the duties and qualifications of proposed staff members. At a minimum, each provider must have on staff one individual who will determine eligibility, provide comprehensive assessments, counseling, service coordination, job development, placement services, and post-employment services, when applicable. The individual(s) should have a high school diploma, possess excellent oral and written skills, and possess two years' experience working directly with the public. The individual will be responsible for entry of participant data into the online VOS system. He/she will also document all pertinent information, including attendance, in participant files. He/she must provide follow-up services for twelve months after a participant is placed in unsubsidized employment or until the end of the contract period, whichever is sooner. He/she will be responsible for collecting, compiling, and reporting requested performance data. He/she must possess the ability to collaborate and coordinate services with numerous partner agency representatives and to communicate with individuals from a variety of ethnic, cultural, and socioeconomic backgrounds. The case manager must develop a rapport with local technical and community college personnel in order to fulfill the contract responsibilities.

7 Scope of Services Comprehensive Youth

The Southern Georgia Regional Commission (SGRC), as administrative entity for the Southern Georgia Workforce Development Board (WDB) is requesting proposals from qualified offerors capable of providing in-school-youth programming to assist WIOA-eligible high school students (preferably seniors), ages 16-21, to obtain a high school diploma. In addition, this RFP solicits proposals to operate an out-of-school youth program to assist WIOA-eligible out-of-school youth, ages 16-24, in obtaining a High School Diploma (HSD) or General Equivalency Diploma (GED).

The WDB is interested in activities that produce good results and that have a measurable impact on both groups. Proposals for innovative activities or programs, consistent with WIOA rules and regulations, are encouraged. Proposers may provide services to in-school youth as well as out-of-school youth, or may focus on just one of the two populations. Programs should be designed to instruct and enhance a participant's ability to obtain a high school diploma or GED.

Due to the important role of the local school systems to the success of the WIOA youth programs, each youth proposal is encouraged to include school systems in a collaborative effort or as a partner. This linkage will ensure more successful recruitment efforts and will make it easier to obtain the student information and approval required by the school systems.

The WDB is seeking a single or multiple providers who will singularly or collaboratively provide year-round youth programs across the eighteen county Southern Georgia area which includes the counties of Atkinson, Bacon, Ben Hill, Berrien, Brantley, Brooks, Charlton, Clinch, Coffee, Cook, Echols, Irwin, Lanier, Lowndes, Pierce, Tift, Turner and Ware. Program(s) may be operated in a single county, a combination of counties, or all counties.

1. Recruitment of applicants; determination of eligibility; verification of career services, registration in the State VOS data management system, documentation of all applicable information in the State VOS data management system, assessments to determine suitable training occupations, career guidance and counseling, implementation and ongoing update of the Customer Service Plan/Individual Service Strategy, case management, and class-size training instruction;
2. Assessing participant's progress during the training to assure participant success;
3. Maintain and report financial data, including payments to participants on a bi-monthly basis, documentation of participant attendance in training, documentation of expenditures, recording data in books of account, etc.;
4. Complete other tasks associated with program operation, such as personnel management, etc.; and
5. Follow-up services, as applicable, for not less than 12 months.

7.1 Funding Availability

Total funding available is approximately **\$610,000**.

Funding is available for each target group (OSY & ISY) as follows:

7.1.1 Out of School Youth

Approximately **\$404,000 is available to fund OSY programs** in the eighteen county Southern Georgia area. Funding may cover items such as operational costs, instructor costs, training materials, testing fees, tuition, work experience and participant support and incentives.

7.1.2 In-School Youth

Approximately **\$80,000 is available to fund ISY programs** in the eighteen county Southern Georgia area. Funding may cover items such as operational costs, instructor costs, training materials, testing fees, tuition, work experience and participant support and incentives.

7.1.3 Youth Work Experience

Approximately **\$126,000 is available to fund Work Experience for both OSY and ISY** in the eighteen county Southern Georgia area.

Proposers must note that of the available funding amount, no more than forty percent (40%) can be expended on operational costs. If proposals are received and the operational costs are less than 40%, the remainder of the funds will be utilized for participant training and support costs.

Organizations preferring to serve small groups are encouraged to submit proposals. In fact, small pilot programs might be the best method for the provision of some types of youth services. However, it is generally anticipated that an organization proposing a small pilot program will request considerably less funding in its proposal budget as opposed to an organization proposing to serve youth in several counties. Proposals requesting all, or part, of the total amount of available funds may be accepted. The Workforce Development Board reserves the right to increase or decrease available funds.

7.2 Fourteen Required Youth Program Elements

WIOA specifies fourteen (14) youth elements that must be made available to WIOA eligible youth.

NPRM § 681.470 states while all 14 youth elements must be made available to youth, they do not all have to be funded through WIOA youth funds. Proposers must leverage partner resources to provide program elements that are available in the local area. The fourteen (14) youth elements are listed below and detailed in *Attachment U, Required Youth Program Elements*.

Bidders must propose to provide all fourteen (14) of the above elements as determined to be appropriate for the individual needs of each youth enrolled. The needs of the youth enrolled will be determined by each participant's objective assessment and individual service plan. Bidders should provide a detailed description of each program element, including the specific program elements they intend to provide directly, as well as how they plan to coordinate the provision of any remaining elements. For instance, a proposer may not plan to provide mentoring activities directly, but will utilize the services of a partnering agency or organization to ensure that mentoring is available, when appropriate. Evidence of this type of partnership should be documented in the proposal.

Proposers should review the list carefully and use it as a guide for planning activities to be included in program designs. It is not necessary to directly offer all, or even most, of the activities in the planned program design, however proposer should indicate how youth will be referred to other elements as required.

Proposers **must include** plans for Supportive Services, Follow-up Services, Work Experience and Comprehensive Guidance and Counseling, but may choose to provide any combination of the remaining eleven (10) elements, in addition to any services not listed.

Note: Work Experience **must be** provided to OSY and **may be** provided to ISY.

1. Tutoring, Study Skills Training, Instruction and Evidence-Based Dropout Prevention;
2. Alternative Secondary Education or Dropout Recovery Services;
3. Paid and Unpaid Work Experience;
4. Occupational Skills Training;

5. Education;
6. Leadership Development Opportunities;
7. Supportive Services;
8. Adult Mentoring;
9. Follow-up Services;
10. Comprehensive Guidance and Counseling;
11. Financial Literacy Education;
12. Entrepreneurial Skills Training;
13. Labor Market and Employment Information Services; and
14. Activities that prepare for transition to post-secondary education and training.

7.3 Outreach and Recruitment

Program providers are responsible for recruitment of eligible youth applicants. Outreach activities may include radio spots, public service announcements, newspaper advertisements, and fliers. Referral procedures (also see below) must be developed to ensure appropriate youth are referred and served.

Due to the important role of the local school systems to the success of the WIOA youth programs, each youth proposal is encouraged to include school systems in a collaborative effort or as a partner. This linkage will ensure more successful recruitment efforts and will make it easier to obtain the student information and approval required by the school systems.

7.4 Orientation

All participants must receive an orientation and be provided information on the full array of applicable or appropriate services available through LWDA 18, other eligible providers, or one-stop partners, and referring them to providers with the capacity to serve them on a sequential or concurrent basis. Programs are strongly encouraged to link and share information with other agencies, organizations and training providers to meet the individual needs of all participants. Referral sources may also be used to meet the provision of one or more of the required fourteen youth program elements.

7.5 Certification of Eligibility

The service provider shall ensure that youth are WIOA eligible. WIOA staff will train providers regarding eligibility guidelines. WIOA staff will review all eligibility files prior to entering them into the State VOS data management system. For WIOA eligibility criteria please see *Attachment T, Eligibility Guidelines*.

7.6 Objective Assessment and Individual Employment Plan/Individual Service Strategy

A comprehensive assessment, along with the development of an Individual Service Strategy (ISS), is required for each customer served in the program.

The academic levels, skill levels, and service needs of each participant must be evaluated during the assessment process, for the purpose of identifying appropriate services and **career pathways** for participants and informing the individual service strategy.

The assessment shall include a review of basic skills, prior work experience, occupational skills and interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs. However, if a recent assessment (or partial assessment) has been conducted prior to registration, applicable portions of the prior assessment should be utilized to prevent duplication.

Within 30 days of the date of participation, it is mandatory that youth be assessed to determine reading and math levels, or basic skills levels. The TABE may be administered to determine reading and math

levels. Other tools/tests will be used to identify aptitudes, interests, abilities, and values. The tests may be administered during group sessions or on an individual basis. Again, if comparable tests have been recently administered, results of the comparable tests are acceptable. Requests to routinely use other testing instruments to assess reading and math levels, interests, and aptitudes will be given consideration. However, the SGRC will stock the TABE and furnish these testing instruments at no cost to the contractor.

Based on the assessment outcomes, the case manager/service coordinator and the participant will work together to develop an ISS to serve as a management tool to guide, track, and document the participant's progress in attaining goals. Topics of discussion will include test results, employment goals, training options (WIOA and non-WIOA), and the participant's family/support network.

During this phase it is important for the proposer to incorporate the WIOA Program Elements. If any of the fourteen (14) elements are provided outside the proposer's organization, proposer must have clear processes in place for determining how youth are referred to these services, and how services and related youth outcomes are tracked.

Testing Youth with Disabilities:

When administering assessment tools, individuals with disabilities are to be provided with reasonable accommodations, as appropriate. Such accommodations are modifications or adjustments made on a case-by-case basis, that enable a qualified individual with a disability to receive aid, benefits, services, or training equal to that provided to qualified individuals without disabilities. In the assessment context, accommodations are changes that are made to the materials or procedures used for the assessment in order to level the playing field, to ensure that the assessment tool measures the individual's skills and abilities, and not his or her disabilities. Because youth with disabilities are expected to achieve the same gains as other youth, it is critically important that appropriate accommodations be provided for the assessment process, to ensure that the gains achieved by these youth can be determined accurately.

Accommodations for the assessment process generally fall into the following categories:

- Changes to the methods of Presentation of the test used as an assessment tool: e. g., providing Braille versions of the test, or orally reading the directions or test questions to test-takers;
- Changes to the methods of Response to the test questions: e.g., having the test-taker point to a response or use a computer for responding;
- Changes to the Setting in which the test is provided: e.g., permitting the test to be taken at home, or in small groups, rather than in a large group or institutional setting; and
- Changes to the Timing/Scheduling of the test: e.g., extending the amount of time generally provided for completion of the test, permitting frequent breaks, etc.

7.7 Selection of Participants

Operating within the parameters of WIOA eligibility requirements and local policies and procedures, the service provider will be responsible for the selection of participants.

7.8 Participant Tracking

The service provider is responsible for the correct completion and entry of online Virtual One Stop System (VOS) forms to record eligibility, registration, assessment results, exit, and follow-up information. Also, the VOS system will be utilized to record case management notes and to document the provision of services. Staff of the SGRC will provide VOS training for service provider staff.

7.9 Supportive Service Payments (All Programs)

Successful in achieving their goals and will be made available based on the needs of the individual **if other sources of funding or services are not available to assist**. It is the responsibility of the service provider to ensure that other sources of supportive services funding are coordinated and accessed prior to utilizing Title I WIOA funds. These supportive services will be available consistent with WDB policy, through service provider contracts.

The service provider will be responsible for providing supportive service payments. Service providers are responsible for obtaining attendance records and for paying participant support payments in accordance with the local support payment policy. Payments must be made by the service provider by check every two weeks, and participants must sign for the checks unless circumstances exist that prevent them from doing so (as outlined in the case notes in the State VOS data management system). The service provider must maintain documentation to support the payments. For additional details, please see *Attachment Q, Southern Georgia Supportive Service Policy*.

Please Note: Funds for support payments to participants will be determined when a contract is awarded and negotiated. Therefore, funds for this purpose are to be excluded from the proposed budget.

7.10 Incentive Payments

In addition to support payments, incentive payments for recognition of achievements, attaining goals, or reaching benchmarks in an ISS are allowed, **however they must be in compliance with the requirements in 2 CFR part 200**. If the service provider plans to offer incentive payments, written policy and procedures must be submitted with the proposal. *Attachment Q, Southern Georgia Supportive Service Policy*.

7.11 Employer Connections & Work Experience (Youth)

Strong, effective connections with employers are essential in the creation of a system of providers that can effectively assist youth to become highly skilled and employable. Bidders are being asked to demonstrate meaningful employer connections. These connections should lead to placements in employment or continuing education, as well as meaningful exposure to the world of work with measurable skills increases.

Career development experiences should demonstrate meaningful employer involvement. These may be described as structured, supervised, contextual world-of-work experiences, with documented learning outcomes. Work-based learning experiences are those that take place in the context of actual work environments, linked to learning outcomes, developed with employer input, aligned with in-demand industry-specific and occupational cluster skill standards and competencies, and based upon labor market information.

Employment-related activities can include subsidized or unsubsidized work experiences; internships; job shadowing; exposure to various aspects of industry; job search assistance, placement and retention; project-based learning; career mentoring; service learning; occupational skills training; and employment opportunities directly linked to academic and/or occupational goals.

Bidders are encouraged to make employer connections to leverage resources in the form of staff, funds for training, wages, and operational needs related to training space/equipment, etc.

For additional details see *Attachment S, Work Experience Policy*.

7.12 Case Management/Service Coordination

Whenever possible, a single individual should provide case management throughout a participant's WIOA participation period. Case management (or service coordination) is the planning, coordination, and monitoring of the steps needed for an individual to reach the desired goals stated in the ISS. The case manager must contact participants *at least once per month* to provide counseling or other services, if needed, and to document progress and/or assist with problems. More frequent contacts are recommended. Follow-up services must be made available for twelve months after a participant is placed in unsubsidized employment or until the end of the contract period, whichever is sooner. Case management notes regarding contacts and counseling must be consistently documented in the VOS system and in the customer file.

7.13 Job Development/Job Placement

Service provider staff will assist with job development and placement. However, to prevent excessive contacts with employers, staff will coordinate all efforts related to job development and placement with staff of the local DOL career center and placement personnel at local technical colleges. The service provider will work with career center staff and one-stop partners to establish and maintain relations with area employers and facilitate the location of suitable employment sites. Issues such as hours, wages, budgeting, satisfaction, and potential for advancement will be taken into consideration.

7.14 Post-Secondary Transition/Assistance

Service provider staff will assist with the youth's potential transition to post-secondary education. Participants should be encouraged to obtain occupational skills training following high school graduation/completion of GED program or, if appropriate, jointly enroll in occupational skills training and high school/GED program. Identify the provider(s) and the circumstances under which occupational skills training will be accessed, and outline plans for coordinating the provision of occupational skills training by outside providers, i.e., local technical colleges. If the proposer intends to directly provide occupational skills training, a curriculum must be provided, along with other details of the training.

7.15 Performance Requirements

Because performance is based on long-term gains in education, employment and earnings, bidders must closely evaluate staff time to be spent in follow-up and tracking services and plan for it accordingly. SGRC is looking for a provider that has demonstrated the capacity to deliver high quality, successful services and meet required Performance Measures. Performance standards are negotiated with the State by the WDB. *Bidders or contractors should be aware that those standards may change and modifications to existing contracts would be issued to comply with the negotiated standards.*

The required performance measures are detailed in *Attachment O, Performance Requirements*. The service provider must plan to meet or exceed the performance measures.

7.16 Referrals

Service providers are strongly encouraged to link and share information with other agencies, organizations and training providers to meet the individual need of the participants. Referral sources may also be used to meet the provision of one or more of the required fourteen youth program elements. All referrals must be documented.

7.17 File Requirements

Maintenance of required participant files and all related information such as required forms, documentation, progress reports and contact notes will be the responsibility of the service provider. Training and technical assistance will be provided by WIOA staff.

7.18 Academic Requirements

In order to assist participating youth in both academic and occupational success, services must have a strong emphasis on achieving measurable skills gains in reading and math computation skills and English language literacy skills. The target population to be served includes youth who are basic skills deficient (defined as functioning below the 8.9 grade level). All programs must provide academic services to assist in skills gains for basic skills deficient youth. Assessment instruments must be utilized to show skill level gains. Aligning WIOA funded programs' academic services to state educational requirements is emphasized. There are a variety of strategies that may help youth attain academic skills. The following are examples:

1. Instruction leading to high school diploma or GED;
2. Basic skills instruction leading to grade or skill level increase, including English for Speakers of Other Languages;
3. Preparation for entry into post-secondary education;
4. Project-based Learning with learning objectives tied to academic competencies;
5. Community and Service Learning; and
6. Tutoring and/or Study Skills leading to educational success and ultimate school completion.

7.19 Transportation

Participants may be transported to and from activities and work, as needed, for the duration of the program. Transportation may be provided by a central operator or operators of any of the above activities, whichever is most cost effective and advantageous to the youth. The WDB will not fund the purchases of buses, vans or any other modes of transportation. Providers are responsible for procuring the transportation services needed by the target group being served and providing proof of insurance for all transportation carriers. Referral to childcare or other support services should be made available to those individuals that require assistance for participation. The WDB may also provide transportation stipends to youth according to WDB approved policy.

7.20 Service Provider/Staff Duties

Proposals must specify staff positions to be included in the program and outline the duties and qualifications of proposed staff members. At a minimum, each provider must have on staff one individual who will determine eligibility, provide comprehensive assessments, counseling, service coordination, job development, placement services, and post-employment services, when applicable. The individual(s) should have a high school diploma, possess excellent oral and written skills, and possess two years' experience working directly with the public. The individual will be responsible for entry of participant data into the online VOS system. He/she will also document all pertinent information, including attendance, in participant files. He/she must provide follow-up services for twelve months after a participant is placed in unsubsidized employment or until the end of the contract period, whichever is sooner. He/she will be responsible for collecting, compiling, and reporting requested performance data. He/she must possess the ability to collaborate and coordinate services with numerous partner agency representatives and to communicate with individuals from a variety of ethnic, cultural, and socioeconomic backgrounds. The case manager must develop a rapport with local technical and community college personnel in order to fulfill the contract responsibilities.

8 Proposal Review

Two levels of review will be conducted.

8.1 Level I

First, proposals will be reviewed to determine responsiveness (*Attachment V, Proposal Responsiveness Checklist*). The following criteria must be met for a proposal to be considered responsive:

- Proposal must be received by the deadline
- Proposal must be in the required format
- Six (6) paper, one with original signature(s), and one (1) flash drive copy **must** be submitted.

8.2 Level II

Second, responsive proposals will be evaluated for competitiveness. A committee will conduct individual reviews and score proposals using the Review Criteria form provided in this RFP package, (*Attachment W: Review Criteria*). A total score of 65 or higher on the Review Criteria and the Past Performance Evaluation combined is necessary for a proposal to be deemed competitive. The WDB will only consider competitive proposals (those scoring above 65); however, proposals with the highest score may not necessarily be selected.

9 Attachments

Attachment A:	Proposal Cover Sheet
Attachment B:	Budget Summary
Attachment B-1:	Budget Narrative
Attachment C:	Project Narrative
Attachment D:	Record of Experience/Performance
Attachment E:	Statement of Financial Capability
Attachment F:	Project Detail
Attachment G:	Program Management
Attachment H:	Certification Regarding Lobbying
Attachment I:	Certification Regarding Debarment
Attachment J:	Subcontractor Affidavit
Attachment K:	Coordination, Linkages, and Collaboration
Attachment L:	Past Performance Evaluation
Attachment M:	Services/Activities
Attachment N:	Planned Performance and Outcomes
Attachment O:	Performance Requirements
Attachment P:	Southern Georgia ITA Policy
Attachment Q:	Supportive Services Policy
Attachment R:	Measurable Skill Gains
Attachment S:	Work Experience
Attachment T:	Eligibility Guidelines
Attachment U:	Required Youth Program Elements
Attachment V:	Proposal Review for Responsiveness
Attachment W:	Proposal Review Criteria

PROPOSAL COVER SHEET

Southern Georgia Workforce Investment Board

Contract Period: July 1, 2023 - June 30, 2024

Name of Organization:

Mailing Address:

Contact Person: Title:

Telephone Fax:

E-mail:

Program/Activity:

Amount Requested:

DUNS #:

Check all that apply: ☐ Minority owned ☐ Female ☐ Less than 500 employees

DISCLOSURE OF FINANCIAL RELATIONSHIP

Do you have any type of financial relationship with a WDB Board or a SGRC Staff Member?

☐ No ☐ Yes If Yes, Name & Title of Person:

ACCEPTANCE OF THE CONDITIONS OF THE REQUEST FOR PROPOSAL PACKAGE

(Agency name) does hereby accept all the terms of the Request for Proposal Package and I certify that to the best of my knowledge and belief, the cost data in this proposal are accurate, complete, and current.

Typed or Printed Name of Authorized Person:

Signature of Authorized Person: _____ Date:

Budget Summary, Detail and Narrative Instructions

Complete Attachment B to reflect the total cost of your project and the amounts by category. Also include any amounts by category donated by the consultant. All funds are program funds; therefore, costs do not have to be classified by type. All funds requested must be necessary, reasonable, allocable and allowable.

Salary Detail

Utilize yellow fields for direct input. Remainder of the fields will auto populate.

List each position title, the base salary and the % of time to be charged to the project.

Enter the Compensated Absence (CA) Rate

Enter the Fringe Benefits (FB) Rate

Enter the Indirect Rate. In the budget narrative, Attachment B-1 provide detail and justification for the rate requested.

Direct Cost Detail

Utilize yellow fields for direct input. Will calculate total.

Enter the amount requested for each item, if applicable. If your agency does not require funding for an item, leave it blank. If your agency will provide any of the line items at not charge please provide detail in the Budget Narrative, Attachment B-1.

For all requested items please provide details and justification in the Budget Narrative, Attachment B-1.

Participant Cost Detail

Utilize yellow fields for direct input. Will calculate total.

Provide detail on those items you are requesting that are not addressed in the ITA and Supportive Services Policy.

For any items entered please provide details in the Budget Narrative, Attachment B-1.

Proposer/Agency Name:

Operational Costs

Line Item	Amount Requested
Salaries	
Personnel Benefit/Fringe	
Direct Costs	
Indirect	
Other - Specify	
Other - Specify	
Other - Specify	
Other - Specify	

Total Operational

Participant Costs

Line Item	Amount Requested
Training	
Supportive Services	
Incentives (Youth)	
Work Experience Wages	

Total Operational

Proposer/Agency Name:

--

Salary, Fringe and Indirect Detail

	Staff Title	Base Salary	% of Time	Chargeable Salary	CA	FB	Indirect	Total Personnel Cost
A.								
B.								
C.								
D.								
E.								
F.								
G.								

	Rate
Compensated Absence (CA)	
Fringe Benefits (FB)	
Indirect	

Proposer/Agency Name:

Other Direct Cost(s) Detail

Line Item	Amount
Materials & Supplies (Non-Training Related)	
Telephone	
Postage	
Rent	
Utilities	
Maintenance	
Bond	
Advertising	
Audit	
Travel (including mileage)	
Other (specify)	
Other (specify)	
Other (specify)	
Other (specify)	
Total Direct Costs	

Proposer/Agency Name:

--

Participant Cost Detail - Training

Line Item	Amount	Details
Books/Supplies		
Teaching Aids		
Assessments(s)		
Tuition		
Other (specify)		
Other (specify)		
Other (specify)		
Other (specify)		
Total Participant Training		

Participant Cost Detail - Supportive Services

Line Item	Amount	Details
Transportation Supportive Service		
Child Care Supportive Service		
Other (specify)		
Other (specify)		
Total Participant Support		

Participant Cost Detail - Youth Incentives

Line Item	Amount	Details
Total Incentives		

Participant Cost Detail - Youth Work Experience Wages

Line Item	Amount	Details
Work Experience Wages		
Total WEX Wages		

Budget Narrative

The Budget Narrative should be limited to three (3) pages and should be in a font size of 12. In narrative form, summarize and describe the budget. The Budget Narrative should closely follow the Budget Summary & Detail and should identify and explain categories such as salaries, staff benefits, travel, etc.

[Up to two (2) additional pages may be used to complete the Budget Narrative]

Attachment C: Project Narrative

In Narrative form, summarize and describe the project in general terms.

[Up to one (2) additional pages may be used to complete the Project Narrative]

RECORD OF EXPERIENCE/PERFORMANCE

1) Provide a summary of your organizations past performance in the provision of similar/related services. Explain the type of service or program that was provided. Include, at a minimum, the length of training; setting of training (rural, metropolitan, suburban); and any additional services provided per contract (e.g., eligibility determination, remediation, support services). Estimate the percentage of the budget which supported the services.

2) Detail the population served:

a. If WIOA Funding: ☐ Adult ☐ Dislocated Worker ☐ Youth

b. If other agency, list type of population served.

3) Utilizing the table(s) below provide information regarding past performance. If contracts were outside the dates listed, draw a single line through the dates listed and list most current dates and information.

**If performance was not measured as identified above, please explain how performance was measured. Discuss actual versus expected performance.*

Program Year 2021 (July 1, 2021 – June 30, 2022)

Name of LWDA or other Agency: _____

Address of LWDA/Agency: _____

City, State, Zip of LWDA/Agency: _____

Telephone Number: _____

Contact Person: _____

Amount Contracted: _____

Amount Expended: _____

Number Contracted to Serve: _____

Actual Number Served _____

	<u>Adult</u>	<u>Dislocated Worker</u>	<u>Youth</u>
Completion Rate %			
Credential Attainment Rate %			
Q2 Entered Employment Rate %**			
Q4 Entered Employment Rate %**			
Q2 Median Average Earnings			
Measurable Skill Gains			

****For youth this measure includes placement in Education.**

Attachment D – Record of Experience/Performance

Program Year 2020 (July 1, 2020 – June 30, 2021)

Name of LWDA or other Agency: _____
 Address of LWDA/Agency: _____
 City, State, Zip of LWDA/Agency: _____
 Telephone Number: _____
 Contact Person: _____

 Amount Contracted: _____
 Amount Expended: _____
 Number Contracted to Serve: _____
 Actual Number Served _____

	<u>Adult</u>	<u>Dislocated Worker</u>	<u>Youth</u>
Completion Rate %			
Credential Attainment Rate %			
Q2 Entered Employment Rate %**			
Q4 Entered Employment Rate %**			
Q2 Median Average Earnings			
Measurable Skill Gains			

**For youth this measure includes placement in Education.

STATEMENT OF FINANCIAL CAPABILITY

Proposer Name: _____

Proposer Address: _____

Information in this statement must be completed by an independent certified public accountant or by the financial officer of the proposer if proposer is a state or local educational agency.

1. The proposer is a corporation: ☐ Yes ☐ No
 If yes, corporations and their affiliates must be listed and properly registered with the Secretary of State's office. A copy of the registration certification is attached: ☐ Yes ☐ No
 If no, please explain:

2. Proposer is licensed in the county or city in which they are doing business: ☐ Yes ☐ No
 A copy of the license is attached: ☐ Yes ☐ No *(not applicable for state or local educational agencies).*
 Explain if proposer does not have license attached:

3. Proposer has a current fidelity bond and a copy is attached: ☐ Yes ☐ No
 Explain if proposer does not have a current fidelity bond attached:

4. Financial Condition as of the end of most recent fiscal year.

Cash	\$
Current Assets	\$
Current Liabilities	\$
Net Working Capital	\$

**Net Working Capital = Cash + Current Assets – Current Liabilities*

5. The proposer's Fiscal Year end is:
6. Workmen's Compensation Current? ☐ Yes ☐ No

Name of Carrier: _____

Policy Number: _____

Period Covered by Policy: _____

Address of Carrier: _____

Attachment E: Statement of Financial Capability

7. Has OSHA placed a fine on proposer (civil or criminal) in the past 24 months? ☐ Yes ☐ No
 If yes, explain: _____

8. Are Federal, State and Unemployment Taxes Paid and Current: ☐ Yes ☐ No

Federal Employer Identification Number _____

Georgia Unemployment Insurance Number _____

Georgia Withholding Tax Number: _____

In the past five (5) years, has the proposer had any Federal or State Tax levies?

☐ Yes ☐ No

If yes, describe the nature, circumstance of the levy, county filed, and the date paid/resolved.

9. Circle the appropriate answer(s) to indicate the financial arrangements that are available to facilitate performance during initial phases of the contract.

A. Own Resources ☐ Yes ☐ No

B. Bank Credit ☐ Yes ☐ No

(If yes, name of bank and amount – include any Line of Credit):

C. Name of Bank: _____ Amount of Credit: _____

D. Other Income Source: ☐ Yes ☐ No (Specify source and amount)

Source	_____	Amount	_____
--------	-------	--------	-------

Source	_____	Amount	_____
--------	-------	--------	-------

10. The latest Audit statement was prepared:

Date Prepared _____

Covers the Period of: (MM/DD/YY – MM/DD/YY) _____

Name of Auditor if audit conducted: _____

(Please attach a copy of the most recent audit with proposal.)

If the same CPA firm has audited company records for the past five (5) years, please check here ☐.

Attachment E: Statement of Financial Capability

If a different CPA firm has audited during the past five (5) years then complete the information below:

First Year End	Firm Name and Address

If no audits have been performed in the past five (5) years then explain below. (If new organization, state the date the organization began business):

Information confirmed by: _____

(CPA Firm Representative or Financial Office of Proposer)

11. Typed or printed name of individual authorized to act on behalf of agency:

Name: _____

Title: _____

Phone Number: _____

Signature of Authorized Person: _____

Date: _____

Project Detail

1. Project Implementation Schedule

Please outline the project implementation schedule.

Task/Activity	Begin Date	Completion Date
Recruit Training Staff		
Recruit Participants		
Identify and Secure Training Site(s)		
Participant Training and/or Start of Services		
Participant Completion and/or End of Services		

2. Participant Numbers

a) Detail the number of new participants you will serve in PY23 by funding stream.

Funding	Number
Adult	
Dislocated Worker	
Out-of-School Youth	
In-School Youth	

b) If you are a current LWDA #18 Service Provider, please provide an estimate of carryover participants for PY23, by funding stream.

Funding	Number
Adult	
Dislocated Worker	
Out-of-School Youth	
In-School Youth	

c) If you are a current LWDA #18 Service Provider, please provide an estimate of the number of participants who will be in follow-up for PY23, by funding stream.

Funding	Number
Adult	
Dislocated Worker	
Out-of-School Youth	
In-School Youth	

3. Geographic Area

Identify the geographic area you will serve. Be specific and include counties.

4. Facilities

Describe the facilities you will be using for activities and/or services. Where will they be located? Provide the telephone number for each facility. Provide documentation that these facilities meet ADA standards. If needed, will laboratories for hands-on training be available? Provide a Letter of Intent for any facilities not personally contracted by the provider. All facilities must be currently licensed and current on all applicable building codes. Identify the planned location of participant files during the contract period and after the contract ending date.

Note: If a proposer plans to use the Douglas, Tifton, Valdosta or Waycross Career Center as an office location, rent and utilities should not be included in the proposed budget, but will be discussed during contract negotiations.

5. Computers/Technology

Describe how computers/technology will be used to enhance training activities.

[A total of two (2) additional pages may be used to complete this form excluding required attachments]

Program Management

1. Give a brief history and background of your organization. Include the purpose of your agency and the number of years of educational or job training experience.

Note: Proposers must be in business for at least six months prior to initial proposal and have a current business license or proof of active compliance with the Secretary of State Corporations Division.

2. Indicate the following regarding staffing:

- a) # of staff necessary for operation of this project/program. _____
- b) # of existing staff to be used in the operation of this project/program. _____
- c) # of staff to be hired utilizing this project/program's funds. _____

3. Identify the job titles and required qualifications for staff that will be working in any aspect of the program.
4. Attach to this form (Attachment G) a job description including qualifications for each position to be used in implementing this project.
5. If existing staff are to be utilized, attach to this form (Attachment G) resumes for each person. List below which positions they will fill and the percent of their time devoted to this project. If staff are to be hired, list below the positions and later forward resumes of personnel hired, indicating which positions they fill.

<u>Position</u>	<u>% of Time</u>	<u>Name</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. Explain in detail your monitoring procedures. Include those responsible for monitoring; explain which activities they will monitor, and explain when monitoring will occur. Discuss how your monitoring will ensure compliance with WIOA, Federal Regulations, and the contract. Include your agency's Equal Opportunity policy.
7. Will any part of this project be subcontracted? ☐ Yes ☐ No
 If yes, describe in detail the portion(s) of the project to be subcontracted; the entity (if known to whom it will subcontracted; indicate if the subcontractor is debarred or suspended from doing business with the federal government, and attach a sample of the subcontracting instrument that will executed between your agency and the subcontractor(s).

8. Provide a detailed description of proposer partnerships with business partners.

[A total of four (4) additional pages may be used to complete this form excluding required attachments]

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans and Cooperative Agreements

The undersigned certifies, to the best of his/her knowledge and belief that:

- 1) No federal appropriated funds have been paid by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
- 2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
- 3) *The Undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including subcontracts, sub grants and contracts under grants, loans, and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Name of Proposer/Contractor Organization

Name of Certifying Officer

Signature of Certifying Officer

Date

*NOTE: "All" in the final rule is expected to be clarified to show that it applies to covered contract/grant transactions over \$100,000 (per OMB).

**Certification Regarding Debarment,
Suspension, Ineligibility and Voluntary Exclusion
Lower Tier Covered Transactions**

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

**(BEFORE COMPLETING CERTIFICATION, READ THE INSTRUCTIONS ON THE
FOLLOWING PAGE WHICH ARE AN INTEGRAL PART OF THE CERTIFICATION)**

- (1) The prospective recipient of Federal assistance funds certifies, by submission of this bid, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

- (2) Where the prospective recipient of Federal assistance funds 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 Representative

Signature

Date

Instructions for Certification

1. By signing and submitting this Proposal, the prospective recipient of Federal assistance funds is providing the certification as set out below.
2. The certification in this class is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective recipient of Federal assistance funds knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the Department of Labor (DOL) may pursue available remedies, including suspension and/or debarment.
3. The prospective recipient of Federal assistance funds shall provide immediate written notice to the person to whom this Proposal is submitted if at any time the prospective recipient of Federal assistance funds learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "Proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this Proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective recipient of Federal assistance funds agrees by submitting this Proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the DOL.
6. The prospective recipient of Federal assistance funds further agrees by submitting this Proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to check the List of Parties Excluded from Procurement or Non-procurement Programs.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the DOL may pursue available remedies, including suspension and/or debarment.

Proposer Name: _____
Georgia Illegal Immigration Reform and Enforcement Act of 2011
Sub-subcontractor Affidavit under O.C.G.A. § 13-10-91(b)(3)

By executing this affidavit, the undersigned sub-subcontractor verifies its compliance with O.C.G.A. § 13-10-91, stating affirmatively that the individual, firm or corporation which is engaged in the physical performance of services under a contract for Workforce Services on behalf of the Southern Georgia Regional Commission has registered with, is authorized to use and uses the federal work authorization program commonly known as E-Verify, or any subsequent replacement program, in accordance with the applicable provisions and deadlines established in O.C.G.A. § 13-10-91. Furthermore, the undersigned sub-subcontractor will continue to use the federal work authorization program throughout the contract period and the undersigned sub-subcontractor will contract for the physical performance of services in satisfaction of such contract only with sub-subcontractors who present an affidavit to the sub-subcontractor with the information required by O.C.G.A. § 13-10-91(b). The undersigned sub-subcontractor shall submit, at the time of such contract, this affidavit to the Southern Georgia Regional Commission. Additionally, the undersigned sub-subcontractor will forward notice of the receipt of any affidavit from a sub-subcontractor to the Southern Georgia Regional Commission. Sub-subcontractor hereby attests that its federal work authorization user identification number and date of authorization are as follows:

Federal Work Authorization User Identification Number

Date of Authorization

Name of Sub-subcontractor

Name of Project

Southern Georgia Regional Commission

Name of Public Employer

I hereby declare under penalty of perjury that the foregoing is true and correct.

Executed on _____, _____, 2023 in _____ city), _____ (state).

Signature of Authorized Officer or Agent

Printed Name and Title of Authorized Officer or Agent

SUBSCRIBED AND SWORN BEFORE ME ON THIS THE _____ DAY OF _____, 2023.

Notary Public: _____

My Commission Expires: _____

Coordination, Linkages and Collaboration

Describe coordination arrangements with partner agencies and/or other agencies that will assist with this project. Describe how the program will interact with one-stop partners identified in the Workforce Innovation and Opportunity Act. Include any individuals, by title, to be involved in coordinating this program to ensure success. Other appropriate linkages that will enhance the provision of services should be established and explained. Such linkages are highly encouraged and may be established with local technical colleges, business and labor organizations, volunteer groups, and other training, education, employment and social service programs.

Note: WIOA stresses the development of a genuine local workforce development system. Hence, strong proposals will give careful attention to the accomplishment of the goals of coordination, no duplication, maximization of resources, and seamless service delivery. Letters of support may be attached and will not be included in the number of additional pages allowed.

[Up to one (1) additional pages may be used to complete this attachment]

Past Performance Evaluation for Contractors with the SGRC

Proposer Name _____

Type of Contract with SGRC _____

Contract Period _____

1. Did the contractor meet the planned performance, i.e. number of enrollments, number of placements, number of certificates, etc.? ☐ Yes ☐ No
If no, explain:

2. Did the contractor determine eligibility appropriately? ☐ Yes ☐ No
If no, explain:

3. Did the contractor report data timely and accurately in the data collection system?
☐ Yes ☐ No If no, explain:

4. Did the contractor submit accurate invoices by the due date? ☐ Yes ☐ No
If no, explain:

5. Did the contractor meet the required expenditure level? ☐ Yes ☐ No
If no, explain:

6. Did the contractor submit an audit report timely and within the guidelines of the contract/agreement? ☐ Yes ☐ No If no, explain:

7. Did the contractor resolve monitoring/auditing issues promptly? ☐ Yes ☐ No
If no, explain:

Notes:

1. Attach documentation as appropriate.
2. If a proposer has all “yes” answers, add 10 points.
3. If a proposer has two or more “no” answers without an acceptable explanation, subtract 10 points.

Points Awarded	
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Signature & Date: _____

Services & Activities

- 1) Provide a detailed description of each required program element(s) (see Section 6 ITA's and/or Section 7 Comprehensive Youth). The proposal must specify when the service/activity will occur, how it will occur, who is responsible, and any other information that will clearly explain the services and activities to be provided.

All Programs

- Outreach & Recruitment;
- Orientation;
- Certification of Eligibility;
- Objective Assessment and Individual Employment Plan;
- Selection of Participants;
- Participant Tracking;
- Supportive Service Payments to Participants;
- Case Management/Service Coordination;
- Job Development/Job Placement;
- Participant Contact;
- Referrals;

ITA's

- Occupational Skills Training (if applicable for the program you are proposing);
- Payment for Tuition, Books, and Other Required Purchases;
- Employer Connections and Youth Work Experience (if applicable for the program you are proposing).

Comprehensive Youth

- Academic Requirements
 - Instruction leading to high school diploma or GED;
 - Basic skills instruction leading to grade or skill level increase, including English for Speakers of Other Languages;
 - Post-Secondary Transition/Assistance;
 - Project-based learning with learning objectives tied to academic competencies;
 - Tutoring, Study Skills Training, and Instruction leading to educational success and ultimate school completion;
 - Community and Service Learning.
- Employer Connections and Youth Work Experience;
- Incentive Payments;

- 2) Describe briefly the methods by which the below required program element(s) will be provided to **youth**. Please note it is not necessary to directly offer these services, but the proposer must indicate how youth will be referred to these required elements.
- Tutoring, Study Skills Training, Instruction, and Evidence Based Dropout Prevention;
 - Alternative Secondary Education or Dropout Recovery Services;
 - Paid and Unpaid Work Experience;
 - Education offered concurrently with and in the same context as workforce preparation;
 - Leadership Development Opportunities;
 - Adult Mentoring;
 - Financial Literacy Education;
 - Entrepreneurial Skills Training;
 - Labor Market and Employment Information Services;
 - Activities that prepare for transition to Post-Secondary Education and Training.
- 3) Describe briefly how employers will be involved in determining occupations for work related services, the skills needed for successful experiences at the work place, and how employers' needs and participants' needs will be correlated.
- Work Experience
 - Occupational Skills Training
- 4) Indicate, which, if any, of the below additional activities your project plans to provide. Describe briefly the methods by which the below planned services will be provided.
- Basic Skills Remedial Activities
 - Other (specify)

[A total of five (5) additional pages may be used to complete this form excluding required attachments]

Attachment N: Performance and Outcomes

Identify planned performance for the program. Refer to the performance standards in Attachment O: Performance Requirements. These standards set by the WDB will be the foundation on which you will be evaluated. Indicate how the standards will be achieved. Include additional goals specific to your project that you plan to achieve if applicable.

[Up to two (2) additional pages may be used to complete Performance and Outcomes]

PERFORMANCE REQUIREMENTS/EXPLANATIONS

The service provider must plan to meet or exceed the following **adult** performance standards:

- ☐ Employment Rate Q2 91%
- ☐ Employment Rate Q4 91%
- ☐ Median Earnings \$8,100
- ☐ Credential Attainment Rate..... 86%
- ☐ Measurable Skills Gain 65%

The service provider must plan to meet or exceed the following **dislocated worker** performance standards:

- ☐ Employment Rate Q2 96%
- ☐ Employment Rate Q4 83%
- ☐ Median Earnings \$7,500
- ☐ Credential Attainment Rate..... 80%
- ☐ Measurable Skills Gain 55%

The service provider must plan to meet or exceed the following **youth** performance standards:

- ☐ Employment Rate Q2 68%
- ☐ Employment Rate Q4 78%
- ☐ Median Earnings \$4,500
- ☐ Credential Attainment Rate..... 77%
- ☐ Measurable Skills Gain 48%

<u>Employment Rate - 2nd Quarter After Exit</u>	The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program (for title I Youth, the indicator is the percentage of participants in education or training activities, or in unsubsidized employment during the second quarter after exit)
<u>Employment Rate - 4th Quarter After Exit</u>	The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program (for title I Youth, the indicator is the percentage of participants in education or training activities, or in unsubsidized employment during the fourth quarter after exit)
<u>Median Earnings - 2nd Quarter After Exit</u>	The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program
<u>Credential Attainment</u>	The percentage of those participants enrolled in an education or training program (excluding those in on-the-job training (OJT) and customized training) who attain a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program. A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage of participants who have attained a secondary school diploma or its recognized equivalent only if the participant also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program
<u>Measurable Skill Gains</u>	The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such credential or employment.



Policy/Procedure #: **18-011-100**

Policy Name: **Individual Training Account Policy (ITA)**

OVERVIEW

WIOA funds will be used for costs incurred during the pursuit of occupationally specific programs of study that lead to a diploma or certificate for WIOA eligible adults, dislocated workers and youth. In addition to the WIOA eligibility requirements, youth must be: a) 18 years old and no older than 21; b) not be actively pursuing a secondary school diploma or its equivalent on the date of participation.

ITA APPROVALS

ITAs are not entitlements and shall be provided to eligible participants on the basis of an individualized assessment of the person's job readiness, employment and training needs, financial, social and supportive needs, labor market demand and potential for successful completion, as documented on the participant's Individual Employment Plan (IEP).

ELIGIBLE TRAINING PROVIDER LIST

Participants may access training services through training providers who have met eligibility requirements set by the state in order to be listed on the state managed Eligible Training Provider List (ETPL). As the local Workforce Development Board (WDB), WorkSource Southern Georgia (WSG) has set additional eligibility requirements to ensure trainings provided are in growth and/or demand occupations for the region as well as meeting the needs of the region's employers. Training must result in an employment wage sufficient to attain self-sufficiency without the aid of public assistance.

HOPE/PELL

WIOA funds will be used only when HOPE and Pell funds are inadequate to cover expenses. (A customer's total tuition and class-related expenses less his/her HOPE and Pell funds equals allowable WIOA training expenditure.)

RESIDENCY REQUIREMENTS

Services will be reserved for adult and youth customers who reside in the Southern Georgia area. However, in the case of dislocated workers, services will be provided to those individuals who reside in the Southern Georgia area or who have been terminated or laid off, or received a notice of layoff of employment, from an employer located in the Southern Georgia area.

INDIVIDUAL TRAINING ACCOUNT (ITA) VOUCHER

WIOA funds will be utilized in the form of a voucher for ITAs. ITAs will be used to purchase tuition, essential books/supplies that are instructor-required purchases for *all* students taking any given course, and for graduation and training-related purchases including, but not limited to, medical exams, vaccinations, uniforms, graduation fees, testing fees, etc. The maximum amount of an ITA voucher is \$6,000 per customer.

Funding shall be spread across the entire length of the program by semester/term or other standard billing time frame and/or allocated as needed per semester.

ONLINE/DISTANCE LEARNING

In some cases, online/distance learning is either necessary to the current situation or required in order to complete the training program. These situations should be addressed on a case by case basis. Any exception must have approval from the WSG Workforce Director and/or his/her designee.

Online training is permitted when the platform for the course provides an adequate system for tracking attendance and/or online participation. Programs that are largely self-taught are not permitted.

TIME LIMIT

ITAs have a 2.5-year time limit, regardless of the length of the customer's training program. Hence, customers must select programs that will be finished in 2.5 years or less.

SUPPORT PAYMENTS

Supportive Service benefits may be available to assist WIOA eligible participants with costs associated with participating in WIOA funded training activities. Supportive services mean services such as transportation, child care, and/or dependent care that are necessary to enable an individual to participate in activities authorized under the Workforce Innovation and Opportunity Act.

For additional details please see the **Southern Georgia WDB Supportive Services Policy**.

DEFAULT STATUS AND ACADEMIC PROBATION

WIOA funds will not be utilized for educational expenses of students who are ineligible for other types of student financial assistance because they are in "default status."

WIOA funds will not be utilized for a customer who fails to make satisfactory academic progress. Specifically, funds will not be extended during a period of academic probation. However, upon a customer's removal from academic probation status and recovery of standard admission status, WIOA funds may be accessed again if the 2.5-year time limit has not expired.

WIOA funds may not be utilized to pay for course repeats due to failures.

CHANGES IN COURSE OF STUDY

Customers may not change majors and continue to receive WIOA assistance. However, Southern Georgia Regional Commission (SGRC) staff may approve "minor" changes in a major (program of study) if customers stay within the same field and do not extend the total period of attendance beyond the 2.5-year training time limit.

ADDITIONAL DIPLOMA/CERTIFICATE

SGRC staff may approve WIOA assistance during the acquisition of an additional diploma/certificate that is closely related to the original diploma/certificate if doing so increases the customer's marketability and does not violate the 2.5-year and \$6,000 limit.

LODGING

WIOA funds may be utilized, at the rate of \$40 per night, for lodging for a customer who is enrolled in training and is required to participate in an activity out of town (i. e., clinicals for nursing students).

ITA DENIAL

Reasons for denial of an ITA, or discontinuation of funding, may include:

- The participant is unable to satisfy the ITA approval conditions;
- The participant has previously accessed ITA funded training and is unable to demonstrate the need for an additional or new credential;
- The participant did not successfully earn a credential through their previous ITA training funded and is unable to provide information to substantiate extenuating circumstances that prevented successful credential attainment;
- The participant failed to maintain regular contact with program staff;
- The participant has had repeated absences, tardiness or had failed to participate/complete training requirements;
- The participant has failed to maintain a GPA as defined by the provider; OR

- The participant has to repeat courses previously funded under WIOA.

EXCEPTIONS

The Southern Georgia Workforce Development Board's Executive Committee will make decisions regarding exceptions to the local training policies on a case-by-case basis. When an exception is requested, the WIOA customer's case manager may attend the Committee meeting to elaborate about the circumstances necessitating the exception. Also, the customer may attend and/or provide a brief essay (one page) justifying the appropriateness of the exception.

Approvals/Changes

<i>Southern Georgia WIB Approved</i>	<i>June 4, 2013</i>
<i>Revised and WIB Approved</i>	<i>June 19, 2014</i>
<i>Revised and WDB Approved</i>	<i>June 10, 2015</i>
<i>Revised for WIOA</i>	<i>July 1, 2015</i>
<i>Revised and WDB Approved</i>	<i>September 19, 2016</i>
<i>Revised and WDB Approved</i>	<i>August 18, 2021</i>

Policy/Procedure #: 18-011-200

Policy Name: Supportive Services Policy

I. Statement of Purpose

The purpose of this policy and procedure is to set forth the necessary guidelines and implementation steps for the provision of supportive services to eligible Southern Georgia Workforce Development Board (SGWDB)/Workforce Innovation & Opportunity Act (WIOA) customers.

II. Definition of Supportive Services

Supportive Services are services, which are reasonable and necessary, to enable a WIOA participant who cannot afford to pay for such services to participate in activities authorized under Title I, Subtitle B of the Workforce Innovation and Opportunity Act. Such support services may include transportation, child care and dependent care. The provision of Supportive Services must be determined on an individual basis.

The use of supportive services is encouraged to enable the hard-to-serve population an opportunity to participate in longer-term interventions. The support payments are in no way intended to support the entire expense.

III. Eligibility for Supportive Services

WIOA supportive services are provided on the basis of need. All supportive services must be approved prior to the participant receiving or obtaining the goods or services. Backdated requests for services will not be approved.

A participant may waive WIOA Supportive Service payments (except for Work Experience) if accepting payment would mean the loss of benefits. The participant may request the payment to start at a later date, but may not claim retroactive payments. Advances against future payments are not allowed.

WIOA funds will be used to pay support payments for Adults, Dislocated Workers, and Youth participants who are physically attending classroom training (ITAs) and to youth in specified out-of-school classroom training programs (GED). ITA participants must be attending "full time" as defined by their school/training provider policy.

Supportive services may only be provided to individuals who:

- Are actively participating in career services and/or training services. Limited supportive services may be provided to eligible applicants (e.g., paying for birth certificate), before they are enrolled as participants, to permit participation in assessment activities;
- Are unable to obtain supportive services through other programs providing such services;
- Are unable to afford the cost associated with addressing the need;
- May only be provided when they are proven necessary to enable individuals to participate in Title I activities [Subtitle B, Chapters 2 & 3].

Adults – Eligible adults are:

1. Individuals receiving some form of public assistance; or
2. Individuals having incomes at or below the Self-Sufficiency guidelines set by the local area.

Dislocated Workers – Eligible dislocated workers are:

1. Individuals determined eligible for WIOA enrollment under the dislocated worker provisions.

Youth – Eligible youth are:

1. Households receiving some form of public assistance; or
2. Individuals/Families having incomes at or below the poverty guidelines set by OWD; or
3. Youth considered “Non-Dependent” based on LWIA 18’s local policy.

IV. Standard

The guiding principle for the provision of any Supportive Service shall be based on the participant’s individual need. Through counseling and assessment, the determination of need and the level of assistance to be provided will be made on an individual basis.

V. Transportation Service Policy – ITA’s, GED and Temporary Employment

Transportation assistance may be provided to WIOA participants who are engaged in WIOA activities. Participants will be paid based on the round-trip miles driven per day. The service provider must document the mileage (on mileage over 100 miles round trip per day) using MapQuest or a similar mapping program. This documentation must be placed in the participant file. The following tiers are available to participants:

<u>Tier</u>	<u>Round Trip Miles</u>	<u>Amount</u>
1	0-99 Miles Round Trip	\$20/day
2	100+Miles Round Trip	\$25/day

Clarification #1: Participants who attend schools outside the local area will be paid transportation based on their school address, not their permanent home address.

VI. Childcare Service Policy – ITA’s, GED’s and Temporary Employment

Childcare assistance may be provided to WIOA participants who are engaged in WIOA activities only if other resources are not available. Childcare will be paid for children under the age of thirteen (13) who are in the participant’s legal and physical custody. If both parents are in training, only one parent is allowed to receive the child care assistance.

<u># of Children</u>	<u>Amount</u>
1	\$20/day
2+	\$30/day

Payment is limited to \$30 per day regardless of the number of children under the age of thirteen who are in the participant’s legal and physical custody. Birth certificates or other approved documentation are required to verify the age of the children. Childcare assistance will be made available to participants who are attending both physically and virtually. Childcare payments for virtual attendance will be based upon the student’s class schedule.

VII. Unallowable Supportive Services

Payments are not allowed for titled or deeded items or when recovery of the expense is anticipated. Such items include:

- Rent deposits or housing deposits;
- Mortgage payments;
- Car payments;
- Purchase of vehicles; and
- Fines

VIII. Documentation for Supportive Services

The WIOA service provider will compile all supportive service documentation prior to paying for services to support transportation costs. These documents will include the following:

1. Supportive Services Determination Form (***Attachment A***)
2. MapQuest (or other approved mapping program) showing round trip miles (100+ miles only)
3. Cost Commitment Worksheet (***Attachment B***)
4. Cost Commitment Modification (***Attachment C***)

All documentation will be placed in the participant file and ~~or~~ entered in the WorkSource Portal.

All substantial changes to a participant's supportive services (e.g. receiving more money for existing services) must be updated in real time in VOS. The service provider will be responsible for notifying SGRC WIOA staff of these changes using the Cost Commitment Modification worksheet.

IX. Approved Payment Amounts (ITA's, GED's and Temporary Employment)

Payments are made to qualifying Adults, Dislocated Workers, and Youth enrolled in the ITA training program in the following flat rates. Participants **must attend** class on a training day in order to receive the payment for that day, not to include time spent for breaks and /or lunch.

<u>Tier</u>	<u>Round Trip Miles</u>	<u>Transportation</u>	<u>Child Care (1)</u>	<u>Total</u>
1	0-99 Miles Round Trip	\$20/day	\$20/day	\$40/day
2	100+ Miles Round Trip	\$25/day	\$20/day	\$45/day

<u>Tier</u>	<u>Round Trip Miles</u>	<u>Transportation</u>	<u>Child Care (2+)</u>	<u>Total</u>
1	0-99 Miles Round Trip	\$20/day	\$30/day	\$50/day
2	100+ Miles Round Trip	\$25/day	\$30/day	\$55/day

X. Approved Payments Youth Incentives

Incentive payments may be made to qualifying youth enrolled in an ISY or OSY program. Each provider may set benchmarks for youth incentives. All incentives will be approved by SGRC staff and clearly outlined in the service provider contract. Incentives may not exceed \$1,000 per participant.

XI. Attendance

ITA participants are required to attend the classroom training for the duration of the respective class to be eligible for the support payment. For example, participants who attend only ½ of the class will not be eligible for the support payment for that day. Service providers will work with instructors to ensure they do not sign off on a time sheet for someone who does not attend the full class session. Payments will not be pro-rated for fewer hours of attendance, nor will payments be made for sick days or holidays.

GED participants are required to attend classroom training in order to be eligible for the support payments. The required length of time will be set by each service provider; however, each participant must attend a minimum of two (2) hours in order to be eligible to receive their support payment for that day.

Payments will not be pro-rated for fewer hours of attendance, nor will payments be made for sick days or holidays.

XII. Exceptions/Exclusions

Participants enrolled in On-the-Job Training (OJT) will not qualify for support payments.

In-school youth may receive support payments as determined on a case-by-case basis for support services not otherwise available. Such support must be pre-approved by the Southern Georgia Regional Commission (SGRC), and will not be commonly granted. Participants must be making satisfactory progress and cooperating with the instructional process in order to continue to receive the support payments.

XIV. Payments

The WIOA service provider will make payments to participants every two weeks based upon timesheets turned in. The WIOA service provider may be reimbursed for supportive service payments and invoices upon compliance with the following requirements:

1. The WIOA service provider must ensure that WIOA participants are enrolled and actively participating in any allowable WIOA activities for which support payments have been approved.
2. The WIOA service provider must arrange coordination with other human service agencies to eliminate duplication of services and all documentation must be completed prior to utilizing WIOA funds.
3. The WIOA service provider must provide proper documentation of any supportive service payments to be submitted to the SGWDB.
4. The WIOA participant must meet attendance requirements of the WIOA program. The WIOA service provider will maintain participant's time sheets documenting daily attendance. A copy of these timesheets must be submitted with the monthly WIOA service provider invoice.
5. Reimbursement for supportive service payments and invoices will be made monthly to WIOA service providers as per contract requirements.

XV. Procedure

1. All WIOA program applicants and participants shall be informed of paid and unpaid supportive services available through the local One-Stop system. This is to include services provided by the One-Stop partners, Service Providers and any applicable community resources.
2. Supportive services may only be provided to individuals who:
 - Are actively participating in career services and/or training services. Limited supportive services may be provided to eligible applicants (e.g., paying for birth certificate), before they are enrolled as participants, to permit participation in assessment activities;
 - Are unable to obtain supportive services through other programs providing such services;
 - Are unable to afford the cost associated with addressing the need;
 - May only be provided when they are proven necessary to enable individuals to participate in Title I activities [Subtitle B, Chapters 2 & 3].
3. To ensure successful participation in the appropriate employment or training activity(ies), career facilitators shall determine the supportive service needs of each individual to be enrolled. Such determination shall be based on a comprehensive assessment and include documentation of the participant's need to receive supportive series in order to participate in the training.
4. The need for supportive services and all supporting documentation shall be maintained in the participant's file.
5. Cost Commitment Worksheet will be completed and submitted to the SGRC as well as maintained in the participant file.
6. Participant obligations and vouchers will be entered in VOS. Obligations/vouchers will be entered by program year.
7. SGRC Staff will reconcile all supportive service payments annually in VOS.
8. At the conclusion of each semester, staff and service providers review the remaining obligations/vouchers and adjust as needed. Revisions are entered in VOS.

9. Participants must be making satisfactory progress and cooperating with the instructional process in order to continue to receive the support payments.
10. Service providers are responsible for tracking participant attendance, time keeping and related duties. Educational/training institutions receiving ITAs must perform time keeping, participant activity tracking and related duties.

Attachments:

Attachment A: Supportive Services Determination Form

Attachment B: Cost Commitment ITA Worksheet

Attachment C: Cost Commitment ITA Modification

Attachment D: Cost Commitment GED

Approvals/Changes:

<i>Southern Georgia WIB Approved:</i>	<i>August 8, 2013</i>
<i>Revised & WIB Approved:</i>	<i>November 19, 2014</i>
<i>Revised & WIB Approved:</i>	<i>June 10, 2015</i>
<i>Revised & WDB Approved:</i>	<i>September 9, 2015</i>
<i>Revised & WDB Approved:</i>	<i>June 29, 2016</i>
<i>Revised & WDB Approved:</i>	<i>February 14, 2018</i>
<i>Revised & WDB Approved:</i>	<i>November 14, 2018</i>
<i>Revised & WDB Approved:</i>	<i>August 18, 2021</i>
<i>Revised & WDB Approved:</i>	<i>May 18, 2022</i>

SUPPORTIVE SERVICES DETERMINATION FORM

Participant Name: _____ State ID: _____

Funding: ☐ Adult ☐ Dislocated Worker ☐ National Emergency DW ☐ Youth ☐ GED

Supportive Service benefits ***may be*** available to assist WIOA eligible participants with costs associated with participating in WIOA funded training activities. Supportive services means services such as transportation, childcare, and/or dependent care that are necessary to enable an individual to participate in activities authorized under the Workforce Innovation & Opportunity Act (WIOA).

Supportive Service benefits may only be provided when:

1. They are necessary to enable an individual to participate in WIOA funded training services; and
2. They cannot be obtained through other programs providing such services.

I understand that WIOA Supportive Service benefits may change and/or be eliminated at any time based on funding availability. I understand that if I have provided fraudulent information that I can be terminated from the Southern Georgia WIOA program and may be held liable for repayment of any monies received by me while in the WIOA funded services. I understand that I cannot receive supportive services benefits for transportation, childcare and/or dependent care if funds are being provided and/or available to me by another agency/resource.

1. Does the participant need assistance with transportation/travel/meals in order to attend WIOA funding training?
☐ Yes ☐ No

2. If yes to question #1, how many miles round trip per day? _____
**MapQuest or a similar mapping program must be utilized to document mileage if 100 miles or over.
A copy of this documentation must be attached (or placed in participant file).*

3. Does the participant need assistance with childcare for any child under the age of thirteen who is in the participant's legal and physical custody? ☐ Yes ☐ No

If yes, number of dependents under the age of 13 _____

4. Does DFCS or any other agency assist you with transportation and/or childcare costs? ☐ Yes ☐ No
If yes, please list the agency that will be assisting you and the amount that they give you for each:

Agency: _____

Transportation Amount: _____ Amount Not Covered: _____

Childcare Amount: _____ Amount Not Covered: _____

I attest that I am in need of supportive services in order to participate and complete my WIOA funded occupational training activity. I further attest that these services are not being provided to me by any other agency/resource.

Participant Signature

Date

TO BE COMPLETED BY WIOA STAFF

WIOA Supportive Services Approved: ☐ Yes ☐ No

Supportive Service Amount/Day Approved: ☐ \$20/day ☐ \$25/day ☐ \$_____ Other

Childcare Amount/Day Approved: ☐ \$20/day ☐ \$30/day ☐ \$_____ Other

Note: All payments made must be consistent with the Southern Georgia ITA Policy and Supportive Services Policy

Case Manager Signature

Date

☐ Adult☐ Dislocated Worker☐ National Emergency Grant DW☐ Youth

Last Name_____ First Name_____ State ID_____

School_____ Program_____ DOT Code_____

Training Start Date_____ Training End Date_____ Program Year_____

Training Costs (please enter the actual costs - not the cost to be paid for by WIOA)

Training Cost	Summer B <small>July 1 - End Summer</small>	Fall	Spring	Summer A <small>Beginning Summer - June 30</small>	Total
Number of Credit Hours					
Tuition					
Standard Fees					
Program Specific Fees					
Books					
Uniforms					
Supplies/Tools					
Other					
Total Training Cost					
Financial Aid (HOPE)					
Financial Aid (PELL)					
Financial Aid (Other)					
Total Financial Aid					
Training Costs Remaining					
WIOA Training (please enter the actual costs to be paid by WIOA below)					
WIOA Training Costs					

Please note: Hope, PELL, SIWDG and other forms of grant funding must be exhausted before WIOA funds are to be expended

Supportive Service Costs

Miles/Day_____	Summer B <small>July 1 - End Summer</small>	Fall	Spring	Summer A <small>Beginning Summer - June 30</small>	Total
Number of Classroom Days					
Transportation/Day					
Childcare/Day					
Total Support/Day					
Total WIOA Support Costs					

Total Estimated Training & Support Costs

	Summer B	Fall	Spring	Summer A	Total
Total WIOA Training & Support Costs					

The above information is an estimate of obligated costs to complete the training for the above-mentioned participant as attested by the case manager below.

Signature of Case Manager_____
Date

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Date: _____ Program Year: _____

Last Name _____ First Name _____ State ID _____

*Please check the reason for the modification. Changes should be only made to current and subsequent semesters.
All changes must be made in VOS prior to submitting modification request.*

☐ Modify Training End Date: _____

☐ Change Training Amounts

☐ Change Support Amounts

Reason for Modification: ☐ Adding Semester(s) ☐ Deleting Semester(s) ☐ Dropped ☐ Graduated

☐ Change in Cost ☐ Change in Financial Aid ☐ Address Change/Mileage ☐ Child Care Adjustment

☐ Other: _____

Training Costs (please enter the actual costs - not the cost to be paid for by WIOA)

Training Cost	Summer B <small>July 1 - End Summer</small>	Fall	Spring	Summer A <small>Beginning Summer - June 30</small>	Total
Tuition					
Standard Fees					
Program Specific Fees					
Books					
Uniforms					
Supplies/Tools					
Other					
Total Training Costs					
Financial Aid (HOPE)					
Financial Aid (PELL)					
Financial Aid (Other)					
Total Financial Aid					
Remaining Training Costs					
WIOA Training (please enter the actual costs to be paid by WIOA below)					
WIOA Training Costs					

Grant Funding (Hope, PELL, SIWDG and other forms of grant funding must be exhausted before WIOA funds are to be expended)

Supportive Service Costs

Miles/Day _____	Summer B <small>July 1 - End Summer</small>	Fall	Spring	Summer A <small>Beginning Summer - June 30</small>	Total
Number of Classroom Days					
Transportation/Day					
Childcare/Day					
Total Support/Day					
Total WIOA Support Costs					

Total Estimated Training & Support Costs

	Summer B	Fall	Spring	Summer A	Total
Total WIOA Training & Support Costs					

The above information is an estimate of obligated costs to complete the training for the above-mentioned participant as attested by the case manager and participant below.

Signature of Case Manager

Date

(Service Provider Name)

Customer Name: _____ State ID: _____

School Name: _____ Location: _____

Training Start Date: _____ Projected End Date: _____

Program Year: _____ Revision Date: _____

Training Costs

Training, Testing and Fees	
Incentives	
Work Experience Wages	
Work Experience - Other	
Total WIOA GED Training Costs	\$ 0.00

Support Costs

Transportation Amount Per Day:	
Childcare Amount Per Day:	
Total Support Per Day:	\$ 0.00
Estimated Training Days:	
Total WIOA GED Support Costs:	\$ 0.00

Total WIOA GED Training and Support Costs \$ 0.00

Notes

Case Manager Signature: _____ Date: _____



Policy/Procedure #: **18-011-1000**

Policy Name: **Measurable Skill Gains Policy and Procedure**

Effective Date(s): **July 1, 2020**

Overview

The purpose of the Measurable Skill Gains (MSG) indicator is to track and measure important progressions and achievements made by WIOA clients (entered in training or education), through pathways and towards various goals of their individual programs. A gain must be recorded for a client each year they are enrolled in training or education and progress satisfactorily in one or more areas of their employment or training program.

Who is in the measure?

1. **All** In-School Youth
 - 416 Youth Occupational Skills Training (ITA)
2. **Out-of-School Youth** who, during a program year enroll in a training program or secondary or post-secondary education leading to a diploma, high school equivalency, or certification. The customer must be enrolled in one of the following:
 - 416 Youth Occupational Skills Training (ITA)
 - 418 Adult Education (GED)
3. **Adult and Dislocated Workers** who, during a Program Year, are enrolled in one of the following training services:
 - 300 Occupational Classroom Training (ITA)
 - 301 On-The-Job Training

Time Frames for Inclusion in the MSG Indicator

- MSGs are based on Program Year (July 1 – June 30) and **NOT ON THE EXIT DATE**. This means that MSG is a live, in-program measure.
- Adults, DW, and Youth customers are in the measure **each year** they participate in WIOA **and** are enrolled in training or education (i.e. have an **open** training service/education service as defined above).
- If the training/education service date spans multiple program years, then the participant is in the measure each year.

Example #1:

If Susie started Occupational Classroom Training in May of 2019 (PY19) and completed training in Oct 2020 (PY20), she would be included in the measure in **both** PY19 and PY20.

Example #2:

If William participates in training from January-May 2020 (PY19), but continues to receive job placement services through August 2020 (PY20), he is only included in the measure in PY19.

- Service Providers **must close completed training/education services promptly** to ensure that customers are removed from the measure upon training completion.
- Participants who are enrolled in training/education are included in the measure regardless of how long they have participated in the Program Year. For example, if a participant is enrolled in June, they have until June 30th to achieve a gain.
- In accordance with DOL guidance, *“Programs should not delay enrollment or services to participants until a new program year even if programs believe there is insufficient time for the participant to make any type of measurable skill gain by the end of that program year.”*

Types of Measurable Skills Gains

Skills Gains are measured by five (5) Skill Types, and may be documented as follows:

1. **Post-Secondary Transcript/Report Card** – Applies to participants enrolled in post-secondary education. A transcript or report card demonstrating the following based upon enrollment status:
 - Full-time students must complete a minimum of 12 hours per semester during the WIOA program year.
 - Part-time students must complete a total of at least 12 credit hours over the course of two completed consecutive semesters during the WIOA program year.

Allowable Documentation: Transcript/report card showing the credit levels were achieved and the participant was in good academic standing for each semester. The transcript/report card **must not** indicate the participant dropped out of school, was removed from the institution, or any other conditions that indicate removal on academic/conduct grounds.

2. **Secondary Transcript/Report Card** – Applies to participants **without** a high school diploma or equivalency at program entry. A transcript or report card of a customer in High School, High School ED, or GED program for each semester that they achieve a D- or above for all classes taken and are in good academic standing. The transcript/report card **must not** indicate the participant dropped out of school, was removed from the institution, or any other conditions that indicate removal on academic/conduct grounds.

Allowable Documentation: (1) High School Diploma or equivalent or (2) Copy of an official or unofficial semester transcript or report card showing passing grades of D- or above and are in good academic standing.

****If a student has a grade that is lower than a D- that is not considered a Measurable Skills Gain because it does not meet the standard.**

- 3. Training Milestone** – Satisfactory or better progress towards skill advancement while participating in an OJT, Registered Apprenticeship program, or Business Enterprise program. This could include the successful completion of the OJT or Registered Apprenticeship.

Allowable Documentation: Employer provides documentation of successful completion of OJT or one-year documentation of an apprenticeship program.

- 4. Skills Progression** – Successful passage of an exam required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks, such as knowledge-based exams and/or a diploma. (e.g., employer knowledge-based exam, occupational competency assessment, test necessary to obtain a credential.)

Allowable Documentation: Copy of exam results indicating a passing score or trade-related exam results indicating a passing score.

- 5. Educational Functioning Level (EFL)** – A EFL gain is the advancement of an educational level by making measurable improvements in educational attainment as measured by a pre and post-test.

An individual can achieve EFL gain for MSG in one of two ways:

- a) Test Scores: Results from a pre and post-test showing skills gains or academic improvement.

Allowable Documentation: Pre- and post-ABE or ESL tests. NOTE: EFL gains are calculated based on test scores entered on the WIOA “Educational Functioning Level for Measurable Skills Gains” bar in VOS.

- b) EFL Gain by Entry into Post-Secondary Education: The EFL gain for entry into post-secondary education applies to Exiters who:

- received a qualifying training/education service, **AND**
- whose school status at exit is “Not attending school; H.S. Graduate”, **AND**
- who enter Post-Secondary education or training after exit, but during the same program year as the qualifying training/education service.

Allowable Documentation: Enrollment in remedial training and then acceptance into a post-secondary training program.

Although multiple gains may be entered for a client in a program year, only one gain will

count towards performance per year.

Entering MSG in VOS

Measurable Skills Gain

The purpose of the Skills Achievement screen is to record data necessary for WIOA PIRL extracts and to calculate performance for the WIOA Measurable Skill Gains performance measure. When staff clicks Create Measurable Skills Gain, the system displays a screen that consists of multiple sections, whose descriptions follow.

General Information Section

Based on staff's region and office affiliation, the system will autofill this data for staff. If staff belongs to multiple workforce regions and/or offices, they must select the appropriate value(s) as they pertain to the customer they currently manage.

General Information

User Login:	GSIQMARIE
State ID:	8730
User ID:	11606
Name:	Ann Marie
Program Entry Date:	04/19/2018
* LWDB:	Worknet Pinellas, Inc. ▼
* Office Location:	CareerSource Pinellas - 4444- Tarpon Spring center ▼

General Information Section

Skill Attainment Information Section

Staff completes this section to document the customer's progress based on measurable skills gained.

Skill Attainment Information

Fill in the following information for the skill achievement.

Program:Title I - Workforce Development (WIOA)

* Skill Type:Skills Progression

* Date Skill Attained:04/25/2018Today

* Type of Achievement:Successfully completed a required exam for a particular occupation

[Verify | Scan | Upload | Link]

Skill Attainment Information Section

To complete this section, staff performs the following:

- Select the desired skill type.
- Enter the date the customer attained the skill.
- Select the desired achievement type.
- Click [Verify](#) to access a list of approved verification documents and click to select one.

Note: In some instances, staff enters the name of the verification document manually.

The following table displays the combination of skill types and achievement types available:

Skill Type	Achievement Type
Post-secondary Transcript/Report Card	<ul style="list-style-type: none">• Completed minimum of 12 hours in semester and meets academic standard• Part-time student and completed at least 12 credit hours over the course of two completed consecutive semesters and meets academic standards
Secondary Transcript/Report Card	<ul style="list-style-type: none">• Report card/transcript for one semester and meets academic standards
Training Milestone	<ul style="list-style-type: none">• Completed 1 year of Registered Apprenticeship program and achieved satisfactory or better progress report• Achieved satisfactory or better progress reports towards an established OJT training milestone – not previously recorded• Other training milestone
Skills Progression	<ul style="list-style-type: none">• Successfully completed a required exam for a particular occupation• Satisfactory progress in attaining technical or occupational skills as evidenced by trade-related benchmarks, such as knowledge-based exams• Other skills progression achievement

Staff Information Section

Staff may click [Add a new Case Note](#) to create a case note that will be maintained in two locations of the customer's account:

- Measurable Skills Gain record
- Case Notes Tab screen of staff's General Profile

Staff Information			
[Add a new Case Note Show Filter Criteria]			
ID	Create Date	Subject	Action
No data found.			

Staff Information Section

WDB Approved

October 21, 2020

Measurable Skills Gain Verification

Participant Name: _____ **State ID:** _____

Skill Type – Select only one (1) of the five (5) “Skill Types” listed below and identify the corresponding “Type of Achievement”.
Verification of the Measurable Skills Gain (MSG) must be scanned and linked to the achievement in VOS as well as placed with this form in the participant file.

Date Attained:	
Skill Type	Type of Achievement
Post-Secondary Transcript/Report Card This measure applies to participants enrolled in post-secondary education.	<input type="checkbox"/> Full-Time Student Completed a minimum of 12 credit hours in a semester and meets academic standards.
	<input type="checkbox"/> Part-Time Student Completed at least 12 credit hours over the course of two completed consecutive semesters and meets academic standards.
	Documentation: Transcript/report card showing the credit hours were achieved and the participant was in good academic standing for each semester. The transcript/report card <u>must not</u> indicate the participant dropped out of school, was removed from the institution, or any other conditions that indicates removal on academic/conduct grounds.

Date Attained:	
Skill Type	Type of Achievement
Secondary Transcript/Report Card This measure applies to participants without a high school diploma or equivalency at program entry.	<input type="checkbox"/> Passing Classes for One Semester – student must be passing all classes with D- or above.
	<input type="checkbox"/> Recognized Secondary School Diploma or Equivalent
	Documentation: (1) Copy of an official or unofficial semester transcript or report card showing passing grades of D- or above and in good academic standing OR (2) Copy of an official or unofficial semester transcript or report card showing attainment of a High School Diploma or GED.

Date Attained:	
Skill Type	Type of Achievement
Skills Progression	<input type="checkbox"/> Required Exam for Particular Occupation Successfully completed a required exam for a particular occupation.
	<input type="checkbox"/> Satisfactory Progress Satisfactory progress in attending technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.
	<input type="checkbox"/> Other Skills Progression Other skills progression achievement.
	Documentation: Copy of exam results indicating a passing score or trade-related exam results indicating a passing score. Examples of this would be CAN licensure exam, CDL licensure exam, etc. <i>Note: Tests administered as part of a typical secondary or post-secondary education course do not count, as the test is not required for a particular occupation.</i>

Date Attained:	
Skill Type	Type of Achievement
Training Milestone This measure applies to participants in OJT, RA or Business Enterprise programs.	<input type="checkbox"/> OJT Milestone Achieved satisfactory or better progress report towards an established OJT training milestone (not previously recorded).
	<input type="checkbox"/> Registered Apprenticeship Completed one (1) year of Registered Apprenticeship program and achieved satisfactory or better progress report.
	<input type="checkbox"/> Other Training Milestone
	Documentation: Satisfactory or better progress report from an employer or training provider that is providing training (e.g., training reports showing completed milestones, increases in pay resulting from

	new skills, or increased performance).	
Date Attained:		
Skill Type	Type of Achievement	
Educational Functioning Levels (EFL)	<input type="checkbox"/> Advancement of an Educational Level – Pre and Post Test A gain or advancement of an educational level by making measurable in educational attainment. Documentation: Copy of Pre and post-test ABE or ESL tests. Gains are calculated based on test scores entered in the WIOA “Educational Functioning Level for Measurable Skills Gains” bar in VOS.	
	<input type="checkbox"/> EFL Gain Entry in to Post-Secondary Education This gain applies to exiters who: (1) Received a qualifying training/education service, AND (2) Whose school status at exit is “Not attending school: HS Graduate”, AND (3) Who enter Post-Secondary education or training after exit, but during the same program year as the qualifying training/education service. Documentation: Enrollment in remedial training and then acceptance into a post-secondary training program. Shown by acceptance letter, transcript or other acceptable document.	

Date Attained:		
Skill Type	Type of Achievement	
Training Milestone This measure applies to participants in OJT, RA or Business Enterprise programs.	<input type="checkbox"/> OJT Milestone Achieved satisfactory or better progress report towards an established OJT training milestone (not previously recorded).	
	<input type="checkbox"/> Registered Apprenticeship Completed one (1) year of Registered Apprenticeship program and achieved satisfactory or better progress report.	
	<input type="checkbox"/> Other Training Milestone Other training milestone.	
	Documentation: Satisfactory or better progress report from an employer or training provider that is providing training (e.g., training reports showing completed milestones, increases in pay resulting from new skills, or increased performance).	

Case Manager Signature

Date



Policy/Procedure #: 18-013

Policy Name: Work Experience (WEX)

Effective Date: 07/01/2017

I. Purpose

To provide guidelines defining the process to provide for Workforce Innovation and Opportunity Act (WIOA) participants engaged in Work Experience (WEX) activities.

II. Overview and Definitions

Under WIOA, WEX is a planned, structured learning experience that takes place in a workplace for a set/limited period of time. WEX can also be referred to as subsidized employment or be used in a transitional jobs activity. WEX can be paid or unpaid, full or part time, as appropriate.

The intention of a WEX is to enable participants to explore career options and gain exposure to the working world and its requirements. WEX shall be designed to enhance the employability of individuals through the development of good work habits and basic work skills.

Although the majority of WEX activities occur with youth participants, adults and dislocated worker participants may also take advantage of these services.

The purpose of a WEX is not to benefit the employer, although the employer may, to a limited extent, benefit from the activities performed by the participant. For example, individuals placed in WEX are generally considered trainees, and should not take roles in which the employer depends on the trainee's productivity to maintain or advance the profit margin or performance of the company or agency.

For the WIOA youth program, WEX must have an academic and occupational education component.

III. General Qualifications and Restrictions

WEX is an allowable activity in all WIOA programs, but is a critical WIOA youth program element. Local Workforce Development Area's (LWDAs) must meet a twenty (20) percent minimum WEX expenditure rate. Program expenditures on the WEX program element include wages as well as staffing costs for the development and management of WEX activities. Similar to the seventy-five (75) percent OSY expenditure requirement, administrative costs are not subject to the twenty (20) percent minimum WEX expenditure requirement. The WEX expenditure rate is calculated after subtracting funds spent on administrative costs. The twenty (20) percent minimum is calculated based on non-administrative local area youth funds and is not applied separately for ISY and OSY.

IV. Employer/Worksite Eligibility

WorkSource Southern Georgia Service Providers (WSG SP) should seek employers that are committed to helping participants receive the experience and training that is required for employment beyond the WEX period. Employers should be willing to work closely with program staff and be flexible in working with participants who have barriers to employment.

When determining an employer's viability for WEX contracts, WSG SP must consider the employer's past history with WEX contracts, history of layoffs, relocation and labor disputes, as well as occupational and industry outlook.

Attention must be given to ensure that WEX arrangements do not unfavorably impact current employees and do not impair existing contracts for services or collective bargaining agreements. WEX, including internships, in the private for-profit sector must be structured so as not to appear to be subsidizing private for-profit operations.

Potentially eligible companies able to participate in work experience include:

- Private for-profit businesses
- Private non-profit businesses
- Public sector employers

The WSG SP must conduct a pre-award review to verify the requirements of 20 CFR 683.260 and TEGL 19-16 are met. Attachment D is the WEX Pre-Award Review.

V. Participant Eligibility

All WEX participants must meet WIOA program eligibility requirements.

WEX opportunities are offered to participants when the participant's individual employment plan (IEP) or individual service strategy (ISS) identifies that the participant would benefit from this activity. Justification for a Work Experience must be outlined in the customer's IEP or ISS and maintained in the VOS system.

Participants are ineligible for WEX if a job opportunity is declined twice and/or if he/she is unsuccessful at a work site due to personal behavior or is selected for WEX and declines without justification.

VI. WEX Master Agreement

WEX opportunities are provided based on a formal, written agreement between the WSG SP, the Employer and the Participant. WEX agreements must be fully executed prior to the beginning of a participant's training.

WEX Master Agreement (MA) must be used for all WEX assignments. A single WEX MA may be written for a group training with a single training site provided the working conditions, training plan, wage rates and terms of the Agreement are the same for all participants.

The WEX MA details the specific guidelines that must be followed by the employer, participant and WSG SP staff and/or WSG SP. WEX agreements must be fully approved by the WSG SP and employer and signed by all parties prior to the start of the WEX. A copy of the fully executed WEX MA will be provided to the worksite, the participant and the WSG SP. These steps ensure that all parties fully understand the roles and expectations of the WEX activity.

WEX agreements may be modified. All modification must be in writing and signed by all parties prior to the effective date of the modification. Verbal modifications of WEX agreements are not valid.

The WEX Master Agreement is comprised of the following:

- Non-Financial Worksite Agreement (including the Supervisor Handbook)
- Attachment A: Job Details
- Attachment B: Participant Agreement (including the Participant Handbook)
- Attachment C: Participant Training Evaluation

At a minimum, WEX agreements should include the following elements

1. Non-Financial Worksite Agreement

- Name and contact information for the Worksite.
- Name and contact information for the WSG Service Provider.
- Responsibilities and expectations of the Worksite Employer
- Responsibilities and expectations of the WSG Service Provider.
- A statement informing the worksite that they may be subject to worksite monitoring by both state and local representatives, as well as regular visitations by LWDA staff to check on the progress of the WEX participant(s);
- Other information relevant to the WEX activity;
- Signature and date for all applicable parties.

2. Job Details (Attachment A)

- Job Title
- O-Net Code
- Job Description
- Begin and End Date
- Hourly Wage
- Hours Per Week
- The names and titles of all employer staff that are authorized to sign the timecard for the WEX participant(s);
-

3. Participant Agreement (Attachment B)

- Name and contact information for the Participant;
- Name and contact information for the Worksite;
- Responsibilities and expectations of the participant;
- Participant's WEX start and end date;
- The job title, pay, duties, and goals for each WEX participant;
- Other information relevant to the WEX activity;
- Signature and date for all applicable parties.

Note: WIOA funds shall not be used for overtime wages, holidays, sick leave, or vacations.

The scheduled number of hours per week may be modified by the worksite after work begins pending written approval from the participant and the WSG SP.

VII. Youth Work Experience Requirements

WIOA places a priority on providing youth with occupational learning opportunities through work experience. Youth formula funds may be used to pay a participant's wages and related benefits for work experience in the public, private, for-profit or non-profit sectors when the participant's Objective Assessment (OA) and Individual Service Strategy (ISS) indicate that a work experience is appropriate.

Additionally, youth formula funds may be used to pay wages and staffing costs for the development and management of work experience. Allowable expenditures beyond wages include the following:

- Staff time spent identifying potential work experience opportunities;
- Staff time working with employers to develop the work experience;
- Staff time spent working with employers to ensure a successful work experience;
- Staff time spent evaluating the work experience;
- Classroom training or the required academic education component directly related to work experience;
- Orientation sessions for participants and employers;
- Incentive payments for youth for an achievement directly tied to the work experience; and
- Employability skills/job readiness training to prepare youth for a work experience.

Per 20 CFR 681.600, Youth WEX must include an academic or occupational component, which may occur concurrently or sequentially with the work experience.

The academic and educational component refers to contextual learning that accompanies a work experience. It includes the information necessary to understand and work in specific industries or occupations. For example, if a youth is in a work experience in a hospital, the occupational education could be learning about the duties of various hospital occupations, such as phlebotomist, radiology technician, or physical therapist. Whereas, the academic education could be learning subject matter applicable to individuals in those occupations, such as why blood type matters, the name of specific bones in the body, or the function of a specific ligament.

Local programs have the flexibility to determine the appropriate type of academic and occupational education necessary for a specific work experience. Furthermore, Local Areas may decide who provides the academic and occupational education component. The academic component may take place inside or outside the work site, and the work experience employer may provide the academic and occupational education component or such components may be provided separately in the classroom or through other means (TEGL 21-16).

VIII. Minors and WEX

Service Providers must follow all Federal, State and Local Child Labor Laws.

All participants under the age of 18 need a work permit to begin employment or a paid WEX. All minors, including home schooled minors, minors not attending school, and minors from out-of-state, must have their certificates issued by one of the below sources:

1. Superintendent of schools or his/her designee (each school usually has a designated issuing officer).
2. Principal Administrative Officer of a licensed private school or his/her designee.

These minors should take their birth certificate to the issuing officer. After the issuing officer has certified the employment certificate online, he/she will print a completed copy from the system and present it to the minor. The minor takes the computer-generated copy of the online certificate to the employer. The employer must maintain this copy of the employment certificate at the worksite as long as the minor is employed.

IX. Duration and Funding Limits

The duration of the WEX activity can be scheduled for 640 hours and/or sixteen (16) weeks whichever comes first. The duration for a WEX activity should be based on the participant's needs and skill sets.

The duration should be based on the following factors:

- Objectives of the WEX
- Length of time necessary for the participant to learn the skills identified
- Quality and quantity of meaningful work activities
- WEX budget

The Employer has the discretion to end the paid WEX for any reason. The Employer may extend the WEX past the sixteen-week limit. WorkSource Southern Georgia (WSG) requires the employer to request the extension in writing. Email is acceptable.

The Employer is also free to hire the participant during or after the 640 hours and/or sixteen (1) weeks, but is not obligated to hire anyone.

WEX is subject to a maximum funding limit of \$6,000.

X. Compensation

Participants enrolled in a paid WEX shall be compensated at an hourly wage not less than the State or local minimum wage. Generally, the WEX participant will be paid what standard employees are paid by that employer per the position.

WEX participants are expected to work a minimum of twenty (20) hours per week. Hours worked may never exceed 40 hours. WEX participants are not authorized to work overtime.

Participants shall only be paid for the hours worked during the WEX and documented on the participant's timesheet. WEX participants cannot be paid for lunch breaks or vacation time.

XI. WEX Incentives - Youth

Incentives may be provided to youth upon completion of activities tied to those goals identified in the ISS.

XII. WEX Participant Handbook

Each WEX participant is provided with a WEX Participant Handbook. The WEX Participant Handbook outlines the WIOA program rules and regulations and serves as a guide for the participant during his/her WEX activity. The handbook also includes the following details regarding the participants WEX assignment:

- Worksite Name
- Supervisor Name
- Telephone Number
- Service Provider Name
- Service Provider Contact Name
- Service Provider Contact Number
- Number of hours to work weekly
- Hourly Pay
- Work Hours
- Work Days

XIII. Participant Training Evaluation

During the course of the WEX activity the WEX Supervisor will be asked to rate the WEX participant's work performance by completing a Participant Training Evaluation. WSG SP staff will provide the evaluation form and will assist the WEX Supervisor with the timing of the evaluation(s). The WEX Supervisor is expected to periodically discuss with each participant their performance and progress. This will let the WEX participant know how they are doing, in which areas they are performing satisfactorily, what improvements they need to make, and help to keep open lines of communication between themselves and the participant.

XIV. Worksite Monitoring

WSG SP staff must ensure regular and on-going monitoring and oversight of WEX. Monitoring may include on-site visits and phone/email communication with the employer/trainer and participant to review the participant's progress meeting training plan objectives. Any deviations from the WEX agreement should be dealt with promptly.

WEX participant's training and payroll records may be reviewed by Federal, State and WSG fiscal and program monitors. These entities have the right to access, examine and inspect any site where any phase of the WEX program is being conducted. Proper WEX documentation must be maintained in such a way to facilitate an audit. WEX training and payroll records must be maintained for seven (7) years after the participant's conclusion of WIOA enrollment activities.

XV. Documentation to be Maintained

Documentation of the WEX must be maintained in the hard copy participant's file and the VOS electronic file. Documentation should include, at a minimum, the following items:

1. An assessment and IEP/ISS indicating a need for WEX;
2. WEX Worksite Master Agreement
 - a. Non-Financial Worksite Agreement
 - b. Attachment A: Job Details
 - c. Attachment B: Participant Agreement
 - d. Attachment C: Participant Training Evaluation
3. Time sheets, attendance sheets and performance records, as appropriate.
4. A copy of the minor's work certification (if applicable). The original work certificate must be kept at the worksite of the employer.

XVI. Liability

The WSG SP serves as the employer of record, meaning the employer liabilities are attached to the WSG SP, not the client or the Worksite Supervisor. The WSG SP is responsible for paying the employer taxes such as FICA, FUTA, SUTA, Workers' Compensation and any local payroll taxes. The WSG SP also provides general liability insurance.

Attachments:

Non-Financial Worksite Agreement
Attachment A: Job Details
Attachment B: Participant Agreement
Attachment C: Participant Training Evaluation
Attachment D: Pre-Award Review
Work Experience Participant Handbook
Work Experience Supervisor Handbook

Approvals/Changes

Revised and WDB Approved 02/14/2018
Revised and WDB Approved 01/13/21

supervisory responsibilities and that any substitute supervisor is provided the same orientation information.

3. Preparing a worksite description and a brief job description for each job under which the participants will be employed.
4. Accountability for participant time and attendance including:
 - Participant's name, social security number, and name of worksite;
 - Daily sign in and out including signature by participants; (Time clocks allowed)
 - Times report to and leaving from the worksite on a daily basis;
 - Total hours worked by day and week (to be computed by Worksite Supervisor);
 - Supervisor signature and date attesting to accuracy of participant information;
 - Ensuring that participants are paid for all hours worked;
 - Ensuring that participants are not paid for lunch breaks, sick leave, holiday or vacation leave.
 - Ensuring that participants do not work more than forty (40) hours per week. NO OVERTIME; and
 - Retention of time and attendance records as prescribed by the Workforce Development office.
5. Retention of work permits and compliance with Federal, State, and Local Child Labor Laws. Participants 14-15 years of age will have an Employment Certificate (Work Permit) Form ID-222 signed by the School Superintendent or the Principal Administrator or his/her authorized agent. Participants 16 or 17 years of age will be issued a work permit ID card in lieu of the ID-222 which they must present to the Worksite Supervisor. The Card is to be retained as long as the participant is working at the site. Upon termination the card will be returned to the participant.
6. Assuring that sufficient meaningful work, which does not supplant services presently being performed by the Worksite, is available to occupy the participant's time during designated work hours.
7. Assuring that sufficient equipment and materials are on hand for the participants to accomplish his/her job.
8. Provide a safe and sanitary work environment.
9. That immediate notification will be provided to the Service Provider when a participant quits or it is necessary to terminate the participant's services.
10. That the Service Provider will be notified when a participant is in need of counseling or assistance to remain on the job, or is experiencing payroll problems.
11. That immediate notification will be provided to the Service Provider in the event any participant sustains an injury and that an accident report will be filed with the Service Provider within twenty-four hours.
12. Providing access to participant and supervisor records.
13. Ensuring that the participant does not engage in union, lobbying, political, and religious activities.
14. Ensuring that no participant is discriminated against based upon race, color, religion, sex (including pregnancy, childbirth, and related medical conditions, sex stereotyping, transgender status, and gender identity), national origin (including limited English proficiency), age, disability, or political affiliation or belief, or against any beneficiary of, applicants to, or participant in programs financially funded under Title I of WIOA, on the basis of the individual's citizenship status or participation in any WIOA Title I financially assisted program or activity

15. Ensuring that no regular unsubsidized employees are discharged or have their non-overtime hours reduced or have cancelled any valid contracts for services for the purpose of hiring participants. Nor will regular, unsubsidized employees be discharged solely for the purpose of hiring the employees through this program.
16. Ensuring that the Service Provider or the Workforce Development Board is not responsible for any liabilities, claims, or losses that arise out of or result from a violation of worksite agency's responsibilities.
17. Providing a performance report on each participant assigned to the as prescribed by the Service Provider.

The PARTICIPANT shall be responsible for:

1. Follow the rules and regulations of the worksite.
2. Dress appropriately for the work assignment.
3. Show up on time for the work assignment.
4. Maintain time and attendance records. Sign in and out on the timesheet provided each day. The timesheets and sign in/sign out sheets must be completed and signed according to a schedule.
5. Report any unsafe, hazardous, or unsanitary conditions to the worksite supervisor. The supervisor is responsible for any changes that must be made to correct such matters.
6. Report any accident or injury to the supervisor immediately. A written report must be made by the supervisor for all accidents whether they require medical attention or not.

AUTHORIZED SIGNATURES

The Worksite acknowledges that she/he has read and understands the above terms and conditions as set forth in this agreement in its entirety, and further, the Worksite agrees and accepts these aforementioned terms and conditions in full. The Worksite acknowledges receipt of the Supervisor Handbook. Either party may terminate this agreement upon mutual consent.

A copy of the complete Non-Financial Agreement is to be maintained at the worksite.

This Non-Financial Agreement becomes effective on the _____ day of _____, 20_____

Worksite Authorized Representative (Please Print)

Service Provider Authorized Representative (Please Print)

Signature of Above Representative

Date

Signature of Above Representative

Date

The information below gives specific details relating to this agreement. (Use additional pages if needed).

A job description for each occupation MUST be attached to this agreement.

Job Title:	_____	O-Net Code:	_____
Begin Date:	_____	End Date:	_____
Hourly Wage:	_____	Hours per Week:	_____
Supervisor:	_____	Alternate:	_____
Number of Positions:	_____		_____

Work Days and Work Hours:

Day of Week	Scheduled Hours
Monday	
Wednesday	
Friday	
Sunday	

Day of Week	Scheduled Hours
Tuesday	
Thursday	
Saturday	

Job Description:



WEX Participant Agreement

PARTICIPANT INFORMATION

Participant Name: _____

Contact #: _____ Email: _____

Job Title: _____

WORKSITE INFORMATION

Worksite Name: _____

Street Address: _____

City, State & Zip _____
City State Zip

Supervisor's Name _____ Phone: _____

Job Title: _____ O-Net Code: _____

Begin Date: _____ End Date: _____

Hourly Wage: _____ Hours per Week: _____

Work Days and Work Hours:

Day of Week	Scheduled Hours
Monday	
Wednesday	
Friday	
Sunday	

Day of Week	Scheduled Hours
Tuesday	
Thursday	
Saturday	

Job Description:

The signatures below indicate that they have been informed of the expectations of and the requirements of the WEX program. The participant acknowledges receipt of the Participant Handbook and that he/she understands and agrees with the information. All parties involved agree to the terms of employment detailed above.

 Participant Signature Date

 Parent Signature (if participant is under 18) Date

 Worksite Authorized Representative Signature Date

 Service Provider/Case Manager Signature Date

PARTICIPANT TRAINING EVALUATION

Participant Name _____ State ID: _____

Worksite: _____ Job Position _____

I HEREBY UNDERSTAND THAT AS A PARTICIPANT IN THE WORK EXPERIENCE PROGRAM THAT I WILL BE EVALUATED BY MY WORKSITE SUPERVISOR, ON THE FORM BELOW, ON MY WORK READINESS SKILLS. A MINIMUM SCORE OF 26 POINTS (80%) MUST BE EARNED TO ACHIEVE WORK READINESS STATUS.

(Participant Signature)

(Date)

EVALUATION CRITERIA and RATING

Please enter a rating performance score from 0 – 4 for each of the work readiness skills listed below:

Point Score	0 - Not observed
Point Score	1 - Poor performance - needs improvement in skill area
Point Score	2 - Minimum performance in skill area - Close supervision needed
Point Score	3 - Adequate performance in skill area - Some supervision needed
Point Score	4 - Exceeds performance in skill area - Very little supervision needed

A MINIMUM SCORE OF 26 POINTS (80%) MUST BE EARNED TO ACHIEVE WORK READINESS STATUS.

Work Readiness Skill	1 st Review	Final Review
1. Observance of rules on time and attendance, notifies worksite on absences, tardiness, leaving worksite during work hours, lunchtime, etc.		
2. Acceptance of supervision, follows directions		
3. Uses time wisely, satisfactory completion of assigned work duties		
4. Demonstrates a polite, respectful and courteous public image on worksite		
5. Dresses appropriately for worksite		
6. Does not use personal items such as cell phones and/or electronic devices during work hours		
7. Keeps work area clean, neat and organized		
8. Demonstrates positive and cooperative attitude in the work place		
TOTAL SCORE		

Worksite / Supervisor Evaluation (1st Review)

Signature of Supervisor

Date

Worksite / Supervisor Evaluation (Final Review)

Signature of Supervisor

Date

Supervisor Comments: _____

Work Experience Pre-Award Review

Section I – Employer Information

Date:			
Employer Legal Business Name: _____			
Address: _____			
City, State, Zip Code: _____			
Is the above address the training location? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, please include training location address below.			
Address: _____			
City, State, Zip Code: _____			
Contact Person: _____		Title: _____	
Phone: _____		Mobile: _____	
Email: _____		Fax: _____	
Type of Organization: <input type="checkbox"/> Private For-Profit <input type="checkbox"/> Private Non-Profit <input type="checkbox"/> Public Sector			
# of Current Employees (FT): _____ # of Current Employees (PT): _____ Years In Existence: _____			
Is this business being sold or merging with another company? <input type="checkbox"/> Yes <input type="checkbox"/> No			
Employer Federal ID #: _____		Employer E-Verify #: _____ Date E-Verify Authorized: _____	
Has this business relocated within the last 120 days? <input type="checkbox"/> Yes <input type="checkbox"/> No			
If yes, did the relocation result in loss of employment for any employee? <input type="checkbox"/> Yes <input type="checkbox"/> No			

Section II – Company Review

1) Is the company currently involved in a labor dispute?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2) Are any employees currently on layoff in the occupation of training?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
3) Are current employee hours being reduced?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
4) Will WEX deny a present employee a promotional opportunity?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
5) Are current employees being displaced?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

6) Do you have the time, equipment and materials to provide adequate training?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
7) Do you have job descriptions available?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

The outcome of this pre-award interview:

Employer meets all requirements of the WEX pre-award. Yes ☐ No ☐

Type/Print Name _____

Signature: _____ Date: _____



Service Provider

WIOA Work Experience Program Participant Handbook

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INTRODUCTION

Congratulations!!! You have been selected to participate in the Work Experience Program. As a participant in the program, you have the opportunity to help your community, to acquire useful work habits and skills, make new friends, develop your self-confidence and earn money. But most of all, you will gain work experience that should enhance your future employability.

Keep this handbook for reference and write down the names, addresses, and telephone numbers of individuals who will be working with you. This is important since you will have to contact them for various reasons. The chart below may be used for this information.

Important Name and Telephone Numbers

Worksite Name:	
Worksite Address:	
Supervisor(s) Name:	
Worksite Telephone Number:	
Case Manager Name:	
Case Manager Contact #:	

What is Work Experience?

This program is funded by the federal government through the Workforce Innovation and Opportunity Act (WIOA) and administered by the Southern Georgia Workforce Development Board in conjunction with **Service Provider**. The program is designed to provide employment and/or basic skills training to WIOA eligible participants.

Purpose

The purpose of the Work Experience program is to prepare you for entry into the labor force and to offer job training which will enable you to obtain productive employment in the future.

The Workforce Development Board and Chief Elected Officials, who oversee the implementation of WIOA, are particularly interested in seeing that the residents of our area receive meaningful employment experiences.

WIOA Program Rules and Regulations

All participants must adhere to the rules and regulations of the program and observe the policies and procedures of the worksite where they are assigned as follows:

1. **Time and Attendance Records**: Your supervisor is required to maintain accurate time and attendance records on a daily basis. Timesheets will reflect actual hours worked. Reported times will not include lunch periods, tardiness, absenteeism, or any time you are not active in assigned training components.

You are required to sign in and out on a form each day to verify time worked. You and your supervisor must sign your timesheet. Your signature certifies that the hours indicated on the timesheet are correct. If it is not correct, discuss this with your supervisor. This is the time and place to make any necessary changes. The timesheets and sign in/out sheets must be completed and signed according to a schedule. You will not be paid for sick days or for holidays, unless you are required to work on a holiday (you will be paid at the regular rate and will not receive overtime pay). You may be allowed to "makeup" lost time if you are absent from work. Any time not worked will reduce the size of your check. Therefore, be on time and work every day.

When you get your pay check, be sure to keep it in a safe place until you cash or deposit it at the bank. Be sure to keep all pay stubs in order to clear up any problems or differences. If you lose your check, notify your supervisor immediately.

2. **Well Being**: Each participant is required to report any unsafe, hazardous, or unsanitary conditions to the worksite supervisor. The supervisor is responsible for any changes that must be made to correct such matters if necessary.
3. **Injury Reporting**: Participants are covered by insurance for injuries occurring on the job. Any participant involved in an accident or injury should inform his/her supervisor immediately, so that proper medical attention may be administered. A written report must be made by the supervisor for all accidents whether they require medical attention or not. The report must be filed promptly, so your assistance and cooperation is essential.
4. **Wages and Benefits**: The program will provide wages of a minimum of **\$x.xx** per hour for participation in Work Experience. No other benefits will be provided.

5. Disciplinary Action for Cause: Participants are subject to disciplinary action for failure to comply with the standard practices and procedures of the worksite or violations of the rules and regulations of activities or for unacceptable behavior. Violations could result in termination from the program.

The following are examples of a just cause for disciplinary action:

- **Insubordination**: The refusal to comply with a work order request of an authorized supervisor.
 - **Theft or Destruction**: Stealing, carelessness or willfully causing destruction to the property of others.
 - **Unlawful Conduct**: Violation of or the refusal to comply with the laws of the state or the rules and regulations of the program.
 - **Unlawful Substances**: The possession, use of or the sale of drugs or alcohol while involved in the program.
 - **Disorderly Behavior**: Actions which threaten the safety, health or the respect of others at the worksite.
 - **Discourtesy to the Public**: The use of profane language.
 - **Punctuality**: Habitual tardiness, excessive absenteeism or unauthorized leave of absence.
 - **Dishonesty**: Falsifying time and attendance or other official records.
 - **The Possession of a Weapon at a Worksite**.
 - **Not taking the job seriously** and being unproductive because of low effort and a poor attitude.
 - **Misconduct** or recurring disruptive behavior at the worksite or classroom.
6. Dress: Participants are expected to dress appropriately for their job assignment. Each participant is to consult their worksite supervisor for the appropriate dress code of their assignment and worksite.
7. Attendance: Participants are required to attend assigned activities. Three (3) unexcused absences from work may result in your termination from the program. **Remember** to call your supervisor if you are sick or if you are going to be late.

Worksites and Jobs

WIOA offers a variety of jobs in many different organizations and agencies. These organizations (places) are called worksites. You will work at one worksite. The agency or organization will provide supervision. You are working for them. Be sure to follow all rules and instructions of your supervisor.

Having a successful work experience begins with you. Your age, interest, residence, and abilities were taken into consideration as you were assigned to a job. Your willingness to do the assigned job and to accept supervision is important parts of the program. The attitude you have toward your job is most important. Your supervisor will tell you more about the job you will be doing, the working hours, behavior expected on the job, appropriate dress and rules and regulations you are to follow. Your supervisor will be glad to answer any questions that you may have about your job. Do your job well and use the experience as a reference in applying for future jobs.

Unemployment Benefits

You will not be eligible for unemployment benefits based on work in Work Experience. If you have had employment other than with WIOA, you need to consult the Georgia Department of Labor for additional information and possible benefits.

Your Rights: Grievance Procedures and Civil Rights

If you feel that you have been treated unfairly or have a grievance, discuss the situation with your supervisor. Most problems can be solved in this manner. If the problem is not resolved, you have the right to file a grievance with the office where you enrolled in the program. The attached Customer Rights Under the Workforce Development Program provides you with all the information you need regarding your rights.

Remember that your supervisor is here to help you. If you have a problem, don't hide it; let them know so that together you can reach a solution.

Monitoring the WIOA Program

Monitors from the local WIOA staff, the state, and the federal government may monitor the Work Experience program. Visits will be made to worksites to talk with you and your supervisor about you, your job, your progress, and to offer assistance as needed. Monitors may ask questions about your work, supervision, various procedures, your knowledge about the rules and regulations, and your progress. They will determine if state requirements are being met and if the program is being conducted consistent with the federal laws and regulations.

Tips on Staying With Your Job

Keeping a job requires more than the ability to do it well. It means dealing with such difficulties as getting the job, boredom with the work, and problems with other workers or your supervisor. By improving your own performance and developing good work habits, you may solve most of the problems you may encounter at your worksite.

Some points that are important are:

Show up every day -

Your job needs you just as much as you need it. If you don't show up, someone else has to do your work. This could affect the whole project. If you have to miss work, let your supervisor know as soon as possible so that the daily workload may be adjusted.

Come to work on time -

If you arrive at work late, you are holding up everyone. Your supervisor must make sure that all workers show up on time. Being on time really means being early. If you arrive at least ten minutes early, then you have time to talk with friends or whatever gets you in the mood to work. Being on time means starting to work on time -- not walking in the door on time.

Listen and ask -

Be sure that you know what your duties are and how to do them right. While you are being trained or given instructions, listen carefully and ask all necessary questions. Don't be afraid to say "I don't understand." If you are well trained, then you and your supervisor will be happier with your work. Be sure that you know what you are doing before you start a task.

Keep busy -

If you find that you have run out of work to do, don't sit around waiting for someone to tell you what to do next - look around to see what still needs to be done. If you don't see anything, go to your supervisor and ask for more work.

Do your best -

Always do your best. Everyone is different. If you can work fast and still get the job done right, that's fine. If you are slower but steady and dependable, that's also very good. Just make sure that you are doing your best even if others are goofing off. There may be some parts of your job that you may not enjoy, so just do them well and get them over with.

Personal appearance -

Be neat and clean. Wear clothing that is right for the job. Get enough rest to be ready to work the next day.

Be friendly -

Make a real effort to get along with the other workers and your supervisor.

Personal problems -

Leave them at home. This leaves time to solve job related problems.

Worksite Rules -

Most worksites have a policy on the use of the business telephone. Find out the policy. Also, it is recommended that you do not use your personal cell phone while at work to either talk or text. Don't "talk" or "text" yourself out of a job.

Personal visits from friends are not part of assigned duties. Remember, you are working. Don't let your friends cause you to lose your job.

There are rules to follow at home, rules at school, and rules in the work place. They are different. You must be able to adjust to different situations. The ability to do so shows maturity.

Good luck and enjoy your Work Experience. We are looking forward to working with you. If there is anything you need help with, SPEAK UP! We are listening and are here to help you.

CHILD LABOR SUMMARY SHEET

When there is a difference in state, federal or local law regarding child labor, the law providing the most protection to the minor takes precedence.

Below are the more restrictive requirements for employing a minor.

JURISDICTION

MINIMUM AGE	14 Years of Age	FEDERAL
EMPLOYMENT CERTIFICATE (Work Permit)	15 Years of Age & Under	STATE
(Includes home schooled minors & minors from out-of-state working in Georgia)	Obtained from Georgia School attended OR County School Superintendent Ga Dept. of Labor Home School Form	
HOURS OF WORK Minors 14 & 15 Years of Age	3 Hours (school day) 8 Hours (non-school day) 18 Hours (school week) 40 Hours (non-school week) Not during normal school hours. Not before 7 a.m. Not after 7 p.m. (Evening hours extended to 9 p.m. June 1 to Labor Day).	FEDERAL
HAZARDOUS OCCUPATIONS Minors 17 Years of Age & Younger	http://www.youthrules.gov/know-the-limits/hazards/index.htm	FEDERAL
ALCOHOLIC BEVERAGES Minors 17 Years of Age & Younger	May not: Dispense, serve, sell or take orders for alcoholic beverages. (EXCEPTION: Where alcohol is sold for consumption OFF the premises). NOTE: Local law may be more restrictive.	STATE
PROHIBITED OCCUPATIONS Minors 15 Years of Age & Younger	http://dol.georgia.gov/child-labor-hazardous-occupations	STATE
	http://www.youthrules.gov/know-the-limits/hazards/index.htm	FEDERAL
MINORS IN ENTERTAINMENT Minors 17 Years of Age & Younger	Requires special application and certificate of consent. Certificate of consent must be issued by Georgia Child Labor Section prior to minor beginning work.	STATE

NOTE: Minors working for a parent/guardian who owns the business are exempt from all but the hazardous/prohibited occupation restrictions.

Child Labor personnel are available, when scheduling is possible, for presentations to school classes, issuing officers, PTA's, employer groups, etc. Please contact the Child Labor Section if you are interested.

FOR MORE DETAILED INFORMATION ON CHILD LABOR PLEASE CALL:

Georgia Department of Labor

Child Labor Section(404) 232-3260

www.dol.georgia.gov

U.S. Department of Labor

Wage & Hour Division (678) 237-0521 (Atlanta)

(912) 652-4221 (Savannah)



CUSTOMER'S RIGHTS UNDER THE WORKFORCE DEVELOPMENT PROGRAM

Equal Opportunity Is the Law

It is against the law for this recipient of Federal financial assistance, to discriminate on the following bases: Against any individual in the United States, on the basis of race, color, religion, sex (including pregnancy, childbirth, and related medical conditions, sex stereotyping, transgender status, and gender identity), national origin (including limited English proficiency), age, disability, or political affiliation or belief, or, against any beneficiary of, applicant to, or participant in programs financially assisted under Title I of the Workforce Innovation and Opportunity Act, on the basis of the individual's citizenship status or participation in any WIOA Title I-financially assisted program or activity.

The recipient must not discriminate in any of the following areas:

- Deciding who will be admitted, or have access to any WIOA Title I financially-assisted program or activity;
- Providing opportunities in, or treating any person with regard to, such a program or activity; or
- Making employment decisions in the administration of, or in connection with, such a program or activity.

Recipients of federal financial assistance must take reasonable steps to ensure that communications with individuals with disabilities are as effective as communications with others. This means that, upon request and at no cost to the individual, recipients are required to provide appropriate auxiliary aids and services to qualified individuals with disabilities.

What to Do If You Believe You Have Experienced Discrimination

If you think that you have been subjected to discrimination under a WIOA Title I-financially assisted program or activity, you may file a complaint within 180 days from the date of the alleged violation with either:

- The LWIOA 18's Equal Opportunity Officer; (recipient)
- The State WIOA EO Officer; or (recipient)
- The Director, Civil Rights Center (CRC), U.S. Department of Labor

If you file your complaint with a recipient, you must wait either until the recipient issues a written Notice of Final Action, or until 90 days have passed (whichever is sooner), before filing with the Civil Rights Center (see address below).

If the recipient does not give you a written Notice of Final Action within 90 days of the day on which you filed your complaint, you may file a complaint with CRC before receiving that Notice. However, you must file your CRC complaint within 30 days of the 90-day deadline (in other words, within 120 days after the day on which you filed your complaint with the recipient). If the recipient does give you a written Notice of Final Action on your complaint, but you are dissatisfied with the decision or resolution, you may file a complaint with CRC. You must file your CRC complaint within 30 days of the date on which you received the Notice of Final Action.

Amy Jones
Area 18 LWIOA Equal Opportunity Officer
Southern Georgia Regional Commission
1725 South Georgia Parkway, West
Waycross, GA 31503
(912) 285-6097
ajones@sgrc.us

TCSG OWD Compliance Officer
Technical College System of
Georgia 1800 Century Place N.E.,
Suite 150 Atlanta, GA 30345-4304
(404) 679-1371
wioacompliance@tcsge.edu

The Director, Civil Rights Center (CRC)
U. S. Department of Labor
200 Constitution Ave NW., Room N-4123
Washington, DC 20210
or electronically as directed by the CRC web site www.dol.gov/crc

Individuals with speech and/or hearing impairments may call:
State Relay at 1800-255-0056 (TDD/TTY) or 1 800-255-0135 (Voice).

LWIOA 18 will provide for alternative dispute resolution (ADR) if you, the complainant, request ADR in writing. Additionally, a party to any agreement reached under ADR may file a complaint with the CRC in the event the agreement is breached. If such a breach occurs, the following rules will apply:

- The non-breaching party may file a complaint with the Director within 30 days of the date on which the non-breaching party learns of the alleged breach;
- The Director must evaluate the circumstances to determine whether the agreement has been breached. If he or she determines that the agreement has been breached, you may file a complaint with CRC based upon your original allegation(s), and the Director will waive the time deadline for filing such a complaint.

If a complaint is filed with the State WIOA EO Officer, he/she shall adhere to the applicable federal and state policies and regulations.

If you believe you have been harmed by the violation or misapplication of a procedure or regulation of this program, you have the right to file a grievance. The grievance should be filed in accordance with the written procedures established by the Southern Georgia Workforce Development Board, which may be obtained by contacting WIOA Director, Southern Georgia Regional Commission, 1725 South Georgia Parkway West, Waycross, Georgia 31503.

I have read and understand the above statement, acknowledged so with my signature and received a copy.

(Participant Signature)

(Parent Signature – As Needed)

(Date)

A copy of this document should be given to the participant and one copy should be retained in his/her participant file.

WORK READINESS EVALUATION

Participant Name _____ SSN: _____

Worksite: _____ Job Position _____

I HEREBY UNDERSTAND THAT AS A PARTICIPANT IN THE WORK EXPERIENCE PROGRAM THAT I WILL BE EVALUATED BY MY WORKSITE SUPERVISOR, ON THE FORM BELOW, ON MY WORK READINESS SKILLS. A MINIMUM SCORE OF 26 POINTS (80%) MUST BE EARNED TO ACHIEVE WORK READINESS STATUS.

(Participant Signature)_____
(Date)

EVALUATION CRITERIA and RATING

Please enter a rating performance score from 0 – 4 for each of the work readiness skills listed below:

Point Score	0 - Not observed
Point Score	1 - Poor performance - needs improvement in skill area
Point Score	2 - Minimum performance in skill area - Close supervision needed
Point Score	3 - Adequate performance in skill area - Some supervision needed
Point Score	4 - Exceeds performance in skill area - Very little supervision needed

A MINIMUM SCORE OF 26 POINTS (80%) MUST BE EARNED TO ACHIEVE WORK READINESS STATUS.

Work Readiness Skill	1 st Review	Final Review
1. Observance of rules on time and attendance, notifies worksite on absences, tardiness, leaving worksite during work hours, lunchtime, etc.		
2. Acceptance of supervision, follows directions		
3. Uses time wisely, satisfactory completion of assigned work duties		
4. Demonstrates a polite, respectful and courteous public image on worksite		
5. Dresses appropriately for worksite		
6. Does not use personal items such as cell phones and/or electronic devices during work hours		
7. Keeps work area clean, neat and organized		
8. Demonstrates positive and cooperative attitude in the work place		
TOTAL SCORE		

Worksite / Supervisor Evaluation (1st Review)

Signature of Supervisor_____
Date

Worksite / Supervisor Evaluation (Final Review)

Signature of Supervisor_____
Date

Supervisor Comments: _____

Work Experience Program Worksite Injury Report

Worksite Name: _____ Phone #: _____

Worksite Address: _____

Supervisor Name: _____ Phone #: _____

Date Incident Reported by Employer/Participant: _____

Participant Name: _____ Phone #: _____

Time Employee Reported for Work: _____ a.m. or p.m. (circle one)

Date of Injury: _____ Time of Injury: _____

Time of day that injury occurred: _____ a.m. or p.m. (circle one)

Description of Incident (how, where, why, etc): _____

Type of Injury (cute, scrape, burn, etc.): _____

Address where injury/accident occurred: _____

Describe the care for the injury including first aide, the name of the physician (if applicable), emergency room or other care facility. _____

If there were witnesses – Name and Phone #: _____

Person Completing Report: _____ Phone: _____

Date Report Completed: _____



Service Provider Name

WIOA Work Experience Program

Supervisor Handbook

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INTRODUCTION

Welcome to the Work Experience program. As a supervisor, you will play a key role in making the program a success. You will be instrumental in helping these participants attain skills to enable them to be more competitive when they enter the labor market.

This handbook will provide you with the specific information concerning your responsibilities as a supervisor and instructions that will help you carry out those responsibilities.

Should you have any questions not covered within, do not hesitate to call us for assistance.

Service Provider Name:	
Service Provider Address:	
Contact Name:	
Contact Phone #:	
Alternate Contact #:	
Fax #:	
Email Address:	

A. Program Purpose

The purpose of the Work Experience program is to prepare youth participants for job placement by introducing them to the world of work, developing good work habits, and emphasizing job seeking and job retention skills. The program will also encourage participants who have not completed their education to do so. Employment counseling will stress the importance of education and inform participants of the skills and educational requirements needed for occupations in the area.

The success of the program depends on the quality of supervision and activities provided by the worksite.

B. Objectives and Goals

- To provide work experience;
- To acquaint youth with the work environment in such a way as to enhance and stimulate their attitudes toward employment and employment responsibilities;
- To provide youth the opportunity to explore potential career fields and to develop marketable skills through work experience and training; and
- To place participants in full time unsubsidized employment at the completion of training.

C. Supervisor's Responsibilities

As a worksite supervisor, you will play an important part in the operation of the program. You will be the person actually assuring, on a day-to-day basis, that participants gain the experience for which the program was designed. This task is made up of many individual duties which are as follows:

- **ORIENTING** youth to the worksite, the duties to be performed, and the expected behavior;
- **ON-THE-JOB TRAINING** to help youth gain the necessary skills and abilities to perform the specific tasks and to develop desirable work behavior;
- **PLANNING AND SCHEDULING** work to ensure that the desired objectives will be achieved;
- **DIRECTING** participants so that they understand what is to be done and how to do it;
- **SUPERVISING** the participant to assure that the work is being accomplished in a safe environment;
- **MAINTAINING AND CERTIFYING** participant worksite records and assuring that participants are only paid for actual hours worked;
- **EVALUATING** participants performance;
- **REPORTING PROBLEMS** which may need the attention of staff of the **Service Provider**; and
- **KEEPING AN OPEN LINE OF COMMUNICATION** between you, the participant, and **Service Provider** staff.

D. Time and Attendance Policy

As a supervisor, you have the responsibility of keeping accurate time and attendance records. Program participants are required to sign-in and sign-out on a timesheet provided by **Service Provider** staff. Program participants must not be paid for hours they do not work. They are also not to be paid for participating in recreational activities. Teaching, coaching, or directing recreational activities is permissible. Timesheets will be picked up by **Service Provider** staff at a time that is agreeable to both the supervisor and **Service Provider** staff. You are asked to maintain and control timesheets. At the end of the designated pay period, supervisors and participants must sign the timesheet certifying its accuracy for the total hours worked. DO NOT use signature stamps, typed signatures, red ink or White Out, since this will delay payment to the participant.

Timesheets MUST be signed and dated by the worksite supervisor and participant on the last work day of each pay period. Any and all changes or corrections on a timesheet must be initialed by both the supervisor and the participant. **Service Provider** staff has the responsibility for completing the payroll procedures; including the distribution of the participant's check either directly or by mail. If you have questions about the pay schedule or pay procedure, please call the contact person found on page 3 of this handbook.

In summary, the supervisor's time and attendance duties area:

- Maintain and control sign-in / sign-out timesheets daily. Record the number of hours worked daily.
- Total the hours worked for each pay period and record this total on the timesheet.
- Make sure participants sign their timesheets with their full name since the timesheet will validate the reported hours worked.
- Initial any change on the timesheet – do not use White Out, Signature Stamps, etc.
- Note all absences and/or terminations on the timesheet.
- Note any irregularities or discrepancies on the timesheet which may result in the participant not being paid on time.

E. Worksite Agreement

The worksite agreement is the non-financial contract between your agency and **Service Provider**. A copy of this agreement should be maintained at the worksite.

The following assurances are included:

- That a safe and healthy working environment will be maintained;
- That adequate supervision will be provided at all times;
- That time & attendance records will be maintained as prescribed;
- That all worksite supervisors will receive orientation regarding their duties and their responsibilities to the program and participants;
- That participants will not be involved in sectarian activities;
- That sufficient work will be provided and adequate equipment and materials will be available for performance of the work;

- That participants will not be paid for recreational activities;
- That participants will be paid only for hours worked;
- That work permits will be retained;
- Compliance with federal, state, and local child labor laws; and
- That the worksite will comply with WIOA regulations.

F. Worksite Rules

It is your responsibility as a supervisor to see that participants are informed and know the worksite rules; including the dress code and that the rules will be enforced. Participants should abide by the same general organizational rules and regulations as other employees of the worksite. Although **Service Provider** staff will provide orientation about the program, we suggest you hold an additional orientation for those things that apply to your worksite. Your orientation for participants might include:

- Introduction and welcome to the worksite;
- Tour of the work area including introduction to other workers;
- The need to acquire and demonstrate safe working habits;
- Your expectations of the participant and an explanation of the help and counsel you will give him/her;
- Timesheet procedures;
- Scheduled hours to work, to include lunch and break periods;
- Procedure for reporting if unable to come to work due to illness, etc.;
- Proper use, care and storage of tools or equipment used on the job;
- Discussion of the training to be provided and any additional information regarding workplace behaviors, i.e., use of telephone for personal reasons, etc.; and
- Guidelines for procedures to follow in the event of an injury on the job.

G. Safety

All work that participants perform must comply with State and Federal laws governing health and safety. Supervisors must ensure that participants are provided with information concerning safety regulations at the worksite and that participants work under the same safety control conditions as other employees of the worksite.

H. Injury Procedures

The **Service Provider** will provide worker's compensation coverage for participants enrolled in the Work Experience program. It is imperative that the supervisor cooperate with **Service Provider** staff in securing information should an injury occur at the worksite. It is the responsibility of the **Service Provider** staff to complete the Employer's First Report of Injury.

The importance of reporting injuries on a timely basis cannot be over emphasized; therefore, a supervisor must instruct participants to report an injury the same day of the injury or no later than the next day. The supervisor must call the **Service Provider** and provide details of the accident to **Service Provider** staff no later than the next day after injury. Supervisors are requested to assist **Service Provider** staff by seeing that medical bills are obtained from the doctors, hospitals, etc. and forwarded to **Service Provider** staff as soon as possible. Supervisors should request assistance from **Service Provider** staff, if needed.

The following information is needed in order to properly complete the appropriate accident form.

Please have this information at hand when reporting the injury.

- Name and social security number of injured person.
- Date and time of injury.
- Time work day began on date of injury.
- Place of injury (location: name, address & phone number of worksite).
- Description of injury (part of body affected).
- What was the participant doing when injury occurred?
- How did the accident occur?
- What caused direct injury to the participant?
- Name and address of treating doctor (if emergency room used, give name and treating doctor at hospital).
- If hospitalized, name and address of hospital.

I. Statement of Rights and Responsibilities

Supervisors are required to inform participants of their rights, benefits and duties, including grievance procedures established by the agency. They are included in the Customer Rights sheet which is given to each participant upon enrollment. For informational purposes only, a copy is included in this handbook.

J. Counseling/Case Management Services

Case management services will be provided by **Service Provider** on at least a monthly basis (or on an as needed basis) to each participant involved in program activities. Case managers are provided as a supportive service to the participants as well as the worksite in discussing, analyzing and providing guidance to problems and concerns which may arise.

Other duties of the case manager include:

- General monitoring of the Work Experience program;
- Providing technical assistance to worksite personnel;
- Acting as a liaison between the worksite, the participants, and the program administrator; and
- Certifying time and attendance forms.

The worksite supervisor should utilize the case manager whenever possible to resolve matters concerning the program.

K. Problems

Instruct participants to discuss with you any problems that may arise at the worksite. In the event a situation arises, which requires technical assistance, you are encouraged to contact **Service Provider staff at (xxx) xxx-xxxx** immediately.

L. Work Experience Worksite Monitoring

WIOA worksites will be monitored in accordance with state and federal regulations. During the operational phase of the program, state representatives, WIOA monitors, and **Service Provider** staff will periodically review worksites to ensure compliance with the program objectives and regulations as spelled out in the Worksite Agreement.

The monitoring process involves interviews with participants and worksite supervisors concerning work activities, conditions, work hours, attendance, counseling procedures, etc. Evaluating the quality of supervision is also a part of the monitoring process.

M. Participant Evaluation

During the program, you will be asked to rate each participant's work performance by completing a Participant Performance Report; however, we request that you discuss periodically with each participant their performance and progress. This will let the participant know how they are doing, in which areas they are performing satisfactorily, what improvements they need to make and help to keep open lines of communication between yourself and the participant. **Service Provider** staff will provide the evaluation forms.

N. Participant Termination

Three unexcused absences from work shall be cause for termination. If a participant commits an act which you believe warrants immediate termination, notify **Service Provider** staff. In the case of poor work habits, poor job performance and/or other problems, you are requested to inform **Service Provider** staff.

The final termination decision (from the program) will be made by **Service Provider** staff. It is possible that transfer to a different worksite or type of work would be recommended and tried before making the final termination decision. The participant involved will be consulted/counseled during this decision making period.

O. Reductions or Closures of Worksites

Worksites will be reduced or closed if they are found to be in violation of the requirements or regulations of the Work Experience Program.

The following situations could result in reducing the number of participants at the worksite:

1. Inadequate supervision.
2. Insufficient amount of work to be done.
3. Insufficient/inadequate equipment or materials.

The following situations could result in closing a worksite (removing all participants):

1. Evidence of discrimination against a participant.
2. Violation of WIOA regulations regarding political and religious or anti-religious activities, labor disputes, and replacement of regular employees by participants.
3. Severe supervision issues.
4. Falsification of attendance reports and/or time sheets.
5. Repeated problems with timesheets.
6. Failure to cooperate with assigned case managers or administrative staff.
7. Substandard health and safety conditions at the worksite.
8. Any violation of the Worksite Agreement that is detrimental to the participants or the Work Experience program as determined by the WIOA administrative staff.

CHILD LABOR SUMMARY SHEET

Attachment A

When there is a difference in state, federal or local law regarding child labor, the law providing the most protection to the minor takes precedence.

Below are the more restrictive requirements for employing a minor.

JURISDICTION

MINIMUM AGE	14 Years of Age	FEDERAL
EMPLOYMENT CERTIFICATE (Work Permit)	15 Years of Age & Under	STATE
(Includes home schooled minors & minors from out-of-state working in Georgia)	Obtained from Georgia School attended OR County School Superintendent Ga Dept. of Labor Home School Form	
HOURS OF WORK Minors 14 & 15 Years of Age	3 Hours (school day) 8 Hours (non-school day) 18 Hours (school week) 40 Hours (non-school week) Not during normal school hours. Not before 7 a.m. Not after 7 p.m. (Evening hours extended to 9 p.m. June 1 to Labor Day).	FEDERAL
HAZARDOUS OCCUPATIONS Minors 17 Years of Age & Younger	http://www.youthrules.gov/know-the-limits/hazards/index.htm	FEDERAL
ALCOHOLIC BEVERAGES Minors 17 Years of Age & Younger	May not: Dispense, serve, sell or take orders for alcoholic beverages. (EXCEPTION: Where alcohol is sold for consumption OFF the premises). NOTE: Local law may be more restrictive.	STATE
PROHIBITED OCCUPATIONS Minors 15 Years of Age & Younger	http://dol.georgia.gov/child-labor-hazardous-occupations	STATE
	http://www.youthrules.gov/know-the-limits/hazards/index.htm	FEDERAL
MINORS IN ENTERTAINMENT Minors 17 Years of Age & Younger	Requires special application and certificate of consent. Certificate of consent must be issued by Georgia Child Labor Section prior to minor beginning work.	STATE

NOTE: Minors working for a parent/guardian who owns the business are exempt from all but the hazardous/prohibited occupation restrictions.

Child Labor personnel are available, when scheduling is possible, for presentations to school classes, issuing officers, PTA's, employer groups, etc. Please contact the Child Labor Section if you are interested.

FOR MORE DETAILED INFORMATION ON CHILD LABOR PLEASE CALL:

Georgia Department of Labor

Child Labor Section(404) 232-3260

www.dol.georgia.gov

U.S. Department of Labor

Wage & Hour Division (678) 237-0521 (Atlanta)

(912) 652-4221 (Savannah)

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CUSTOMER'S RIGHTS UNDER THE WORKFORCE DEVELOPMENT PROGRAM

Equal Opportunity Is the Law

It is against the law for this recipient of Federal financial assistance, to discriminate on the following bases: Against any individual in the United States, on the basis of race, color, religion, sex (including pregnancy, childbirth, and related medical conditions, sex stereotyping, transgender status, and gender identity), national origin (including limited English proficiency), age, disability, or political affiliation or belief, or, against any beneficiary of, applicant to, or participant in programs financially assisted under Title I of the Workforce Innovation and Opportunity Act, on the basis of the individual's citizenship status or participation in any WIOA Title I-financially assisted program or activity.

The recipient must not discriminate in any of the following areas:

- Deciding who will be admitted, or have access to any WIOA Title I financially-assisted program or activity;
- Providing opportunities in, or treating any person with regard to, such a program or activity; or
- Making employment decisions in the administration of, or in connection with, such a program or activity.

Recipients of federal financial assistance must take reasonable steps to ensure that communications with individuals with disabilities are as effective as communications with others. This means that, upon request and at no cost to the individual, recipients are required to provide appropriate auxiliary aids and services to qualified individuals with disabilities.

What to Do If You Believe You Have Experienced Discrimination

If you think that you have been subjected to discrimination under a WIOA Title I-financially assisted program or activity, you may file a complaint within 180 days from the date of the alleged violation with either:

- The LWIOA 18's Equal Opportunity Officer; (recipient)
- The State WIOA EO Officer; or (recipient)
- The Director, Civil Rights Center (CRC), U.S. Department of Labor

If you file your complaint with a recipient, you must wait either until the recipient issues a written Notice of Final Action, or until 90 days have passed (whichever is sooner), before filing with the Civil Rights Center (see address below).

If the recipient does not give you a written Notice of Final Action within 90 days of the day on which you filed your complaint, you may file a complaint with CRC before receiving that Notice. However, you must file your CRC complaint within 30 days of the 90-day deadline (in other words, within 120 days after the day on which you filed your complaint with the recipient). If the recipient does give you a written Notice of Final Action on your complaint, but you are dissatisfied with the decision or resolution, you may file a complaint with CRC. You must file your CRC complaint within 30 days of the date on which you received the Notice of Final Action.

Amy Jones
Area 18 LWIOA Equal Opportunity Officer
Southern Georgia Regional Commission
1725 South Georgia Parkway, West
Waycross, GA 31503
(912) 285-6097
ajones@sgrc.us

TCSG OWD Compliance Officer
Technical College System of
Georgia 1800 Century Place N.E.,
Suite 150 Atlanta, GA 30345-4304
(404) 679-1371
wioacompliance@tcsge.edu

The Director, Civil Rights Center (CRC)
U. S. Department of Labor
200 Constitution Ave NW., Room N-4123
Washington, DC 20210
or electronically as directed by the CRC web site www.dol.gov/crc

Individuals with speech and/or hearing impairments may call:
State Relay at 1800-255-0056 (TDD/TTY) or 1 800-255-0135 (Voice).

LWIOA 18 will provide for alternative dispute resolution (ADR) if you, the complainant, request ADR in writing. Additionally, a party to any agreement reached under ADR may file a complaint with the CRC in the event the agreement is breached. If such a breach occurs, the following rules will apply:

- The non-breaching party may file a complaint with the Director within 30 days of the date on which the non-breaching party learns of the alleged breach;
- The Director must evaluate the circumstances to determine whether the agreement has been breached. If he or she determines that the agreement has been breached, you may file a complaint with CRC based upon your original allegation(s), and the Director will waive the time deadline for filing such a complaint.

If a complaint is filed with the State WIOA EO Officer, he/she shall adhere to the applicable federal and state policies and regulations.

If you believe you have been harmed by the violation or misapplication of a procedure or regulation of this program, you have the right to file a grievance. The grievance should be filed in accordance with the written procedures established by the Southern Georgia Workforce Development Board, which may be obtained by contacting WIOA Director, Southern Georgia Regional Commission, 1725 South Georgia Parkway West, Waycross, Georgia 31503.

I have read and understand the above statement, acknowledged so with my signature and received a copy.

(Participant Signature)

(Parent Signature – As Needed)

(Date)

A copy of this document should be given to the participant and one copy should be retained in his/her participant file.

WORK READINESS EVALUATION

Participant Name _____ State ID: _____

Worksite: _____ Job Position _____

I HEREBY UNDERSTAND THAT AS A PARTICIPANT IN THE WORK EXPERIENCE PROGRAM THAT I WILL BE EVALUATED BY MY WORKSITE SUPERVISOR, ON THE FORM BELOW, ON MY WORK READINESS SKILLS. A MINIMUM SCORE OF 26 POINTS (80%) MUST BE EARNED TO ACHIEVE WORK READINESS STATUS.

(Participant Signature)

(Date)

EVALUATION CRITERIA and RATING

Please enter a rating performance score from 0 – 4 for each of the work readiness skills listed below:

Point Score	0 - Not observed
Point Score	1 - Poor performance - needs improvement in skill area
Point Score	2 - Minimum performance in skill area - Close supervision needed
Point Score	3 - Adequate performance in skill area - Some supervision needed
Point Score	4 - Exceeds performance in skill area - Very little supervision needed

A MINIMUM SCORE OF 26 POINTS (80%) MUST BE EARNED TO ACHIEVE WORK READINESS STATUS.

Work Readiness Skill	1 st Review	Final Review
1. Observance of rules on time and attendance, notifies worksite on absences, tardiness, leaving worksite during work hours, lunchtime, etc.		
2. Acceptance of supervision, follows directions		
3. Uses time wisely, satisfactory completion of assigned work duties		
4. Demonstrates a polite, respectful and courteous public image on worksite		
5. Dresses appropriately for worksite		
6. Does not use personal items such as cell phones and/or electronic devices during work hours		
7. Keeps work area clean, neat and organized		
8. Demonstrates positive and cooperative attitude in the work place		
TOTAL SCORE		

Worksite / Supervisor Evaluation (1st Review)

Signature of Supervisor

Date

Worksite / Supervisor Evaluation (Final Review)

Signature of Supervisor

Date

Supervisor Comments: _____

Work Experience Program Worksite Injury Report

Worksite Name: _____ Phone #: _____

Worksite Address: _____

Supervisor Name: _____ Phone #: _____

Date Incident Reported by Employer/Participant: _____

Participant Name: _____ Phone #: _____

Time Employee Reported for Work: _____ a.m. or p.m. (circle one)

Date of Injury: _____ Time of Injury: _____

Time of day that injury occurred: _____ a.m. or p.m. (circle one)

Description of Incident (how, where, why, etc): _____

Type of Injury (cute, scrape, burn, etc.): _____

Address where injury/accident occurred: _____

Describe the care for the injury including first aide, the name of the physician (if applicable), emergency room or other care facility. _____

If there were witnesses – Name and Phone #: _____

Person Completing Report: _____ Phone: _____

Date Report Completed: _____



Southern Georgia

Chapter 6: General Eligibility

6.0 General Eligibility

In order to be eligible to receive services or participate in activities funded by WIOA, all participants must be able to prove their Citizenship or Eligible Noncitizen status. Services funded by WIOA shall be available to citizens and nationals of the United States, lawfully admitted permanent resident aliens, refugees, asylees, and parolees, and other immigrants authorized by the Attorney General to work in the United States.

6.1 Acceptable Documents to Establish Citizenship (Identify) and Employment Eligibility status:

1. U.S. Passport (unexpired or expired)	2. Unexpired Employment Authorization Document that contains a photograph (INS Form I-688, I-688A, I-688B, or I-766).
3. Permanent Resident Alien Card or Alien Registration Receipt Card (INS Form I-551).	4. Unexpired Foreign Passport , with temporary I-551 stamp or attached unexpired Arrival-Departure Record, INS Form I-194, bearing the same name as the passport and containing an endorsement of the alien's nonimmigrant status if that status authorized the alien to work for a US employer.

If the applicant cannot provide one of the above documents, they will be required to provide at least one (1) document from each of the two (2) lists below.

6.2 Acceptable Documents to Establish Citizenship (Identity):

1. Valid Driver's License or ID Card issued by a state or U.S. Territory	2. ID Card issued by federal, state, or local government agencies or entity – must contain photograph or information, such as name, date of birth, gender, height, eye color, and address.
3. School ID Card with photograph	4. Voter Registration Card
5. US Military Card or Draft Record	6. US Coast Guard Merchant Mariner Card
7. Native American Tribal Document	8. Driver's License issued by a Canadian government authority
9. For individuals under the age of 18 , they may provide either a school record, school report card, clinic report, doctor's record, hospital record, daycare record, or nursery record.	

6.3 Acceptable Documents to Employment Eligibility:

1. US Social Security Card issued by the Social Security Administration	2. Certificate of Birth Abroad issued by the Department of State (Form FS-545 or Form DS-1350)
3. Original or certified copy of the birth certificate issued by a state, county, or municipal authority	4. Native American Tribal Document
5. US Citizen ID Card (INS Form I-179)	6. Unexpired Employment Authorization Document issued by DHS

6.4 Social Security Number Procedure

In accordance with Section 7 of the Privacy Act of 1974 (5 U.S.C. Section 552a Note Disclosure of Social Security Number), unless the disclosure is required by federal statute, applicants may not be denied any right, benefit, or privilege provided by law because of the individual's refusal to disclose his/her Social Security Number (SSN).

Disclosure of an individual's social security number pursuant to the Internal Revenue Code where it is used as the identifying number for the purposes of a return, statement or any other document under the Code (i.e., for payment of wages for OJT, Work Experience, etc.) may be properly required.

Guidelines For Obtaining Social Security Number

Although an applicant cannot be denied WIOA services for failure to disclose their SSN, they must submit their SSN in order to receive wages paid while participating in WIOA services (i.e. OJT).

Training and Employment Guidance Letter (TEGL) No. 5-08 says that states must request a participant's SSN when offering intensive WIOA services or providing financial assistance, however, the State may not deny access to any participant who refuses to provide a SSN. Not obtaining an SSN from a participant means that any outcomes for this participant would be excluded from performance measures unless supplemental information is available to verify the performance outcomes for nonwage based measures.

It is important for LWDAs to request the applicant's SSN at intake and advise them that their SSNs are maintained in a secure and confidential manner. Applicants should also be advised that the State only uses the SSN for the following:

- Payment of wages and allowances, even though at intake it may not be possible to determine the form of payment if any, the applicant will receive; and
- Tracking Unemployment Insurance Wage Records for the calculation of program performance measure outcomes.

According to federal reporting requirements, a valid SSN must be obtained and recorded prior to termination and record transmittal. The regulations further state that USDOL assumes full responsibility for protecting the confidentiality of the data and will ensure that data files are maintained according to applicable federal laws, with particular emphasis upon compliance with the provisions of the Privacy Act and the Freedom of Information Act. It will remove SSN from participant files before they are shared with federal agencies and other users. All recipients of WIOA funds are governed by these requirements.

Procedure for obtaining Social Security Number (SSN)

Providers should assist the applicant in obtaining a SSN from the Social Security Administration. Please note this in the participant's electronic case file maintained in the WorkSource Portal.

6.5 Selective Service Registration

All participants enrolled in WIOA Adult, Dislocated Worker and Youth programs must be in compliance with Selective Service Registration under the Military Selective Service Act as a condition for participation. This is in accordance with TEGL No. 11-11, Change 2 dated May 16, 2012.

- Those required to register with selective service include:
 - Men born on or after January 1, 1960, and who are:
 - Citizens of the United States
 - Non-citizens including illegal aliens, legal permanent residents, seasonal agricultural workers, and refugees, who take up residency in the U.S. before their 26th birthday and/or;
 - Dual nationals of the United States and another country regardless of where they live.

- Selective Service registration is not required of U.S. citizens if the male falls within one of the following categories:
 - Men who are serving in the military on full-time active duty;
 - Men attending the service academies;
 - Disabled men who are continually confined to a residence, hospital or institution; and /or;
 - Men who are hospitalized, institutionalized, or incarcerated are not required to register during their confinement; however, they must register within 30 days after being released if they have not yet reached their 26th birthday.

- Selective Service registration is not required of non-U.S. citizens if the male falls within one of the following categories:
 - Non-U.S. male who came into this country for the first time after his 26th birthday. Acceptable forms of documentation include:
 - Date of entry stamp in his passport;
 - I-94 with date of entry stamp on it; or
 - Letter from the U.S. Citizenship and Immigration Services (USCIS) indicating the date the man entered the U.S. presented in conjunction with documentation establishing the individual's age.
 - Non-U.S. male who entered the U.S. illegally after his 26th birthday. He must provide proof that he was not living in the U.S. from age 18 through 25.
 - Non-U.S. male on a valid non-immigrant visa.

This list is not intended to be exhaustive and the Selective Service System provides a quick reference chart showing who must register on the Selective Service website at <http://www.sss.gov/PDFs/WhoMustRegisterChart.pdf>.

6.6 Selective Service Compliance

In order to be eligible to receive WIOA-funded services, all males born on or after January 1, 1960, must present documentation showing compliance with the Selective Service registration requirement.

- Acceptable documentation showing registration status includes:
 - Selective Service acknowledgment letter;
 - Form DD-214 "Report of Separation";
 - Screen printout of the Selective Service Verification on the Selective Service website (www.sss.gov);
 - Selective Service Registration Card;
 - Selective Service Verification Form (Form 3A) **AND/OR**
 - Stamped Post Office Receipt of Registration

Registration Requirements for Males Under 26

Prior to being enrolled in a WIOA-funded program, all males born on or after January 1, 1960, who are not registered with the Selective Service and have not reached their 26th birthday must register through the Selective Service website at www.sss.gov.

Males Ages 17 or Younger

Male participants who enter the WIOA program at age 17 or younger and attain age 18 while participating in the program must be registered for Selective Service by the 30th day after their 18th birthday to remain eligible for WIOA services. Funds expended on male participants not registered for Selective Service by the 30th day after their 18th birthday may be considered disallowed costs. Any Youth participant who attains age 18 while enrolled in WIOA and refuses to comply with Selective Service Registration requirements shall be exited from the WIOA Youth program. These Youth would not be placed in follow-up and there should be case notes that describe, in detail, the circumstances as to why services were not/could not be continued.

Males over the age of 26 Not Registered

Males over the age of 26 who are not registered must provide documentation showing that they were not required to register or if they were required but did not register, documentation establishing that their failure to register was not knowing and willful.

The service provider that enrolls individuals in WIOA funded activities may require that males 26 years and over, who failed to comply with the Selective Service registration requirement, request a Status Information Letter (SIL) before making a determination that the failure to register was knowing and willful. Alternatively, the service provider may initiate its process to determine if the failure to register was knowing and willful without first having the potential program participant request the Status Information Letter (e.g. individuals recently released from incarceration).

Determining Knowing and Willful Failure to Register

If the individual was required but failed to register as determined by the SIL or his own acknowledgment, he may only receive services if he can establish by a preponderance of the evidence that the failure to register was not knowing and willful. The service provider that enrolls individuals in WIOA funded activities is responsible for evaluating the evidence presented and determining whether the failure was knowing and willful. Evidence presented may include the individual's written explanation and supporting documentation of the circumstances at the time of the required registration and the reasons for failure to register.

If an authorized organization determines it was not a knowing and willful failure and the individual is otherwise eligible, services may be provided. If the authorized organization determines that evidence shows that the individual's failure to register was knowing and willful, WIOA services must be denied. Individuals denied services must be advised of available WIOA grievance procedures. Authorized organizations must keep documentation related to evidence presented in determinations related to Selective Service.

Requesting a Status Information Letter (SIL)

An individual may obtain a SIL if he believes he was not required to register or if he did register but cannot provide any of the acceptable documentation.

The Request for Status Information Letter form can be accessed at www.sss.gov .

If the SIL indicates that an individual was not required to register for the Selective Service, then he is eligible to enroll in services funded by WIOA. If the SIL indicates that the individual was required to and did not register, he is presumed to be disqualified from participation until it can be determined that his failure to register was not knowing and willful. All costs associated with grant-funded services provided to non-eligible individuals may be disallowed.

6.7 Georgia Immigration Law

Under the Georgia Illegal Immigration Reform and Enforcement Act of 2011, an applicant's eligibility to lawfully reside in the United States must be verified prior to receiving WIOA services. Applies to ages 18 and older. An O.C.G.A. Affidavit must be completed and placed in the participant file.

If a participant turns 18 at any point while receiving WIOA services, an affidavit must be filled out and placed in the participant's file.

6.8 Residency

Services will be reserved for adult and youth customers who reside in the Southern Georgia area. However, in the case of dislocated workers, services will be provided to those individuals who reside in the Southern Georgia area or who have been terminated or laid off, or received a notice of layoff of employment, from an employer located in the Southern Georgia area.

6.9 State Residency

Georgia citizens receive priority for WIOA-funded activities and services. However, the LWDA may implement policies to serve additional participants if the LWDA serves communities on the border with another state, is engaged in cross-state sector partnership efforts, and/or is serving businesses with cross-state needs.

Chapter 7: Adult and Dislocated Worker Eligibility

7.0 Adult and Dislocated Worker Eligibility

To be eligible to receive WIOA services as an adult in the adult and dislocated worker programs, an individual must:

- Be 18 years of age or older;
- Be a citizen or noncitizen authorized to work in the United States; and
- Meet Military Selective Service registration requirements (males who are 18 or older and born on or after January 1, 1960, unless an exception is justified).

7.1 Additional Requirements for Adults

- Unemployed Adults must be:
 - Public Assistance Recipient; or
 - Low Income; or
 - Homeless; or
 - Disability
- Employed Adults must be:

Individuals who are underemployed include persons who are employed less than full-time and are seeking full-time employment; are employed in a position not commensurate with the individual's demonstrated level of educational attainment and skills; are working full time and meet the definition of lacks self-sufficiency, according to LWDB policies; or are employed, but whose current job earnings are not sufficient compared to their previous earnings.

7.2 Additional Eligibility Requirements for Dislocated Workers

A dislocated worker is an individual who meets one of the following sets of criteria:

Category #1 – The individual:

- ✓ has been terminated or laid off through no fault of their own, or has received a notice of termination or layoff from employment;
- ✓ is eligible for or has exhausted entitlement to unemployment compensation or has been employed for a duration sufficient to demonstrate attachment to the workforce but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an employer that was not covered under a state's UI law; **AND**
- ✓ is unlikely to return to a previous industry or occupation

Category #2 – The individual:

- ✓ Has been terminated or laid off through no fault of their own or has received a notice of notice of termination or layoff from employment;
- ✓ Has shown attachment to the workforce, but is not eligible for UI compensation due to insufficient earnings or the employer was not covered under a State unemployment compensation law; **AND**
- ✓ Is unlikely to return to their previous industry or occupation.

Category #3 – The individual:

- ✓ Has been terminated or laid off through no fault of their own, or who has received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff at a plant, facility or enterprise.

Category #4 – The individual:

- ✓ Is employed at a facility at which the employer has made a general announcement that such facility will close within 180 days.

Category 5 - The individual

- ✓ Was previously self-employed (including as a farmer, rancher, or fisherman) but is unemployed

Criteria #6 – The individual:

- ✓ is the spouse of a member of the Armed Forces on active duty who:
 - ❖ has experienced a loss of employment as a direct result of relocation to accommodate a permanent change in duty station of such member; **OR**
 - ❖ is unemployed or underemployed and experiencing difficulty finding or upgrading employment.

Criteria #7 – The individual:

- ✓ is underemployed, which is defined as:
 - ❖ A person who was laid off from a previous employer, but has found employment earning wages that are 85% or less of the salary that was paid at the employer of dislocation; **AND/OR**
 - ❖ A person who is in employment that uses significantly less skills or abilities than the job of dislocation and is not commensurate with the individual's demonstrated level of educational attainment.

Criteria #8 – An individual:

- ✓ who may have been separated for cause, filed an appeal to UI and was determined to be "no-fault" and eligible for UI (based on that employer's contributions) may be eligible as a dislocated worker

In order to be considered as unlikely to return to a previous industry or occupation, an individual must meet at least one of the following criteria:

- The individual worked in a declining industry or occupation, as documented on State and locally developed labor market information, such as Georgia Labor Market Explorer, Burning Glass or EMSI. Local high demand, as well as declining occupation, lists must be developed by an appropriate entity, such as the local workforce development board, local Chamber of Commerce, economic development agency, a qualified consultant/educational entity, or other valid public use quality source of labor market information.
- The individual has been actively seeking, but unable to find employment in their previous industry or occupation for a period of ninety days or more.
- The individual was “separated” from active military duty under conditions other than dishonorable.
- The individual is the spouse of an active military member and has experienced a loss of employment as a direct result of relocation to accommodate a permanent change in duty station of the spouse.
- Individual worked in an industry or occupation for which there are limited job orders in Georgia Labor Market Explorer at the time of eligibility determination, as documented by the LWDA.
- Individual is insufficiently educated and/or does not have the necessary skills for reentry into the former industry or occupation, as documented through an assessment of the individual’s educational achievement levels.
- Individual cannot return to their previous industry or occupation because they have physical or other limitations which would prevent reentry into the former industry or occupation, as documented by a physician or other applicable professional (e.g., Psychiatrist, psychiatric social worker, chiropractor, etc.).
- Individuals laid off on a temporary basis with a specific return date and/or determined by UI to be attached to an employer (e.g., a leave of absence) do not meet the criteria of unlikely to return to work in a previous industry or occupation.

7.3 Service Priority for Individualized Services and Training Services

Priority of service is not an eligibility criterion, but rather is a means to ensure emphasis on providing services to higher-need populations. However, inclusion in a priority group does not bypass WIOA eligibility requirements.

WIOA Priority Populations

WIOA specifies that priority for Adult services must be given to recipients of public assistance, other low income individuals, and individuals who are basic skills deficient. Unlike its predecessor, WIOA requires that priority applies regardless of funding levels, making the priority of service automatic for all WIOA Adult funding.

Veterans Priority of Service

Veterans under WIOA § 3 (63)(A) receive priority of service for all USDOL-funded programs as described in the Jobs for Veterans Act (38 U.S.C. 4215 (2)), meaning priority must be given to veterans and eligible spouses for Adult, Dislocated Worker, and Youth programs. According to TEGL 10-09, veterans and eligible spouses, including widows and widowers as defined in the

statute and regulations, are eligible for priority of service. The Final Rule requires that the broad definition of “veteran” found in 38 U.S.C. 101(2) be used. Additionally, “eligible spouse” is defined in section 2(a) of the Jobs for Veterans Act.

While veterans receive priority for WIOA services, LWDA and applicable service providers must have a referral process in place for directing Veterans with Significant Barriers to Employment to the Disabled Veterans Outreach Program to ensure the most effective provision of services.

Implementing Priority of Service in WIOA Adult Programs

Implementing priority means that these individuals receive services earlier in time or instead of nonpriority individuals. Veterans and eligible spouses of veterans who otherwise meet the eligibility requirements for Adult programs must receive the highest priority for services. For Adult programs, WIOA priority and Veteran priority categories should be merged and provided in the following order:

- 1) First, to veterans and eligible spouses who are also recipients of public assistance, low income individuals, or basic skills deficient. Military earnings are not to be included as income for veterans and transitioning service members.
- 2) Second, to individuals who are not veterans or eligible spouses who meet WIOA priority criteria.
- 3) Third, to veterans and eligible spouses who are not included in WIOA’s priority groups.
- 4) Last, to individuals outside the groups given priority under WIOA, but who still meet the eligibility criteria.

NOTE: Individuals with a disability are not automatically included in a priority category solely on the basis of the disability. However, individuals with disabilities are considered a family of one for income determination purposes, which usually (but not always) indicates their status as low-income. Additionally, receipt of SSI would qualify an individual as a recipient of public assistance and meets the definition of low-income detailed below, thus placing that individual in a priority category.

7.4 Low Income Individuals

An individual who meets any one of the following criteria satisfies the low-income requirement for WIOA adult services:

- Receives, or in the past six months has received, or is a member of a family that is receiving, or in the past six months has received, assistance through SNAP, TANF, or the Supplemental Security Income (SSI) program, or state or local income-based public assistance;
- Is a member of a family with a total family income that does not exceed the higher of –(I) the HHS poverty line; or (II) 70 percent of the USDOL Lower Living Standard Income Level (LLSIL);
- Is a homeless individual, as defined in § 41403 (6) of the Violence Against Women Act of 1994, or a homeless child or youth as defined in § 725 (2) of the McKinney-Vento Homeless Assistance Act;
- Receives or is eligible to receive a free or reduced-price lunch under the NSLA

- Is a foster youth, on behalf of whom state or local government payments are made; or Is an individual with a disability whose own income meets WIOA's income requirements, even if the individual's family income does not meet the income requirements of the income eligibility criteria for payments under any federal, state, or local public assistance program.

7.5 Basic Skills Deficient

Per 20 CFR 681.290, an individual who is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society satisfies the basic skills deficient requirement for WIOA services. In assessing basic skills, Service Providers must use assessment instruments that are valid and appropriate for the target population and must provide reasonable accommodation in the assessment process, if necessary, for individuals with disabilities.

For an adult, a participant is basic skills deficient if they:

- Lack a high school diploma or high school equivalency and are not enrolled in any secondary education; **OR**
- Are enrolled in a Title II Adult Education and Family Literacy Act (AEFLA) program authorized by WIOA and administered by the Education Department (ED); **OR**
- Are reading or writing English, or computing or solving problems at or below an 8.9 grade level, according to a TABE assessment or another standardized assessment pre-approved by the SGRC.

7.6 Transitioning Military Service Members

Still-active, transitioning military service members may qualify for Dislocated Worker services. While these individuals may be eligible to receive WIOA Dislocated Worker services and funds, they would not be considered 'veterans' for the purposes of DOL reporting or be eligible for Priority of Service.

For the purposes of serving still-active transitioning service members under the "notice of termination or layoff" eligibility criterion, documentation must align with the DOL Data Element Validation (DEV) requirement for "Date of Actual Qualifying Dislocation." Military Personnel are eligible to begin receiving Dislocated Worker Program services upon receipt of discharge orders (Effective Termination of Service "ETS" Orders, DD-2648-ACAP Transition Checklist, or DA Form 3947 Medical Evaluation Proceedings).

Length of service to qualify an individual for such discharges or separations under WIOA guidance may be as few as one day of service. Qualified individuals can receive services up to 18 months prior to retirement or 12 months before separation. If a transitioning service member successfully reenlists into active military duty, then that service member is no longer eligible for services.

7.7 Eligibility for Training Services

Under 20 CFR § 680.210 training services may be made available to employed and unemployed adults who:

- are determined (by the one-stop operator) after an interview, evaluation, or assessment and career planning to be:
 - unlikely or unable to obtain or retain employment that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment through career services,

- in need of training services to obtain or retain employment leading to economic self sufficiency or wages comparable to or higher than wages from previous employment, **AND**
 - have the skills and qualifications to participate successfully in training services;
- have selected a program of training services that is directly linked to employment opportunities in the planning region or in another area to which the individual is willing to commute or re-locate; **AND**
- are unable to obtain grant assistance from other sources to pay the costs of training, including HOPE, Pell, and TAA, or require WIOA assistance in addition to the other sources of grant assistance

Chapter 8: Youth Eligibility

8.0 Out-of-School Youth Definition

The term "out-of-school youth" means an individual who is:

- Not attending any school (as defined under state law as a public, private, or home study program that meets requirements under O.C.G.A. § 20-2-690). However, for purposes of WIOA, USDOL does not consider providers of Adult Education under Title II of WIOA, YouthBuild programs, and Job Corps programs to be schools. Therefore, WIOA youth programs may consider a youth to be out-of-school youth for purposes of WIOA youth program eligibility if he/she is attending Adult Education provided under Title II of WIOA, YouthBuild, or Job Corps.

Student attendance at a post-secondary institution qualifies as "attending school" and does not apply to this section.

8.1 Out-of-School Youth Eligibility Criteria

An Out-of-School Youth must be between the ages of 16 and 24 years old at the time of enrollment. In addition to the age requirement; an OSY must meet one or more of the following:

- A school dropout;
- A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete quarter or semester. The definition of a quarter or semester is based on how a local school district defines the terms;
- A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is either basic skills deficient (as defined below in section 3.2.6(V)) or an English language learner;
- An individual who is subject to the juvenile or adult justice system;
- A homeless individual (as defined in § 41403 (6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043 e-2 (6)), a homeless child or youth (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434 a (2)), a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement;
- An individual who is pregnant or parenting;
- A youth who is an individual with a disability;
- A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

Requires Additional Assistance

The term "requires additional assistance" is defined as experiencing one or more of the following:

Educational Barriers	
In-School (secondary or postsecondary) with a Grade Point Average of less than 2.0.	Has quit secondary or post-secondary program without attaining a recognized credential.
Has repeated at least one secondary grade level.	One or more years behind modal grade for one's age group, with particular emphasis on those two or more years behind the modal grade.
Below average academic test scores relative to students in his/her class with particular emphasis on those in the bottom 25% of the test score distribution.	Placed on probation, suspended from school, or expelled from school one or more times during the past two years.
Documented behavioral problems at school.	Deemed at risk of dropping out of school by a school official.
Has received court agency referrals mandating school attendance.	For each year of secondary education, the individual is at least two-semester credits behind the rate required to graduate from high school.

Employment Barriers	
Has never held a job.	Has been fired from a job within the 12 months prior to program application.
Has never held a full-time job for more than 13 consecutive weeks.	Has a family history of chronic unemployment, including long-term public assistance.
Has been unemployed six months out of the last two years.	Has little or no successful work experience, a long and unsuccessful work search, or little to no exposure to successfully employed adults.
Is a high school graduate who has not held a full-time regular job for more than three consecutive months.	

Living Arrangements	
Resides in a non-traditional household setting (i.e., single parent, lives with an unofficial guardian, latchkey, grandparents, domestic partners, etc.)	Lives with only one or neither of his/her natural parents
Lives in public housing	Lives in a federally-designated high poverty area (see section III(B) for definition of high-poverty area)

Medical/School/Family Barriers	
Lacks parental support.	Has emotional, medical, physical, cognitive, or psychological impairment which creates a significant impediment to employment.
Has been referred to, or being treated by, an agency for substance abuse-related problem(s).	Has experienced recent traumatic events, is a victim of abuse or resides in an abusive environment as documented by a school official or professional.
Faces significant personal challenges, including a dysfunctional domestic situation, lack of supportive services, documented behavioral problems, and substance abuse by the youth or family members.	

Characteristics	
Children of incarcerated parents.	Emancipated youth.
Immigrant or refugees.	Migrant youth.

8.2 In-School Youth Definition

The term "in-school youth" means an individual who is:

- Attending school (Georgia compulsory education laws require children between the ages of six and 16 to attend school);
- Not younger than 14 or (unless an individual with a disability who is attending school under state law) older than age 21 at the time of enrollment.

8.3 In-School Youth Eligibility

In addition to the criteria in Section 8.3 of this document, an ISY must be a low-income individual who meets one or more of the following criteria:

- An individual who is basic skills deficient (as defined below in section 3.2.6(V)).
- An English language learner;
- An offender;
- A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043 e-2 (6)), a homeless child or youth (as defined in section 725 (2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))); a runaway, in foster care or who has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement;
- An individual who is pregnant or parenting;
- An individual with a disability;

- An individual who requires additional assistance to complete an educational program or to secure or hold employment. The term "requires additional assistance" is defined by local policy.

8.4 Low Income Eligibility Requirement

All ISY and some OSY must be low income to meet eligibility criteria except those that fall under the low-income exception.

A low-income individual is an individual who:

- Receives, or in the past 6 months received, or is a member of a family that is receiving or in the past 6 months has received assistance through the Supplemental Nutrition Assistance Program (SNAP), or the supplemental security income program established under Title XVI of the Social Security Act, or state or local income-based public assistance;
- Is a family with a total income that does not exceed the higher of (a) the poverty line, or (b) 70 percent of the lower living standard income level;
- A homeless individual (as defined in section 41403(6) of the Violence Against Women act of 1994 (42 U.S.C. 1403 e-2 (6)), or a homeless child or youth (as defined under section 725 (2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434 a (2)));
- Receives or is eligible to receive a free or reduced-price lunch under the Richard B. Russell National School Lunch Act (41 U.S.C 171 et seq.). Per Section 4 of TEGl 21-16, however, if schools offer all students with free or reduced-price lunches, this criterion cannot be used to determine individual low-income eligibility;
- A foster child on behalf of whom state or local government payments are made; **OR**
- Is an individual with a disability whose own income meets the requirements of (2). B.

Special Rule WIOA § 129 (a)(2)

The term low income also includes a youth living in a high poverty area. A high-poverty area is a Census tract, a set of contiguous Census tracts, Indian Reservation, tribal land, or Native Alaskan Village, or county that has a poverty rate of at least 25 percent as set every 5 years using American Community Survey 5-Year data.

8.5 Exception and Limitation

Exception for Persons Who Are Not Low Income

In each local area not more than 5% of all youth participants may be persons who are not low income, but who otherwise meet the definition of covered individuals.

WIOA § 129 (a)(3)(A)(i) defines a covered individual as any ISY or an OSY who meets all other eligibility requirements and who meets the following conditions:

- Recipient of a secondary school diploma or its recognized equivalent who is basic skills deficient or an English language learner, **AND**
- An individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

Individuals who are not low income must provide documentation (no self-attestation) to prove they are covered individuals.

Limitation

WIOA § 129 (a)(3) further defines that in each local area not more than 5% of the in-school youth may be eligible based on the criteria for requiring additional assistance to complete an educational program or to secure or hold employment.

The above expectation/limitation percentages must be calculated on a yearly basis.

8.6 Basic Skills Deficient

Per 20 CFR 681.290, an individual who is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society satisfies the basic skills deficient requirement for WIOA services. In assessing basic skills, local areas must use assessment instruments that are valid and appropriate for the target population and must provide reasonable accommodation in the assessment process, if necessary, for individuals with disabilities.

Out-of-School Youth Basic Skills Deficient

For out-of-school youth, a participant is basic skills deficient if they:

- Lack a high school diploma or high school equivalency and are not enrolled in any secondary education; **OR**
- Are enrolled in a Title II Adult Education and Family Literacy Act (AEFLA) program authorized by WIOA and administered by the Education Department (ED); **OR**
- Are reading or writing English, or computing or solving problems at or below an 8.9 grade level, according to a TABE assessment or another standardized assessment pre-approved by OWD.

In-School Youth Basic Skills Deficient

For in-school youth, a participant is basic skills deficient if they:

- Are more than a year (5-6 Carnegie credits) behind in accordance with local education policy and will not graduate on time with peer cohort; **OR**
- Have a cumulative GPA of 2.0 or below on a 4.0 scale; **OR**
- Have taken and did not pass an end of course assessment (ECA) for Mathematics and/or English/Language Arts; **OR**
- Are reading or writing English, or computing or solving problems at or below an 8.9 grade level, according to a TABE assessment or another standardized assessment pre-approved by OWD; **OR**
- Are determined to be Limited English Skills proficient through school documentation.

Fourteen (14) Required Youth Program Elements

WIOA specifies fourteen (14) youth elements that must be made available to WIOA eligible youth. NPRM § 681.470 states while all 14 youth elements must be made available to youth, they do not all have to be funded through WIOA youth funds. Proposers must leverage partner resources to provide program elements that are available in the local area. The fourteen (14) youth elements are detailed below.

Proposers should review the list carefully and use it as a guide for planning activities to be included in program designs. It is not necessary to directly offer all, or even most, of the activities in the planned program design, however proposer should indicate how youth will be referred to other elements as required.

Proposers must include plans for guidance and counseling and follow-up, but may choose to provide any combination of the remaining twelve elements, in addition to any services not listed.

- 1) Tutoring - study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential.
- 2) Alternative Secondary Education or Dropout Recovery Services - these services provide options for students who are at risk of dropping out of high school to remain engaged in an alternative learning environment focused on their particular skills, abilities, and learning style.

Proposers should identify alternative secondary education possibilities (i.e., adult literacy agencies for older youth, Job Corps for those over age 16, Georgia National Guard's Youth Challenge Academy, etc.) for youth who drop out of high school during program participation, the circumstances in which these programs will be accessed, and plans for coordinating their provision, in addition to any other dropout prevention activities, sharing case management responsibilities, etc.

Providing access to this program element/coordinating the provision of this service is mandatory.

- 3) Paid and Unpaid Work Experience – Paid and Unpaid Work Experiences are planned, structured learning experiences that take place in a workforce for a limited period of time. A work experience may take place in the private for-profit sector, the non-profit sector, or the public sector. Labor standards apply in any work experience where an employee/employer relationship, as defined by the Fair Labor Standards Act or applicable State law, exists. Work experiences provide the youth

participant with opportunities for career exploration and for skill development. The types of youth work experiences include the following categories:

- a. Summer employment opportunities and other employment opportunities available throughout the school year; summer employment opportunities are a component of the work experience program element.
- b. Pre-apprenticeship programs; a pre-apprenticeship is a program or set of strategies designed to prepare individuals to enter and succeed in a registered apprenticeship program and has a documented partnership with at least one, if not more, registered apprenticeship program;
- c. Internships and job shadowing; and
- d. On-the-job training opportunities.

Work experience must be conducted in compliance with Child Labor Laws as outlined at www.dol.state.ga.us. Students must acquire work permits. Sites must be carefully chosen to ensure safety and to match the needs of individual youth, augment academic learning experiences, and coincide with or stimulate occupational interests. A detailed plan should be provided including a list of potential worksites, skills to be learned, and the total number to be served in this activity. Work experience wages shall not exceed \$7.25 per hour, or the most current minimum wage. The training plan for this activity should be for a minimum of 100 hours and should not exceed 360 hours. Service provider(s) will be required to monitor work sites for compliance and safety, to document participant progress, to resolve problems, to provide counseling, and to identify and record skills learned as a result of this experience. If the provider plans to provide work experience, payment methodology must be explained in detail in the proposal.

- 4) Occupational Skills Training – is 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. Proposers must give priority consideration to training programs that lead to recognized postsecondary credentials that align with in-demand industry sectors or occupations in the local area.

Participants should be encouraged to obtain occupational skills training following high school graduation or, if appropriate, jointly enroll in occupational skills training and high school.

Proposers must identify the provider(s) and the circumstances under which occupational skills training will be accessed, and outline plans for coordinating the provision of occupational skills training by outside providers, i.e., local technical colleges. If the proposer intends to directly provide occupational skills training, a curriculum must be provided, along with other details of the training.

- 5) Education – offered concurrently with and in the same context as workforce preparation. This program element reflects the integrated education and training model and requires integrated education and training to occur concurrently and contextually with workforce preparation activities and workforce training. This program element describes how workforce preparation activities, basic academic skills, and hands-on occupational skills training are to be taught within the same time frame and connected to training in a specific occupation, occupational cluster, or career pathway.
- 6) Leadership Development Opportunities – Leadership Development includes community services and peer-centered activities encouraging responsibility and focusing on other positive social and civic behavior opportunities that encourage responsibility, confidence, employability, self-determination, and other positive social behavior such as:
 - a. Exposure to postsecondary educational possibilities;
 - b. Community and service learning projects;
 - c. Peer-centered activities; including peer mentoring and tutoring;
 - d. Organizational and team work training, including team leadership training;
 - e. Training in decision-making, including determining priorities and problem solving;
 - f. Citizenship training, including life skills training such as parenting and work behavior training;
 - g. Civic engagement activities which promote the quality of life in a community; and
 - h. Other leadership activities that place youth in a leadership role such as serving on youth leadership committees, such as a Standing Youth Committee.

Positive social and civic behaviors are outcomes of leadership opportunities, which are incorporated by local programs as part of their menu of services. Positive social and civic behaviors focus on areas that may include the following:

- a. Positive attitudinal development;
- b. Self-esteem building;
- c. Openness to work with individuals from diverse backgrounds;
- d. Maintaining healthy lifestyles, including being alcohol-and-drug free;
- e. Maintaining positive social relationships with responsible adults and peers, and contributing to the well-being of one's community, including voting;
- f. Maintaining a commitment to learning and academic success;
- g. Avoiding delinquency;
- h. Responsible parenting, including child support education;

- i. Positive job attitudes and work skills; and
- j. Keeping informed in community affairs and current events.

Describe any leadership development opportunities to be provided, including involvement in community service projects, school projects, and clubs with civic responsibility. Leadership development opportunities are rather limited in Southern Georgia, so innovative leadership ideas are encouraged.

- 7) Supportive Services - Are defined as those necessary to assist youth to be successful in achieving their goals and will be made available based on the needs of the individual if other sources of funding or services are not available to assist. It is the responsibility of the service provider to ensure that other sources of supportive services funding are coordinated and accessed prior to utilizing Title I WIOA funds. These supportive services will be available, consistent with WDB policy, through a service provider contract or directly to individuals served, and may include the services listed in WIOA. For reference see *Attachment P: Southern Georgia Supportive Services Policy*.
- 8) Adult Mentoring- Mentoring must occur for a duration of at least 12 months and may occur both during and after program participation. Adult mentoring for youth must:
 - a. Last at least 12 months, be documented, and may take place both during and following exit from the program;
 - b. Be a formal relationship between a youth participant and an adult mentor that includes structured activities where the mentor offers guidance, support, and encouragement to develop the competence and character of the mentee;
 - c. Include a mentor who is an adult other than the assigned case manager.

While group mentoring activities and mentoring through electronic means are allowable as part of the mentoring activities, at a minimum, the youth program must match the youth with an individual mentor with whom the youth interacts on a face-to-face basis.

Mentoring may include workplace mentoring where the local program matches a youth participant with an employer or employee of a company.

If mentoring is to be provided, explain how it will be accomplished, mentor recruitment procedures, plans to match mentors with youth participants, planned mentoring activities, etc. Also, please note that this service might be provided during program participation and follow-up (see #9 below).

- 9) Follow-up Services - In accordance with the Workforce Innovation and Opportunity Act, follow-up services must be provided for a minimum of twelve months after a participant exits the program. Therefore, follow-up services must be provided for twelve months or until the end of the contract period, whichever is sooner. Depending upon the needs of the individual participant, follow-up services are likely to include one or more of the other thirteen program elements including mentoring, guidance and counseling, and leadership development. The proposal should include details of plans for follow-up.
- 10) Comprehensive Guidance and Counseling – Provides individualized counseling to participants. This includes career and academic counseling, drug and alcohol abuse counseling, mental health counseling, and referral to partner programs, as appropriate.

Guidance and counseling is required for every youth participant from the time of registration through the completion of follow-up. The connotation of guidance and counseling in this instance is not clinical therapy. Youth that require or request professional help for a mental, behavioral, substance abuse, or other problem must be referred to an appropriate, licensed, individual or partner agency. When referring participants to necessary counseling that cannot be provided by the proposer/service provider, the proposer/service provider must coordinate with the organization it refers to in order to ensure continuity of service.

In this context, guidance and counseling means establishing a dialogue, giving suggestions and information to aid the youth in decision making and planning for the future, discussing problems and resolutions, goal setting, and other things of this nature in the course of identifying and meeting the needs of the individual. Guidance and counseling will most likely be provided by the staff of the service provider(s) but may sometimes be shared with partner agencies.

- 11) Financial Literacy Education – Financial Literacy Education includes activities which:
- a. Support the ability of participants to create budgets, initiate checking and savings accounts at banks, and make informed financial decisions;
 - b. Support participants in learning how to effectively manage spending, credit, and debt, including student loans, consumer credit, and credit cards;
 - c. Teach participants about the significance of credit reports and credit scores; what their rights are regarding their credit and financial information; how to determine the accuracy of a credit report and how to correct inaccuracies; and how to improve or maintain good credit;
 - d. Support a participant's ability to understand, evaluate, and compare financial products, services and opportunities and to make informed financial decisions;

- e. Educate participants about identity theft, ways to protect themselves from identity theft, and how to resolve cases of identity theft and other ways to understand their rights and protections related to personal identity and financial data;
 - f. Support activities that address the particular financial literacy needs of non-English speakers, including providing the support through the development and distribution of multilingual financial literacy and education materials;
 - g. Provide financial education that is age appropriate, timely, and provide opportunities to put lessons into practice, such as providing access to safe and affordable financial products that enable money management and savings; and
 - h. Implement other approaches to help participants gain knowledge, skills, and confidence to make informed financial decisions that enable them to attain greater financial health and stability by using high quality, age-appropriate, and relevant strategies and channels, including, where possible, timely and customized information, guidance, tools, and instruction.
- 12) Entrepreneurial Skills Training – should provide the basics of starting and operating a small business. Such training must develop the skills associated with entrepreneurship. Some examples of entrepreneurial skill development include, but are not limited to, the ability to:
- a. Take initiative;
 - b. Creatively seeks out and identifies business opportunities;
 - c. Develop budgets and forecast resource needs;
 - d. Develop a customer-centered environment;
 - e. Understand various options for acquiring capital and the tradeoffs associated with each option; and
 - f. Communicate effectively and market oneself and one's ideas.

Approaches to teaching youth entrepreneurial skills include, but are not limited to, the following:

- g. Entrepreneurship education that provides an introduction to the values and basics of starting and running a business. Entrepreneurship education programs often guide youth through the development of a business plan and may also include simulation of business start-up and operation.
- h. Enterprise development which provides support and services that incubate and help youth develop their own business. Enterprise development programs go beyond entrepreneurship education by helping youth access small loans or grants that are needed to begin business operation and by providing more individualized attention to assist in the development of a viable business idea.

13) Labor Market and Employment Information Services – provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services. The Labor Market Area is an economically-integrated geographic area within which individuals can reside and find employment within a reasonable distance or can readily change employment without changing their place of residence.

14) Activities that Prepare for Transition to Post-Secondary Education and Training – include career exploration and research. Proposers are encouraged to provide youth with relevant information and opportunities.

Bidders must propose to provide all fourteen (14) of the above elements as determined to be appropriate for the individual needs of each youth enrolled. The needs of the youth enrolled will be determined by each participant's objective assessment and individual service plan. Bidders should provide a detailed description of each program element, including the specific program elements they intend to provide directly, as well as how they plan to coordinate the provision of any remaining elements. For instance, a proposer may not plan to provide mentoring activities directly, but will utilize the services of a partnering agency or organization to ensure that mentoring is available, when appropriate. Evidence of this type of partnership should be documented in the proposal.

PROPOSAL REVIEW FOR RESPONSIVENESS

Organization's Name: _____

Program: _____

Proposal #: _____

Evaluating for Responsiveness

Immediately following the proposal deadline, all proposals will be reviewed to determine responsiveness to the "Request for Proposal." The following criteria **must** be met for the proposal to be determined responsive:

Proposal Received Prior to Deadline ☐ Yes ☐ No

Proposal is in the Required Format. ☐ Yes ☐ No

Correct Number of Copies Submitted ☐ Yes ☐ No

All Required Signature's Contained in the Proposal ☐ Yes ☐ No

If the answer to any of the above is no, the proposal is deemed unresponsive and no further evaluation will be done. The proposal will **not** be considered for funding.

Comments:

For SGRC use only:

Signature of Reviewer

Date

RATING PANEL INSTRUCTIONS & GUIDELINES

1. You should rate proposals independently using your own judgement. Do not discuss the proposals with other staff members or members of the rating panel.
2. You should be consistent in your ratings.
3. You must rate the proposals based only on the information contained in the proposal using the review criteria provided to you. You may not use your prior knowledge of the proposer to rate the proposal.
4. The proposals you have received have been deemed responsive and your responsibility is to determine if the proposal is competitive.
5. The 0-5 Rating References and Guidelines are to be used to assist you in the rating process; they are not absolute. Proposals will rarely meet the definition for the point value. Also, you may consider other information in the proposal that is related to the review categories (financial management, program management, performance, program design, and cost) even if the information is not specifically listed in the guidelines.

FINANCIAL MANAGEMENT

Rating Reference & Guidelines

<u>Rating Reference</u>	<u>Guidelines</u>
5	The Statement of Financial Capability is complete. The financial management system and internal controls are fully described and strong. Provisions for audits and invoicing procedures are fully explained. Bank and business references are included. There are no questions about the financial system.
4	The Statement of Financial Capability is complete. The financial management system and internal controls are described and acceptable. Invoicing procedures are explained. Bank and business references are included.
3	The Statement of Financial Capability is complete. The financial management system, internal controls, and invoicing procedures are adequate. Bank and business references are included.
2	The Statement of Financial Capability is incomplete. The system, internal controls, and invoicing procedures are provided but do not seem complete. The description of financial management creates some questions. Not enough details.
1	The Statement of Financial Capability is incomplete or not included. The financial management system, internal controls, and invoicing procedures are not acceptable and create some questions.
0	The Statement of Financial Capability is incomplete or not included and the financial management system is not acceptable.

PROGRAM MANAGEMENT

Rating Reference & Guidelines

<u>Rating Reference</u>	<u>Guidelines</u>
5	Proposer has 5+ years experience in providing employment and training services. Staff is qualified and has 5+ years experience in employment and training services and meets Workforce Development Area (WDA) requirements.
4	Proposer has 3-5 years experience in providing employment and training services. Staff is qualified and has 3-5 years experience in employment and training services and meets WDA requirements. Or proposer has 5+ years in successfully working with the population it proposes to serve, and staff will meet WDA requirements.
3	Proposer has 1-3 years experience in providing employment and training services. Staff is qualified and has 1-3 years' experience and meets WDA requirements.
2	Proposer has no experience in employment and training services, but has 1-3 years experience in providing programs where the required service delivery skills are similar. Staff qualifications meet WDA requirements. Organization's history and background indicate capability.
1	Proposer has no experience similar or comparable to employment and training services, but staff exceeds the WDA requirements. Organization capability is questionable.
0	Proposer has no experience similar or comparable to employment and training services and staff does not meet WDA requirements. Organizational capability is questionable.

PERFORMANCE

Rating Reference & Guidelines

<u>Rating Reference</u>	<u>Guidelines</u>
5	Past performance was excellent. Difficult target groups were served with excellent results. Monitoring and audit issues were non-existent or resolved professionally and timely.
4	Past performance was good in relationship to the population served. Monitoring and audit issues were resolved.
3	Past performance was adequate. Monitoring and audit issues were resolved.
2	Performance was not acceptable. Monitoring and audit issues were not resolved timely.
1	Performance is low. Monitoring and audit issues are unresolved and adequate time has been allowed to resolve the issues.
0	Performance is low and there are major monitoring and audit issues outstanding.

PROGRAM DESIGN

Rating Reference & Guidelines

<u>Rating Reference</u>	<u>Guidelines</u>
5	Description of the program design is very clear and easily understood. Explanation of all applicable services and training to be provided is complete, clear, and is consistent with the RFP. Curriculum is fully described and appropriate.
4	Description of the program design is somewhat clear and fairly easy to understand. Explanation of applicable services and training to be provided is clear and consistent with the RFP. Curriculum is generally described and appropriate.
3	Description of the program design is adequate. Explanation of services and training to be provided is adequate and consistent with the RFP. Curriculum is adequately described and appropriate.
2	Program design is complete but weak and lacks detail. Explanation of services and training to be provided is incomplete and weak. Curriculum is not adequately described and appropriate.
1	Program design is incomplete, very weak, and/or does not meet RFP requirements.
0	Insufficient information available or unsuitable program design.

COST

Rating Reference & Guidelines

<u>Rating Reference</u>	<u>Guidelines</u>
5	Cost appears to be a bargain for training/services proposed. Cost per participant and cost per training hour is lowest among the proposals received.
4	Cost appears to be competitive and reasonable for training and services proposed.
3	Cost appears suitable and reasonable for training/services proposed.
2	Cost seems to be high.
1	Cost seems to be unreasonably high. It is the highest cost per participant and cost per training hour among the proposals received.
0	This would be a “rip-off.”

REVIEW CRITERIA

Proposer Name: _____ Program: _____

Proposal #: _____ Total Score: _____

Financial Management Criteria

_____ X 4 = _____

1. Did the proposer include all the requested financial management/budget information?
2. Does the proposer have adequate financial resources?
3. Does the proposer have acceptable internal controls?
4. Was the budget information mathematically correct?
5. Will the accounting system and procedures adequately account for and report financial data?

Program Management Criteria

_____ X 4 = _____

1. Does the proposer have a history of providing employment and training services?
2. Did the proposer include all the requested program management information?
3. Does/will the staff have the necessary qualifications?
4. Do the monitoring procedures ensure that the activities and services will be in compliance with WIOA and the contract?
5. Will the proposer have an office in the Southern Georgia area?

Performance Criteria

_____ X 5 = _____

1. Does the proposer have sufficient educational and job training experience?
2. Was the requested past performance information provided?
3. Does the proposer's past performance indicate the capacity to perform the activities and services described in the proposal?
4. Is the proposed performance equal to or greater than the performance requested in the RFP?
5. Will the activities/services described in the proposal lead to achievement of the required performance measures?

Program Design Criteria

_____ X 4 = _____

1. Did the proposer clearly and completely describe the program design?
2. Were the planned services thoroughly explained?
3. Were the planned training activities thoroughly explained?
4. Did the program design include a combination of services/activities?
5. Did it appear that a needed service or training activity was not included in the program design?

Cost Criteria

_____ X 3 = _____

1. Does the cost seem reasonable?
2. Does the cost per participant compare favorably to other similar proposals?
3. Could the services/activities be provided at the cost proposed?
4. Does the proposed cost seem adequate for the number of individuals to be served?
5. Does any line item in the budget seem unusually high?