

MassHire North Central Workforce Board, Inc.

***REQUEST FOR PROPOSALS
Youth Services
Fiscal Years 2022 and 2023***

Proposal Submission Deadline:

May 7, 2021

No later than 3:00 p.m.

100 Erdman Way, Leominster, MA 01453 (978) 534-1481

Table of Contents

INTRODUCTION.....4

Service Delivery Area.....5

GENERAL INFORMATION.....5

Who Can Apply?.....6

How Can I learn More About the MHNCWB RFP Process?6

STANDARDS6

LIMITATIONS.....7

General Instructions for Preparing and Submitting Proposals8

Format.....8

Signatures9

Affirmative Action Statement.....9

Americans with Disabilities Act9

Grievance Procedures.....9

Audit Requirements9

Labor Laws9

Insurance.....10

Record Retention10

Type of Contract/Allowable Costs..... 10

Program Design/Statement of Work 11

Successful Outcomes/Performance Criteria..... 16

REQUIRED

QUESTIONS.....17

Form 1 Cover Sheet.....20

Form 2.....21

Forms 3 -8.....23

Supplemental Information38

INTRODUCTION

The MassHire North Central Workforce Board, Inc. (MHNCWB) oversees the economic and social welfare of the residents of the North Central area through support of education, training and employment programs and services. This oversight board was first created as the Private Industry Council under the federal Job Training Partnership Act and in 1988 was designated the Workforce Investment Board by state legislation. While the JTPA legislation increased the involvement of the private sector in publicly funded job training, the state legislation increased the oversight and policy making responsibilities of the board in the areas of employment training and retraining. The Workforce Investment Act of 1998 solidified the business, education, and community partnership concept. The proposed services will be funded under the Workforce Investment Act of 1998, P.L. 105-220, 20 USC 9201 and its amendments through Workforce Innovation Opportunity Act (WIOA) of 2014. MHNCWB has been designated by the Mayor of the City of Leominster as the workforce board for the North Central region.

In general, WIOA took effect on July 1, 2015, the first full program year after enactment, unless otherwise noted. The United States Department of Labor (USDOL) published the final WIOA Regulations on 8/19/16 in the Federal Register. Additional youth guidance was issued 3/2016 TEGL No. 21-16 and 8/2017 TEGL No. 10-16 Change 1.

President Barack Obama signed the Workforce Innovation and Opportunity Act (WIOA) Amendments into law on July 22, 2014. WIOA provides amendments to WIA and 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 the Act by a wide bipartisan majority.

The MHNCWB has created a subcommittee, called the Youth Council, to oversee a comprehensive youth development system in the region. The Council is comprised of strategic members who bring programs and resources to the table. It fosters and promotes the well-being of 14-24 year olds in the workforce investment area by linking its programs to form the framework for the system. The Youth Council strives to increase the employability of young people and to expand their employment options. The programs and services solicited by MHNCWB via this Request for Proposals are targeted toward youth who are economically or educationally disadvantaged, unemployed, disabled, or confronting other barriers to employment.

The primary vehicle for accessing WIOA programs and services is through MassHire North Central Career Center.

MHNCWB must approve all WIOA Youth funding awards as a result of this solicitation. The Board consists of representatives from business, labor, education, employment/training, vocational rehabilitation, housing, the Job Corps, community-based organizations, other government agencies, and economic development organizations.

Service Delivery Area

The North Central Massachusetts service area consists of the following 23 cities and towns:

Ashburnham	Clinton	Lancaster	Sterling
Ashby	Fitchburg	Leominster	Templeton
Ayer	Gardner	Lunenburg	Townsend
Barre	Groton	Pepperell	Westminster
Berlin	Harvard	Princeton	Winchendon
Bolton	Hubbardston	Shirley	

GENERAL INFORMATION

As designated by the Mayor of the City of Leominster the MassHire North Central Workforce Board, Inc. administers training and employment programs under the Workforce Investment Act of 1998 and the Workforce Innovation and Opportunity Act of 2014. MHNCWB is inviting interested agencies to submit proposals for delivering Out of School Youth Service programs under WIOA. This Request for Proposals (RFP) is for the period beginning on or after July 1, 2021 and ending on or about June 30, 2022 and for the period of July 1, 2022 and ending on or before June 30, 2023.

It is the intent of MHNCWB to fund programs that help youth who have serious barriers to future employment. Programs funded under this RFP will provide an improved youth program linked more closely to the needs of the local labor market, community youth programs and services, and programs with strong connections between academic and occupational learning. The MassHire North Central Workforce Board, Inc. is seeking youth programs that promote youth development and citizenship, such as leadership development through voluntary community service opportunities; adult mentoring and follow up; pregnancy prevention strategies; and targeted opportunities for youth living in high poverty areas. Special consideration will be given to innovative programs that combine the WIOA fourteen elements in creative ways.

Financial or other obligations (including performance) under this RFP are conditional upon the availability of funds appropriated by the United States Congress, the United States Department of Labor, and the Commonwealth of Massachusetts. MHNCWB reserves the right to terminate or adjust this RFP to conform to available funds.

Who Can Apply?

Public and vocational schools, public and private colleges, training organizations, community-based organizations, faith based organizations, libraries and other experienced training contractors capable of designing and implementing these solicited services.

How Can I learn More About the MHNCWB RFP Process?

The best way to learn about the process is to read all of the material in this RFP and follow the format provided.

To help you complete your proposal and answer any technical questions, a Bidders' Conference will be held:

Time: 3:00 p.m.
Day & Date: Monday, April 5, 2021
Location: MassHire North Central Career Center

STANDARDS

Listed below are the standards by which programs funded or reviewed will be evaluated. These standards were adopted by MHNCWB on February 5, 1990.

Employment, training and education programs should:

1. Outline a plan for aggressive outreach to increase the participation rates of and levels of service to identified target groups such as single mothers, Hispanics, and other minority groups.
2. Provide physical and programmatic accessibility for persons with disabilities.
3. Provide for service to high school dropouts.
4. Include a description of how basic literacy, high school equivalency, and/or ESL needs of participants will be met.
5. Be in occupational areas which are documented as having good job prospects, appropriate for the region, locally accessible, and targeting the needs of both local populations and employers.
6. Include curriculum that addresses computer skills related to the occupational field of training being provided.
7. Provide some form of licensed day care assistance, or information and referral.
8. Include methods for developing and improving post-program performance in job retention, continuation to further educational or vocational training, and other appropriate outcomes.
9. Outline steps taken to foster interagency coordination and cooperation with all appropriate organizations to meet shared goals.

LIMITATIONS

Reviewing a proposal in response to this RFP does not commit MHNCWB to award a contract, to pay any costs incurred in preparation of a proposal in response to this request, or to procure, or to contract for services or supplies. MHNCWB reserves the right to accept or reject any or all proposals received as a result of this request, to negotiate with all qualified sources, or to cancel this solicitation, or to accept or reject any proposal in whole or in part. MHNCWB may request budgetary, technical or other revisions necessary for the consideration of the proposal.

How will MHNCWB Select Programs for Funding?

The proposal represents only one factor in the selection process of service providers and may not be the sole basis for selection of a proposal for funding. Other factors, such as past performance, administering and operating grant funded programs for MHNCWB, may be considered.

The MHNCWB Proposal Review Committee will review and rate each proposal utilizing a Proposal Evaluation Form (See "Supporting Information"). Funding recommendations will be developed for presentation to the MHNCWB at a June meeting. As part of the review process, MHNCWB reserves the right to inspect training sites and equipment, review specific qualifications and relevant capabilities of all personnel; contact any individuals, agencies, or employers listed in the proposal.

What if I Object to the MHNCWB Award Decision?

A copy of the MHNCWB Impartial Review and Approval Process, including a copy of the Appeals Policy and Process, is available upon request. Dissatisfaction with the results of a funding, referral or other decision of MHNCWB is not grounds for an appeal. However, any person or organization believing that MHNCWB have violated the Impartial Review Process may appeal.

What is the Application Process?

If you are interested in applying for this RFP you must submit one typed unbound original proposal containing original signatures by an authorized representative of the proposing organization, seven (7) copies of the proposal and an electronic copy to:

Mary Chase
MassHire North Central Workforce Board, Inc.
100 Erdman Way
Leominster, MA 01453

Deadline for submission is May 7, 2021 at 3:00 p.m. **Proposals received after 3:00 p.m. will not be considered for funding and will be returned without review.**

General Instructions for Preparing and Submitting Proposals

All proposals, regardless of program design, must describe as specifically and clearly as possible all program activities/tasks, the objective measurement of such and the knowledge, skills and abilities to be acquired.

Acceptable proposals will conform to the conditions and specifications contained in the RFP, the requirements of WIOA, and all federal regulations there under. It is the proposers' responsibility to be familiar with these documents during the proposal development. Supplemental contracting information may be found in the "Supporting Information" section of this RFP.

Please keep these points in mind while developing the proposal:

- Providers are expected to offer eligible youth a comprehensive array of services ensuring youth access to all fourteen elements required under the Workforce Investment Act.
- Services must be designed to include follow-up for a minimum of twelve months.
- Paid and unpaid work experience represents one of the fourteen allowable activities. A minimum of 20% of funds awarded must be spent on a work experience. This includes wages and stipends paid to participants, staff time working to identify and develop work experience opportunity (including staff time spent with employers), employer and participant orientation time and classroom training that directly relates to the work experience. The cost of participant wages and fringe will not be included in your budget.
- Work experience must be linked directly to academic and occupational learning. Documentation will be required to support these connections.
- Providers that do not offer all fourteen components must describe how youth will access activities offered by other agencies (e.g. concrete plans for referral, tracking, competency attainment, and 12 months of follow-up).
- As this is a two year funding opportunity, second year goals and budget will be determined based on local area allocations. To receive year two funding, the program must have met all performance goals.

Format

Please follow the format outlined in this Request for Proposals. Clarity and completeness will influence the proposal evaluation. To ensure that proposals are reviewed equitably, bidders should adhere to the following guidelines using the forms and questions provided in this packet. This format will allow for an objective review and evaluation of program quality and content.

All proposals must be typed on 8 1/2 x 11 inch paper, and all pages should be numbered consecutively. No changes, modifications, additions or deletions in the proposal submitted to the MHNCWB, Inc. will be accepted after the deadline for submitting a proposal has passed and prior to contract negotiation. MHNCWB reserves the right to reject any or all proposals received as a result of this RFP, if it is deemed in the best interest of the local workforce board to do so.

Signatures

An official authorized to contractually bind the organization must sign the proposal. The proposal must provide name, title, address, and telephone number of the individual(s) with the authority to negotiate and contractually bind the bidder. This person should be available during the period of proposal evaluation.

For educational organizations, this means the superintendent of a school district or a president of a college, or an executive officer designated by them.

Affirmative Action Statement

No person shall, on the grounds of race, color, religion, sex, age, handicap, religious beliefs, national origin, citizenship, political affiliation or belief, or sexual preference, be discriminated against or denied training opportunities as a participant, or be denied employment as an administrator or staff person, in connection with any program funded by MHNCWB, Inc. Organizations chosen for funding may be required to submit documentation relative to affirmative action and equal opportunity policies.

Americans with Disabilities Act

The ADA "prohibits discrimination on the basis of disability against individuals with disabilities". All contractors are required to comply with the American Disabilities Act. Contractors needing technical assistance may contact the MHNCWB, Inc. Affirmative Action Officer for a copy of the Americans with Disabilities Technical Assistance Manual.

Grievance Procedures

Any appeal of any action as a result of the RFP must comply with the grievance procedures of MassHire North Central Workforce Board, Inc. and comply with Mass Workforce Issuance 100DCS 03.101.2 Unified Complaint Process. All contractors will be required to explain this procedure to each applicant during the intake process.

Audit Requirements

All agencies must provide an audit issued pursuant to 2 CFR 200 Subpart F – Audit Requirements – is issued pursuant to the Single Audit Act Amendments of 1996, (31 U.S.C. §§ 7501-7507). It sets forth standards for obtaining consistency and uniformity among Federal agencies for the audit of non-Federal entities expending Federal awards. These provisions also describe the policies and procedures for Federal awarding agencies and pass through entities when using the results of these audits. Reference Mass Workforce Issuance 100 DCS 01.103 (copies available upon request).

Labor Laws

All activities must comply with applicable state and federal labor laws (e.g. working hours, work conditions, use of equipment and the like). MassHire North Central Workforce Board, Inc. reserves the right to impose further restrictions on activities that it considers inappropriate.

Work permits or Certificates of Age are required where applicable.

Insurance

All contractors are required to carry liability insurance and to provide a copy of the policy to MHNCWB, Inc.

Record Retention

The Contractor will keep full and detailed accounts and records as may be necessary for the proper financial management under this Contract and shall retain financial, statistical, property and participation records for a period not less than four years.

Records Inspection/Examination

The Contractor agrees that at any time during normal business hours and as often as the Agency deems necessary, on five working days notice and in such a manner as not to interfere with the normal business operation of the Contractor, the Agency, MassHire Division of Career Services/EOEA, DOL, General Accounting Office or any of their duly authorized representatives shall, until the expiration of six years after the date of submission of the final expenditure report under this Contract, have the right to examine or audit any pertinent books, documents, papers and records of the Contractor involving transactions related to this Contract, the right to interview employees of the Contractor with respect to transactions related to this Contract and the right to enter the premises of the Contractor at all reasonable times in order to have access to such books, documents, papers, records and employees.

If prior to the expiration of the four year retention period, any litigation or audit is begun or a claim is instituted involving the grant or agreement covered by the records of the Contractor, the Contractor shall retain the records beyond the six year period until the litigation, audit findings or claim has been finally resolved. The records must be kept for six years after final action has been taken.

Without limiting the Agency's other legal remedies, in the event that the Contractor fails to comply with this provision, the parties agree that the Agency may obtain specific performance of the clause through the courts.

Type of Contract/Allowable Costs

MassHire North Central Workforce Board, Inc. has the responsibility to ensure that contracted costs are both reasonable and necessary. All costs associated with this proposal must be clearly detailed in the Budget Summary and must be completed by cost categories: Administration and Training Services. Please refer to "Supporting Information" for definitions. In addition, please note:

- MHNCWB, Inc. assumes no liability for any expenses incurred either with connection to the preparation of proposals in response to this RFP, or prior to the execution date of the contract.
- Profit charged to the proposals by private for-profit entities must be fair and reasonable and will be reviewed in conjunction with the requirements of 20 CFR Section 627.420(e) (3), U. S. Department of Labor Final Rule.
- Each organization that submits a proposal must be capable of supporting its own operation.
- There will be no advance payments.

The approval of a proposal by MHNCWB, Inc. does not provide approval for any proposed unit costs or for any specific terms and conditions. Representatives of the proposer and MHNCWB, Inc. will negotiate these details after a complete review and discussion of the proposed program and costs. Proposals should outline costs and activities by year. Approved proposals will be re-negotiated at the end of year one. Selected proposals will receive an initial award for FY 2022, FY 2023 awards will be issued in May or June of 2022.

Contracts awarded as a result of this RFP will be on a cost reimbursement basis. There will be a ten percent (10%) holdback for performance.

Program Design/Statement of Work

Youth activities under WIOA will be part of a systematic approach to offer youth coordinated and comprehensive services. Rather than continuing separate, categorical programs and activities, Youth Councils will facilitate the provision of a menu of services specific to a youth's individual needs. Services should be provided in any combination during a youth's development. The static system of enrolling a youth in an activity and attaining one result is replaced by a dynamic system where a young person's education and workforce needs are addressed throughout his/her youth years.

Successful bidders to this RFP must demonstrate the capacity to successfully recruit, assess and provide the essential elements to eligible out of school youth.

1. The training period for year one is anticipated to be July 1, 2021 through June 30, 2022; year two is anticipated to be July 1, 2022 through June 30, 2023.
2. The target population group for this proposal is an individual who meet the term "out-of school youth" under WIOA shall mean an individual who is:
 - Not attending any school;
 - Not younger than 16 or older than 24; and
 - One or more of the following:
 - A high school drop out
 - A youth who is within the age of compulsory school attendance, but has

not attended school for at least the most recent complete school year calendar quarter.

- A recipient of a secondary school diploma or its recognized equivalent who is low income and is
 - Basic skills deficient; or
 - An English language learner;
 - An individual who is subject to the juvenile or adult justice system
 - A homeless individual (as defined by the Violence Against Women Act of 1994, a homeless child or youth as defined by the McKinney Vento Homeless Assistance Act, a runaway, in foster care or had aged out of the foster care system, a child eligible for assistance under Section 477 of the Social Security Act or in an out of the home placement).
 - An individual who is pregnant or parenting
 - A youth who has a disability
 - A low income individual who requires additional assistance to enter or complete an educational program or secure or hold employment.
3. The Responder will be responsible for the recruitment of eligible youth. To be eligible to participate in activities carried out under WIOA during any program year and individual shall, at the time the eligibility determination is made, be an out-of school youth. MHNCWB, Inc. staff will determine eligibility.
4. The proposers must ensure that the proposal provides a framework which will:
- (1) Provide an objective assessment of each youth participant, that meets the requirements of WIOA and includes a review of the academic and occupational skill levels, as well as the service needs, of each youth;
 - (2) Develop an Individual Service Strategy in accordance with policy 100 DCS 19.107 for each youth participant that meets the requirements of WIOA section 129(a)(1)(B). The ISS represents an individual plan for each young person and requires that all eligible youth have an ISS that directly links to one or more of the performance measures, identifies career pathways that include education and employment goals, appropriate achievement objectives, and appropriate services for the participant taking into account objective assessments;
 - (3) Provide preparation for postsecondary educational opportunities, provide linkages between academic and occupational learning, provide preparation for employment, and provide effective connections to intermediary organizations that provide strong links to the job market and employers.
5. An explanation outlining delivery of services to participants with disabilities will be required as part of the RFP questions. MassHire North Central Workforce Board, Inc. welcomes and encourages proposers to submit training program

designs that are innovative, non-traditional and "hands-on" in their approach. Special consideration will be given to programs that are designed to instruct and enhance basic skills in an applied work environment (**Functional Context Instruction**).

The successful program design framework shall -

- (A) Provide an objective assessment of the academic levels, skills, and service needs of each participant. Assessments shall include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs of participants for the purpose of identifying appropriate services and career pathways.
- (B) Include the development of service strategies for each participant that is directly linked to one or more of the performance indicators. Performance indicators include placement in employment, education, training, attainment of a credential, and in program skills gain. Service strategies shall also identify career pathways that include education and employment goals (including in appropriate circumstances, nontraditional employment), appropriate achievement objectives, and appropriate services for the participant taking into account results of the objective assessment.
- (C) Provide -
 - Activities leading to the attainment of a secondary school diploma or its recognized equivalent, or a recognized postsecondary credential;
 - preparation for postsecondary educational and training opportunities;
 - strong linkages between academic instruction and occupational education that lead to the attainment of recognized postsecondary credentials;
 - preparation for unsubsidized employment opportunities, in appropriate cases;
 - effective connections to employers, including small employers, in in-demand industry sectors and occupations of the local and regional labor markets.
- (D) At the discretion of the Local Board, implement a pay-for-performance contract strategy for program elements described below, for which the Local Board may reserve and use not more than 20 percent of the total funds allocated to the local area.

Program Service Elements

Eligible providers of the required 14 program service elements must be identified through grants or contracts awarded on a competitive basis as required in WIOA Sec. 123. In order to support the attainment of a secondary school diploma or its recognized

equivalent, entry into postsecondary education, and career readiness for participants, service providers shall provide services consisting of the following elements:

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 school services, or dropout recovery services, as appropriate;
3. paid and unpaid work experiences that have as a component academic and occupational education, which may include:
 - summer employment opportunities and other employment opportunities available throughout the school year;
 - pre-apprenticeship programs;
 - internships and job shadowing; and
 - on-the-job training opportunities;
4. occupational skills training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupation in the local area involved;
5. comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate;
6. leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate;
7. supportive services;
8. adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months;
9. follow-up services for not less than 12 months after the completion of participation, as appropriate;
10. financial literacy education;
11. entrepreneurial skills training;
12. services that 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;

13. activities that help youth prepare for and transition to postsecondary education and training;
14. education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.

Not every youth will require every service. The successful proposer will have the discretion to determine what specific program services will be provided to a youth participant, based on each participant's objective assessment and individual service strategy. However, all services must be available to all youth as indicated on the Individual Service Strategy. If the bidder is partnering with one or more agencies, a clear plan must describe how youth will access services provided by each partner (including referral, tracking of activity and competency attainment, and 12 months follow up services, etc.).

For those programs where it is appropriate, MassHire North Central Workforce Board, Inc. is requesting the proposer include in their plans the placement of job ready youth into private sector employment situations. This plan should describe how youth will be judged ready for employment, and how the responder will develop the private sector jobs into which the youth will be placed. In addition, the responder must fully detail how the academic enrichment portion of the summer component will interface with private sector employment.

The proposer shall provide a curriculum for each training course(s) that includes:

- a. The length of the training course in terms of days, weeks and hours;
- b. Diagnostic testing which will define the participants' specific educational deficiencies (e.g. TABE Battery & Prescriptions, ABLE, WRAT, etc.);
- c. Methodology to be utilized in creating/assigning work-study plans;
- d. Training modules and counseling approaches;
- e. Teacher/student ratio;
- f. The skills, knowledge, attitude and behavior to be taught;
- g. The levels of achievement to be attained which will enhance the youth's employability and opportunities for work experience.

The proposer will include in the training plan appropriate time to administer the TABE Test or other nationally normed test instruments as the means for measuring competency attainment. **The specific test to be administered will be identified by the proposer, and used as both the pre and post-test.**

Programs may provide youth with a stipend for job shadowing and/or work experience components or an incentive payment for attendance. Please attach a detailed incentive plan. Please include the anticipated hours for each student per week as well as total number of weeks. Amount of monthly payments for attendance will be negotiated and based on funding availability.

Successful Outcomes/Performance Criteria

The WIOA Performance Indicators Fiscal Year 2020 are:

1. Placement in Employment/Education 2nd Qtr. after exit 81%
2. Placement in Employment/Education 4th Qtr. after exit 73.5%
3. Credential Attainment (up to 1 year after exit) 70.5%

Total positive outcomes must equal or exceed performance goals as set by the state.
(NOTE: these goals have not yet been approved for 2021 or 2022).

Request for Proposals

REQUIRED QUESTIONS

PLEASE ADDRESS THE FOLLOWING QUESTIONS IN YOUR PROPOSAL

Organizational Summary: Provide your organization's vision and mission statement. Provide a description of your organization and a statement of its qualifications for running an Out-of School (OSY) Program including number of years in operation. Describe how your organization has delivered comprehensive youth programs and/or has partnered with other organizations to deliver the services. The roles and contribution of staff and collaborative organizations must be clearly defined and linked to specific objects and tasks. All Job descriptions and resumes of existing staff are required.

Program Summary: Summarize the overall design of your program. Highlight the strengths of your proposed program and how it will contribute to the overall goals of serving youth who are WIA eligible. Please limit this section to one page.

Demonstrated Successful Performance: Describe your past experience in serving out-of-school youth, especially low income and target populations described in this RFP. Include any discussion about how you developed your program model, including where this model may have worked successfully in the past. Also describe your experience collaborating with other community organizations, businesses and/or school districts in serving youth and addressing their workforce development needs.

Program Design/Components

Describe your recruitment process and how you will ensure enrollment of youth that meet the target population.

Describe how the education and occupational skills training will be delivered to the youth. Please provide a detailed description of each of the fourteen elements, how they will be delivered, who will be delivering the services, and how they will prepare youth for employment in the local labor market. Training that leads to employment in a STEM (Science, Technology, Engineering and Mathematics) careers will receive priority. Please describe how training will meet local employer needs and bridge the skills gap.

Please describe the characteristics of the youth you will serve and the needs you will address. Please be as specific as possible in describing who you will include and not include, and why. Include the number of participants you expect to serve and the capacity of your proposed program. Please include in your plan a description of how you will provide outreach.

Describe in detail how you will accomplish drop-out retrieval and successfully enroll them in a program which will provide for High School graduation, or the attainment of a HiSET Certificate (High School Equivalency).

MassHire North Central Workforce Board, Inc. is particularly interested in programs that provide, where appropriate, the attainment of a secondary school diploma or its equivalent, coupled with apprenticeship, advanced occupational training or employment.

Tell us about the specific product you are offering as a service to specific participants.

Do not describe the program in general; rather, explain:

- (a) What you are actually going to do;
- (b) How and why the service will achieve the results stated, including the instructional method and curriculum;
- (c) Any special strengths or features, which make your service different from similar programs available in the area (e.g. teacher/student ratio, participant schedule);
- (d) What provisions you will make to serve special needs participants;
- (f) Where services will be provided ;service site(s), will you provide transportation and/or free lunch;
- (g) The methodology you plan to use in determining which of the 14 core services participants will be enrolled in. Detail how youth will access any service indicated by their ISS (how they move from one activity to another and how this will be documented including tracking of activity, skill attainment, follow-up, etc.).

All programs must include a job readiness, entrepreneurial skills training, and financial literacy component. Please describe how these components will be included in program activities.

WIOA places an emphasis on the development of Career Pathways. In accordance with Sec. 107 (d)(5), "The Local Board, with representatives of secondary and postsecondary education programs, shall lead efforts in the local area to develop and implement career pathways within the local area by aligning the employment, training, education, and supportive services that are needed by adults and youth, particularly individuals with barriers to employment." The Regional Blueprint can be found at www.masshirenorthcentralwb.com, and identifies the region's key skills gap priority industries.

Please describe your organizations ability to provide Career Pathways for youth. Employer engagement is a critical component for developing Career Pathways. Local areas should take into account Labor Market Information (LMI) data when considering career pathway industry and design.

Career Pathways should be designed to transition youth from education to the workforce. Career Pathways are an integrated collection of programs and services

intended to develop a youth's core academic, technical and employability skills, provide them with continuous education, training and placement into high-demand jobs.

The term "Career Pathway" means a combination of rigorous and high-quality education, training, and other services that:

- * align with the skill needs of industries in the economy of the State or regional economy involved;
- * prepare individuals to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships;
- * include counseling to support an individual in achieving education and career goals;
- * include, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- * organize education, training and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- * enable an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and
- * help an individual enter or advance within a specific occupation or occupational cluster.

Describe current or proposed linkages with community organizations, state agencies and employers.

Do you have an approved Affirmative Action Plan? In addition, briefly describe your conflict of interest/standards of conduct policy.

How much money will you need and how will you spend it?

Please complete two sets of Form 3 Budget Forms one for FY 22 and one for FY 23. In preparing your budget request, remember... in general, MHNCWB, Inc. will favor proposals in which the highest proportion of monies can be shown to add direct value to a service offered to youth.

A detailed budget narrative should be attached to your budget pages. Include an explanation of your overhead rate. You must indicate if you are using the 10% DeMinimis rate or if you will be requesting an approved rate from MHNCWB, Inc. Additionally, if you agency has an approved overhead rate, please attach a copy of said approval. Agencies recommended for funding will be required to submit an agency wide Cost Allocation Plan and a breakdown between direct and indirect administrative and program costs.

PROPOSAL APPLICATION AND CERTIFICATIONS

A complete application will consist of responses to the forms contained within this section. Each form/schedule is to be completed in accordance with the instructions as contained on the forms. Each form must be addressed with a response, or an indication the form is not applicable (NA) to the proposal. All certifications are to be on the forms provided.

**2022/2023 REQUEST FOR PROPOSALS
YOUTH SERVICES PROGRAM
COVER PAGE**

A. AGENCY

Agency Head: _____

Title: _____

Agency Name: _____

Address: _____

Telephone: _____

Agency Type: (Please ✓)

For Profit _____ Not for profit _____

IRS 501(c)(3) Certificate:

Certificate in Place _____ Certificate Pending _____

Program Lead Person: _____

Program Name: _____

Address: _____

Telephone: _____

C. PROPOSAL

Funds Requested: _____

Projected # Participants: _____

TOTAL NUMBER OF TRAINING HOURS PER STUDENT: _____

Organizational Information and Certifications

1. Name of Organization: _____
2. Address: _____
3. Telephone: _____
4. Contact Person: _____
5. Federal Employer ID No.: _____

The proposer's organization operates as:
 an individual, a partnership,
 a public agency (specify):
 a corporation incorporated under the laws of the State of
 other (specify):

7. Check to indicate if your organization is:
 community-based organization (CBO) minority-owned enterprise
 female-owned enterprise.

8. The proposer's organization is a:
 not-for-profit for profit

9. The proposer certifies as explained on the attached, that:

	Without Exception	With Exception
a. it has no outstanding liens, claims, debts, judgments or litigation pending against it which would materially affect its programmatic or financial abilities to implement and carry out its proposed program;	_____	_____
b. it is current in its payment of applicable federal, state and local taxes;	_____	_____
c. it is free and clear of any questioned or excepted audited costs or management and financial practices;	_____	_____
d. it is not currently under probation or suspension status from any regulatory agency it is governed by;	_____	_____
e. its costs and pricing data submitted with this proposal are representative of only those reasonable, allowable, and allocable costs necessary for carrying out its proposed program;	_____	_____

f. it understands the requirements of this RFP, the WIOA and its promulgated rules and regulations; _____

g. it has not been debarred by an action of any governmental agency; _____

h. it is authorized to submit this proposal in accordance with the policies of its governing body; and; _____

i. the information contained herein is true and correct to the best of its knowledge. _____

*(If any of the above questions are answered **with exception**, please explain in full on an attached sheet)*

By my signature, I certify I am empowered to act on behalf of the proposing organization in submitting this proposal.

Authorized Signature

Date

Name & Title of Certifying Representative

Form 3

MassHire North Central Workforce Board, Inc.

Summary Budget Request

Agency Name: _____

Category Charge To:	Request	In-Kind Contribution	Total
1. Personnel – Salaries & Fringe Benefits			
2. Travel/Transportation			
3. Building Space			
4. Utilities - Phone, Electric, other			
5. Postage			
6. Materials/Supplies			
7. Printing			
8. Advertising			
9. Other Expenses			
10. Total			
11. Number of Participants Served			
12. Cost per Participant (# Participants/Total)			

MassHire North Central Workforce Board, Inc.

Summary Budget Request – Personnel

Agency Name: _____

Personnel – Salaries	Request	In Kind	Total
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
Total Salaries			
Total Benefits			
Grand Total Salaries & Benefits			

Please provide an explanation of what costs are included in the benefit line and how it was calculated:

MassHire North Central Workforce Board, Inc.

Summary Budget Request - Travel/Transportation

Agency Name: _____

Travel Transportation	Request	In Kind	Total
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
Total Transportation			

Please provide an explanation of what costs are included in the Total line and how it was calculated:

MassHire North Central Workforce Board, Inc.

Summary Budget Request - Building Space

Agency Name: _____

Building Space	Request	In Kind	Total
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
Total Cost of Space			

Please provide an explanation of what costs are included in the Total line and how it was calculated:

MassHire North Central Workforce Board, Inc.

Summary Budget Request - Utilities

Agency Name: _____

Utilities	Request	In Kind	Total
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
Total Cost of Utilities			

Please provide an explanation of what costs are included in the Total line and how it was calculated:

MassHire North Central Workforce Board, Inc.

Summary Budget Request - Postage

Agency Name: _____

Postage	Request	In Kind	Total
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
Total Cost of Postage			

Please provide an explanation of what costs are included in the Total line and how it was calculated:

MassHire North Central Workforce Board, Inc.

Summary Budget Request - Materials/Supplies

Agency Name: _____

Materials/Supplies	Request	In Kind	Total
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
Total Cost of Material/Supplies			

Please provide an explanation of what costs are included in the Total line and how it was calculated:

MassHire North Central Workforce Board, Inc.

Summary Budget Request - Printing

Agency Name: _____

Printing	Request	In Kind	Total
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
Total Cost of Printing			

Please provide an explanation of what costs are included in the Total line and how it was calculated:

MassHire North Central Workforce Board, Inc.

Summary Budget Request - Advertising

Agency Name: _____

Advertising	Request	In Kind	Total
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
Total Cost of Advertising			

Please provide an explanation of what costs are included in the Total line and how it was calculated:

MassHire North Central Workforce Board, Inc.

Summary Budget Request - Other Expenses

Agency Name: _____

**NOTE IF YOU HAVE AN APPROVED
OVERHEAD RATE, PLEASE ATTACH
A COPY**

Other Expenses	Request	In Kind	Total
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
Total Other Expenses			

Please provide an explanation of what costs are included in the Total line and how it was calculated:

Form 4 _____

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, AND OTHER MATTERS

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

Proposer

Name and Title of Certifying Representative

Authorized Signature

Date

CERTIFICATION REGARDING LOBBYING

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

1. No Federal appropriated funds have been paid, by or will be paid by, 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, and officer or employee 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, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

2. If any other than Federal appropriate 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, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form--LL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

3. The undersigned shall require that the language of this certification can be included in the award documents for all sub-awards at all tiers (including subcontracts, sub-grants and contracts under grants, loan, 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, US 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.

Proposer

Name and Title of Certifying Representative

Authorized Signature

Date

CERTIFICATION REGARDING A DRUG-FREE WORKPLACE

I, _____, an authorized representative of the Proposer, do hereby make the following certification with respect to the execution of responsibilities assigned to the MHNCWB, Inc., by the Workforce Investment Act, and the Drug-Free Workplace Act of 1988. The Proposer will:

- a. Publish a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the Proposer's workplace and specifying actions that will be taken against employees for violation of such prohibition;
- b. Establish a drug-free awareness program to inform employees about:
 - 1. The dangers of drug abuse in the workplace;
 - 2. The Proposer's policy of maintaining a drug-free workplace;
 - 3. Any available drug counseling, rehabilitation, and employee assistance programs; and
 - 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- c. Make it a requirement that each employee to be engaged in the performance of the contract be given a copy of the statement required by paragraph (a) of this certification;
- d. Notify the employees in the statement required by paragraph (a) of this certification that, as a condition of employment under the grant, the employee will:
 - 1. Abide by the terms of the statement; and
 - 2. Notify the Proposer of any criminal drug statute conviction, for a violation occurring in the workplace, no later than five days after such conviction; and
- e. Notify the MHNCWB, Inc. within 10 days after receiving notice under this subparagraph (d)(2), from an employee or otherwise receiving actual notice of such conviction;
- f. Take one of the following actions, within 30 days of receiving notice under the subparagraph (d)(2), with respect to any employee who is so convicted:
 - 1. Take appropriate personnel action against such an employee, up to and including termination; or
 - 2. Require such employee to participate in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, Local health, law enforcement, or other appropriate agency;
- g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

Proposer

Name and Title of Certifying Representative

Authorized Signature

Date

FORM 7

STAFF TIME SCHEDULE (example)

Staff Name:

(if unknown who will fill this position, note as vacant)

Position:

Scheduled days:

Daily Hours:

Number of Weeks:

Direct student contact hours (included in above):

FORM 8

STUDENT SCHEDULE

Scheduled hours and times per day

Daily Activities

(This form will be used to judge total contact hours with a student and as well as anticipated daily activities; it is understood that not all students will require all activities.)

Outline a typical plan of service for in-school and/or out-of school youth, including kinds of activities provided on a weekly basis, the number of hours youth would participate in each activity, and the total contact hours you would have with a youth on a weekly basis.

REQUEST FOR PROPOSALS SUPPLEMENTAL INFORMATION

**Proposal Rating Forms
WIOA Law
Definitions
TEGL No 21-16**

MHNCWB Proposal review rating sheet
WIOA FY 2022-23 Out of School RFP

Program Name:
Reviewer Name:
Signature:

Use the rating scale to select the quality number.

A. Program Management/Capacity: (30 points)	
Mission statement, description qualifications to run an OSY program (10)	
Ability to accomplish goals (10)	
Staffing - background, experience (10)	
B. Program Design (110)	
Clear evidence of recruitment, referrals, case management and reporting (10)	
Assessment and Individual Service Strategy Process (10)	
Does proposal cover all fourteen elements? How will these services be delivered? By whom? (40)	
Does proposal offer a career pathway (s) for youth? (40)	
Nationally recognized credential? If occupational skills is employer need supported by LMI information? (10)	
C. Budget (20)	
Is the budget accurate and reasonable? (20)	
Total	

Total Available points 160

DEFINITIONS

ADMINISTRATIVE COSTS.—The term “administrative costs” means expenditures incurred by State boards and local boards, direct recipients (including State grant recipients under subtitle B of title I and recipients of awards under subtitles C and D of title I), local grant recipients, local fiscal agents or local grant subrecipients, and one-stop operators in the performance of administrative functions and in carrying out activities under title I that are not related to the direct provision of workforce investment services (including services to participants and employers). Such costs include both personnel and nonpersonnel costs and both direct and indirect costs.

ADULT.—Except as otherwise specified in section 132, the term “adult” means an individual who is age 18 or older.

ADULT EDUCATION; ADULT EDUCATION AND LITERACY ACTIVITIES.—The terms “adult education” and “adult education and literacy activities” have the meanings given the terms in section 203.

AREA CAREER AND TECHNICAL EDUCATION

SCHOOL.— The term “area career and technical education school” has the meaning given the term in section 3 of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2302).

BASIC SKILLS DEFICIENT.—The term “basic skills deficient” means, with respect to an individual—

A) who is a youth, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or

B) who is a youth or adult, that the individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society.

CAREER AND TECHNICAL EDUCATION.—The term “career and technical education” has the meaning given the term in section 3 of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2302).

CAREER PATHWAY.—The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that— aligns with the skill needs of industries in the economy of the State or regional economy involved; prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C.50 et seq.) (referred to individually in this Act as an “apprenticeship”, except in section 171);

includes counseling to support an individual in achieving the individual’s education and career goals;

includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;

enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and

helps an individual enter or advance within a specific occupation or occupational cluster.

CAREER PLANNING.—The term “career planning” means the provision of a client-centered approach in the delivery of services, designed to prepare and coordinate comprehensive employment plans, such as service strategies, for participants to ensure access to necessary workforce investment activities and supportive services, using, where feasible, computer-based technologies; and to provide job, education, and career counseling, as appropriate during program participation and after job placement.

CHIEF ELECTED OFFICIAL.—The term “chief elected official” means— the chief elected executive officer of a unit of general local government in a local area; and in a case in which a local area includes more than 1 unit of general local government, the individuals designated under the agreement described in section 107(c)(1)(B).

COMMUNITY-BASED ORGANIZATION.—The term “community-based organization” means a private nonprofit organization (which may include a faith-based organization), that is representative of a community or a significant segment of a community and that has demonstrated expertise and effectiveness in the field of workforce development.

COMPETITIVE INTEGRATED EMPLOYMENT.—The term “competitive integrated employment” has the meaning given the term in section 7 of the Rehabilitation Act of 1973 (29 U.S.C. 705), for individuals with disabilities.

CORE PROGRAMS.—The term “core programs” means a program authorized under a core program provision.

CORE PROGRAM PROVISION.—The term “core program provision” means—chapters 2 and 3 of subtitle B of title I (relating to youth workforce investment activities and adult and dislocated worker employment and training activities); title II (relating to adult education and literacy activities); sections 1 through 13 of the Wagner-Peyser Act (29 U.S.C. 49 et seq.) (relating to employment services); and title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.), other than section 112 or part C of that title (29 U.S.C. 732, 741) (relating to vocational rehabilitation services).

CUSTOMIZED TRAINING.—The term “customized training” means training that is designed to meet the specific requirements of an employer (including a group of employers); that is conducted with a commitment by the employer to employ an individual upon successful completion of the training; and for which the employer pays a significant portion of the cost of training, as determined by the local board involved, taking into account the size of the employer and such other factors as the local board determines to be appropriate, which may include the number of employees participating in training, wage and benefit levels of those employees (at present and anticipated upon completion of the training), relation of the training to the competitiveness of a participant, and other employer-provided training and advancement opportunities; and in the case of customized training (as defined in subparagraphs (A) and (B)) involving an employer located in multiple local areas in the State, a significant portion of the cost of the training, as determined by the Governor of the State, taking into account the size of the employer and such other factors as the Governor determines to be appropriate.

DISLOCATED WORKER.—The term “dislocated worker” means an individual who has been terminated or laid off, or who 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, to the appropriate entity at a one-stop center referred to in section 121(e), attachment to the workforce, but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an employer that were not covered under a State unemployment compensation law; and is unlikely to return to a previous industry or occupation; has been terminated or laid off, or 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; is employed at a facility at which the employer has made a general announcement that such facility will close within 180 days; or for purposes of eligibility to receive services other than training services described in section 134(c)(3), career services described in section 134(c)(2)(A)(xii), or supportive services, is employed at a facility at which the employer has made a general announcement that such facility will close; was self-employed (including employment as a farmer, a rancher, or a fisherman) but is unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters; is a displaced homemaker; or is the spouse of a member of the Armed Forces on active duty (as defined in section 101(d)(1) of title 10, United States Code), and 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 the spouse of a member of the Armed Forces on active duty and who meets the criteria described in paragraph (16)(B).

DISPLACED HOME-MAKER.—The term “displaced home-maker” means an individual who has been providing unpaid services to family members in the home and who has been dependent on the income of another family member but is no longer supported by that income; or

is the dependent spouse of a member of the Armed Forces on active duty (as defined in section 101(d)(1) of title 10, United States Code) and whose family income is significantly reduced because of a deployment (as defined in section 991(b) of title 10, United States Code, or pursuant to paragraph (4) of such section), a call or order to active duty pursuant to a provision of law referred to in section 101(a)(13)(B) of title 10, United States Code, a permanent change of station, or the service-connected (as defined in section 101(16) of title 38, United States Code) death or disability of the member; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

ECONOMIC DEVELOPMENT AGENCY.—The term “economic development agency” includes a local planning or zoning commission or board, a community development agency, or another local agency or institution responsible for regulating, promoting, or assisting in local economic development.

ELIGIBLE YOUTH.—Except as provided in subtitles C and D of title I, the term “eligible youth” means an in-school youth or out-of-school youth.

EMPLOYMENT AND TRAINING ACTIVITY.—The term “employment and training activity” means an activity described in section 134 that is carried out for an adult or dislocated worker.

ENGLISH LANGUAGE ACQUISITION PROGRAM.—The term “English language acquisition program” has the meaning given the term in section 203.

ENGLISH LANGUAGE LEARNER.—The term “English language learner” has the meaning given the term in section 203.

GOVERNOR.—The term “Governor” means the chief executive of a State or an outlying area.

IN-DEMAND INDUSTRY SECTOR OR OCCUPATION--The term “in-demand industry sector or occupation” means an industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the State, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors; or an occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate.

DETERMINATION.—The determination of whether an industry sector or occupation is in-demand under this paragraph shall be made by the State board or local board, as appropriate, using State and regional business and labor market projections, including the use of labor market information.

INDIVIDUAL WITH A BARRIER TO EMPLOYMENT --

The term “individual with a barrier to employment” means a member of 1 or more of the following populations:

Displaced homemakers.

Low-income individuals.

Indians, Alaska Natives, and Native Hawaiians, as such terms are defined in section 166.

Individuals with disabilities, including youth who are individuals with disabilities.

Older individuals

Ex-offenders

Homeless individuals (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), or homeless children and youths (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)))

Youth who are in or have aged out of the foster care system

Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers.

Eligible migrant and seasonal farmworkers, as defined in section 167(i).

Individuals within 2 years of exhausting lifetime eligibility under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.).

Single parents (including single pregnant women).

Long-term unemployed individuals.

Such other groups as the Governor involved determines to have barriers to employment.

INDIVIDUAL WITH A DISABILITY.—The term “individual with a disability” means an individual with a disability as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102).

INDIVIDUALS WITH DISABILITIES.—The term “individuals with disabilities” means more than 1 individual with a disability.

INDUSTRY OR SECTOR PARTNERSHIP.—The term “industry or sector partnership” means a workforce collaborative, convened by or acting in partnership with a State board or local board, that organizes key stakeholders in an industry cluster into a working group that focuses on the shared goals and human resources needs of the industry cluster and that includes, at the appropriate stage of development of the partnership—representatives of multiple businesses or other employers in the industry cluster, including small and medium-sized employers when practicable; 1 or more representatives of a recognized State labor organization or central labor council, or another labor representative, as appropriate; and 1 or more representatives of an institution of higher education with, or another provider of, education or training programs that support the industry cluster; and may include representatives of State or local government; State or local economic development agencies; State boards or local boards, as appropriate; a State workforce agency or other entity providing

employment services; other State or local agencies; business or trade associations; economic development organizations; nonprofit organizations, community-based organizations, or intermediaries; philanthropic organizations; industry associations; and other organizations, as determined to be necessary by the members comprising the industry or sector partnership.

IN-SCHOOL YOUTH.—The term “in-school youth” means a youth described in section 129(a)(1)(C).

INSTITUTION OF HIGHER EDUCATION.—The term “institution of higher education” has the meaning given the term in section 101, and subparagraphs (A) and (B) of section 102(a)(1), of the Higher Education Act of 1965 (20 U.S.C. 1001, 1002(a)(1)).

INTEGRATED EDUCATION AND TRAINING.—The term “integrated education and training” has the meaning given the term in section 203.

LABOR MARKET AREA.—The term “labor market area” means 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. Such an area shall be identified in accordance with criteria used by the Bureau of Labor Statistics of the Department of Labor in defining such areas or similar criteria established by a Governor.

LITERACY.—The term “literacy” has the meaning given the term in section 203.

LOCAL AREA.—The term “local area” means a local workforce investment area designated under section 106, subject to sections 106(c)(3)(A), 107(c)(4)(B)(i), and 189(i).

LOCAL BOARD.—The term “local board” means a local workforce development board established under section 107, subject to section 107(c)(4)(B)(i).

LOCAL EDUCATIONAL AGENCY.—The term “local educational agency” has the meaning given the term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

LOCAL PLAN.—The term “local plan” means a plan submitted under section 108, subject to section 106(c)(3)(B).

LOW-INCOME INDIVIDUAL.—

The term “low-income individual” means an individual who receives, or in the past 6 months has 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 established under the Food and Nutrition Act of 2008 (7U.S.C. 2011 et seq.), the program of block grants to States for temporary assistance for needy families program under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.), or the supplemental security income program established under title XVI of the Social Security Act (42 U.S.C. 1381 et seq.), or State or local income-based public assistance; is in a family with total family income that does not exceed the higher of the poverty line; or 70 percent of the lower living standard income level; is a homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–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. 11434a(2)); receives or is eligible to receive a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.); is 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 income requirement of clause (ii), but who is a member of a family whose income does not meet this requirement.

LOWER LIVING STANDARD INCOME LEVEL.—The term “lower living standard income level” means that income level (adjusted for regional, metropolitan, urban, and rural differences and family size) determined annually by the Secretary of Labor based on the most recent lower living family budget issued by the Secretary.

NONTRADITIONAL EMPLOYMENT.—The term “nontraditional employment” refers to occupations or fields of work, for which individuals from the gender involved comprise less than 25 percent of the individuals employed in each such occupation or field of work.

OFFENDER.—The term “offender” means an adult or juvenile who is or has been subject to any stage of the criminal justice process, and for whom services under this Act may be beneficial; or who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.

OLDER INDIVIDUAL.—The term “older individual” means an individual age 55 or older.

ONE-STOP CENTER.—The term “one-stop center” means a site described in section 121(e)(2).

ONE-STOP OPERATOR.—The term “one-stop operator” means 1 or more entities designated or certified under section 121(d).

ONE-STOP PARTNER.—The term “one-stop partner” means an entity described in section 121(b)(1); and an entity described in section 121(b)(2) that is participating, with the approval of the local board and chief elected official, in the operation of a one-stop delivery system.

ONE-STOP PARTNER PROGRAM.—The term “one-stop partner program” means a program or activities described in section 121(b) of a one-stop partner.

ON-THE-JOB TRAINING.—The term “on-the-job training” means training by an employer that is provided to a paid participant while engaged in productive work in a job that provides knowledge or skills essential to the full and adequate performance of the job; is made available through a program that provides reimbursement to the employer of up to 50 percent of the wage rate of the participant, except as provided in section 134(c)(3)(H), for the extraordinary costs of providing training and additional supervision related to the training; and is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant, as appropriate.

OUTLYING AREA.—The term “outlying area” means American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the United States Virgin Islands; and the Republic of Palau, except during any period for which the Secretary of Labor and the Secretary of Education determine that a Compact of Free Association is in effect and contains provisions for training and education assistance prohibiting the assistance provided under this Act.

OUT-OF-SCHOOL YOUTH.—The term “out-of-school youth” means a youth described in section 129(a)(1)(B).

PAY-FOR-PERFORMANCE CONTRACT

STRATEGY.—The term “pay-for-performance contract strategy” means a procurement strategy that uses pay-for-performance contracts in the provision of training services described in section 134(c)(3) or activities described in section 129(c)(2), and includes contracts, each of which shall specify a fixed amount that will be paid to an eligible service provider (which may include a local or national community-based organization or intermediary, community college, or other training provider, that is eligible under section 122 or 123, as appropriate) based on the achievement of specified levels of performance on the primary indicators of performance described in section 116(b)(2)(A) for target populations as identified by the local board (including individuals with barriers to employment), within a defined timetable, and which may provide for bonus payments to such service provider to expand capacity to provide effective training; a strategy for independently validating the achievement of the performance described in subparagraph (A); and a description of how the State or local area will reallocate funds not paid to a provider because the achievement of the performance described in subparagraph (A) did not occur, for further activities related to such a procurement strategy, subject to section 189(g)(4).

PLANNING REGION.—The term “planning region” means a region described in subparagraph (B) or (C) of section 106(a)(2), subject to section 107(c)(4)(B)(i).

POVERTY LINE.—The term “poverty line” means the poverty line (as defined by the Office of Management and Budget, and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) applicable to a family of the size involved.

PUBLIC ASSISTANCE.—The term “public assistance” means Federal, State, or local government cash payments for which eligibility is determined by a needs or income test.

RAPID RESPONSE ACTIVITY.—The term “rapid response activity” means an activity provided by a State, or by an entity designated by a State, with funds provided by the State under section 134(a)(1)(A), in the case of a permanent closure or mass layoff at a plant, facility, or enterprise, or a natural or other disaster, that results in mass job dislocation, in order to assist dislocated workers in obtaining reemployment as soon as possible, with services including—the establishment of onsite contact with employers and employee representatives immediately after the State is notified of a current or projected permanent closure or mass layoff; or in the case of a disaster, immediately after the State is made aware of mass job dislocation as a result of such disaster; the provision of information on and access to available employment and training activities; assistance in establishing a labor-management committee, voluntarily agreed to by labor and management, with the ability to devise and implement a strategy for assessing the employment and training needs of dislocated workers and obtaining services to meet such needs; the provision of emergency assistance adapted to the particular closure, layoff, or disaster; and the provision of assistance to the local community in developing a coordinated response and in obtaining access to State economic development assistance.

RECOGNIZED POSTSECONDARY CREDENTIAL.—The term “recognized postsecondary credential” means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.

REGION.—The term “region”, used without further description, means a region identified under section 106(a), subject to section 107(c)(4)(B)(i) and except as provided in section 106(b)(1)(B)(ii).

SCHOOL DROPOUT.—The term “school dropout” means an individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent.

SECONDARY SCHOOL.—The term “secondary school” has the meaning given the term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

STATE.—The term “State” means each of the several States of the United States, the District of Columbia, and the Commonwealth of Puerto Rico.

STATE BOARD.—The term “State board” means a State workforce development board established under section 101.

STATE PLAN.—The term “State plan”, used without further description, means a unified State plan under section 102 or a combined State plan under section 103.

SUPPORTIVE SERVICES.—The term “supportive services” means services such as transportation, child care, dependent care, housing, and needs-related payments, that are necessary to enable an individual to participate in activities authorized under this Act.

TRAINING SERVICES.—The term “training services” means services described in section 134(c) (3).

UNEMPLOYED INDIVIDUAL.—The term “unemployed individual” means an individual who is without a job and who wants and is available for work. The determination of whether an individual is without a job, for purposes of this paragraph, shall be made in accordance with the criteria used by the Bureau of Labor Statistics of the Department of Labor in defining individuals as unemployed.

UNIT OF GENERAL LOCAL GOVERNMENT.—The term “unit of general local government” means any general purpose political subdivision of a State that has the power to levy taxes and spend funds, as well as general corporate and police powers.

VETERAN.—The term “veteran” has the meaning given the term in section 101 of title 38, United States Code.

RECENTLY SEPARATED VETERAN.—The term “recently separated veteran” means any veteran who applies for participation under this Act within 48 months after the discharge or release from active military, naval, or air service.

VOCATIONAL REHABILITATION PROGRAM.—The term “vocational rehabilitation program” means a program authorized under a provision covered under paragraph (13)(D).

WORKFORCE DEVELOPMENT ACTIVITY.—The term “workforce development activity” means an activity carried out through a workforce development program.

WORKFORCE DEVELOPMENT PROGRAM.—The term “workforce development program” means a program made available through a workforce development system.

WORKFORCE DEVELOPMENT SYSTEM.—The term “workforce development system” means a system that makes available the core programs, the other one-stop partner programs, and any other programs providing employment and training services as identified by a State board or local board.

WORKFORCE INVESTMENT ACTIVITY.—The term “workforce investment activity” means an employment and training activity, and a youth workforce investment activity.

WORKFORCE PREPARATION ACTIVITIES.—The term “workforce preparation activities” has the meaning given the term in section 203.

WORKPLACE LEARNING ADVISOR.—The term “workplace learning advisor” means an individual employed by an organization who has the knowledge and skills necessary to advise other employees of that organization about the education, skill development, job training, career counseling services, and credentials, including services provided through the workforce

development system, required to progress toward career goals of such employees in order to meet employer requirements related to job openings and career advancements that support economic self-sufficiency.

YOUTH WORKFORCE INVESTMENT ACTIVITY.—The term “youth workforce investment activity” means an activity described in section 129 that is carried out for eligible youth (or as described in section 129(a) (3)(A)).

**SEC. 129. USE OF FUNDS FOR YOUTH
WORKFORCE INVESTMENT
ACTIVITIES.**

(a) **YOUTH PARTICIPANT ELIGIBILITY.—**

(1) **ELIGIBILITY.—**

(A) **IN GENERAL.—**To be eligible to participate in activities carried out under this chapter during any program year an individual shall, at the time the eligibility determination is made, be an out-of-school youth or an in-school youth.

(B) **OUT-OF-SCHOOL YOUTH.—**In this title, the term “out-of-school youth” means an individual who is—

(i) not attending any school (as defined under State law);

(ii) not younger than age 16 or older than age 24; and

(iii) one or more of the following:

(I) A school dropout.

(II) A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter.

(III) A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is—aa) basic skills deficient; or

(bb) an English language learner.

(IV) An individual who is subject to the juvenile or adult justice system.

(V) A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–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 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.

(VI) An individual who is pregnant or parenting.

(VII) A youth who is an individual with a

(VIII) disability.

(IX) A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

(C) IN-SCHOOL YOUTH.—In this section, the term “in-school youth” means an individual who is—

(i) attending school (as defined by State law); not younger than age 14 or (unless an individual with a disability who is attending school under State law) older than age 21;

(ii) a low-income individual; and

(iii) one or more of the following:

(I) Basic skills deficient.

(II) An English language learner.

(III) An offender.

(IV) A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–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 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.

(V) Pregnant or parenting.

(VI) A youth who is an individual with a disability.

(VII) An individual who requires additional assistance to complete an educational program or to secure or hold employment.

(VIII)

(2) SPECIAL RULE.—For the purpose of this subsection, the term “low-income”, used with respect to an individual, also includes a youth living in a high-poverty area.

(3) EXCEPTION AND LIMITATION.—

(A) EXCEPTION FOR PERSONS WHO ARE NOT LOW-INCOME INDIVIDUALS.—

(i) DEFINITION.—In this subparagraph, the term “covered individual” means an in-school youth, or an **out-of-school youth who is described in subclause (III) or (VIII) of paragraph (1)(B)(iii).**

(ii) EXCEPTION.—In each local area, not more than 5 percent of the individuals assisted under this section may be persons who would be covered individuals, except that the persons are not low-income individuals.

(B) LIMITATION.—In each local area, not more than 5 percent of the in-school youth assisted under this section may be eligible under paragraph (1) because the youth are in-school youth described in paragraph

(C) (1)(C)(iv)(VII).

(4) OUT-OF-SCHOOL PRIORITY.—

(A) IN GENERAL.—For any program year, not less than 75 percent of the funds allotted under section 127(b)(1)(C), reserved under section 128(a), and available for statewide activities under subsection (b), and not less than 75 percent of funds available to local areas under subsection (c), shall be used to provide youth workforce investment activities for out-of-school youth.

(B) EXCEPTION.—A State that receives a minimum allotment under section 127(b)(1) in accordance with section 127(b)(1)(C)(iv) or under section 132(b)(1) in accordance with section 132(b)(1)(B)(iv) may decrease the percentage described in subparagraph (A) to not less than 50 percent for a local area in the State, if—

(i) after an analysis of the in-school youth and out-of-school youth populations in the local area, the State determines that the local area will be unable to use at least 75 percent of the funds available for activities under subsection (c) to serve out-of-school youth due to a low number of out-of-school youth; and

(ii)(I) the State submits to the Secretary, for the local area, a request including a proposed percentage decreased to not less than 50 percent for purposes of subparagraph (A), and a summary of the analysis described in clause (i); and

(II) the request is approved by the Secretary.

(5) CONSISTENCY WITH COMPULSORY SCHOOL ATTENDANCE LAWS.—In providing assistance under this section to an individual who is required to attend school under applicable State compulsory school attendance laws, the priority in providing such assistance shall be for the individual to attend school regularly.

(b) STATEWIDE ACTIVITIES.—

(1) REQUIRED STATEWIDE YOUTH ACTIVITIES.—Funds reserved by a Governor as described in sections 128(a) and 133(a)(1) shall be used, regardless of whether the funds were allotted to the State under section 127(b)(1)(C) or under paragraph (1)(B) or (2)(B) of section 132(b) for statewide activities, which shall include—

(A) conducting evaluations under section 116(e) of activities authorized under this chapter and chapter 3 in coordination with evaluations carried out by the Secretary under section 169(a);

(B) disseminating a list of eligible providers of youth workforce investment activities, as determined under section 123;

(C) providing assistance to local areas as described in subsections (b)(6) and (c)(2) of section 106, for local coordination of activities carried out under this title;

(D) operating a fiscal and management accountability information system under section 116(i);

(E) carrying out monitoring and oversight of activities carried out under this chapter and chapter 3, which may include a review comparing the services provided to male and female youth; and

(F) providing additional assistance to local areas that have high concentrations of eligible youth.

(2) ALLOWABLE STATEWIDE YOUTH ACTIVITIES.—Funds reserved by a Governor as described in sections 128(a) and 133(a)(1) may be used, regardless of whether the funds were allotted to the State under section 127(b)(1)(C) or under paragraph (1)(B) or (2)(B) of section 132(b), for statewide activities, which may include—

(A) conducting—

(i) research related to meeting the education and employment needs of eligible youth; and

(ii) demonstration projects related to meeting the education and employment needs of eligible youth;

(B) supporting the development of alternative, evidence-based programs and other activities that enhance the choices available to eligible youth and encourage such youth to reenter and complete secondary education, enroll in postsecondary education and advanced training, progress through a career pathway, and enter into unsubsidized employment that leads to economic self-sufficiency;

(C) supporting the provision of career services described in section 134(c)(2) in the one-stop delivery system in the State;

(D) supporting financial literacy, including—

(i) supporting the ability of participants to create household budgets, initiate savings plans, and make informed financial decisions about education, retirement, home ownership, wealth building, or other savings goals;

(ii) supporting the ability to manage spending, credit, and debt, including credit card debt, effectively;

(iii) increasing awareness of the availability and significance of credit reports and credit scores in obtaining credit, including determining their accuracy (and how to correct inaccuracies in the reports and scores), and their effect on credit terms;

(iv) supporting the ability to understand, evaluate, and compare financial products, services, and opportunities; and

(v) supporting 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; and

(E) providing technical assistance to, as appropriate, local boards, chief elected officials, one-stop operators, one-stop partners, and eligible providers, in local areas, which

provision of technical assistance shall include the development and training of staff, the development of exemplary program activities, the provision of technical assistance to local areas that fail to meet local performance accountability measures described in section 116(c), and the provision of technology to facilitate remote access to services provided through the one-stop delivery system in the State.

(3) LIMITATION.—Not more than 5 percent of the funds allotted to a State under section 127(b)(1)(C) shall be used by the State for administrative activities carried out under this subsection or section 134(a).

(c) LOCAL ELEMENTS AND REQUIREMENTS.—

(1) PROGRAM DESIGN.—Funds allocated to a local area for eligible youth under section 128(b) shall be used to carry out, for eligible youth, programs that—

(A) provide an objective assessment of the academic levels, skill levels, and service needs of each participant, which assessment shall include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs of such participant, for the purpose of identifying appropriate services and career pathways for participants, except that a new assessment of a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent assessment of the participant conducted pursuant to another education or training program; develop service strategies for each participant that are directly linked to 1 or more of the indicators of performance described in section 116(b)(2)(A)(ii), and that shall identify career pathways that include education and employment goals (including, in appropriate circumstances, nontraditional employment), appropriate achievement objectives, and appropriate services for the participant taking into account the assessment conducted pursuant to subparagraph (A), except that a new service strategy for a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent service strategy developed for the participant under another education or training program;

(B) provide—

(i) activities leading to the attainment of a secondary school diploma or its recognized equivalent, or a recognized postsecondary credential;

(ii) preparation for postsecondary educational and training opportunities;

(iii) strong linkages between academic instruction (based on State academic content and student academic achievement standards established under section 1111 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311)) and occupational education that lead to the attainment of recognized postsecondary credentials;

(iv) preparation for unsubsidized employment opportunities, in appropriate cases; and

(v) effective connections to employers, including small employers, in in-demand industry sectors and occupations of the local and regional labor markets; and

(C) at the discretion of the local board, implement a pay-for-performance contract strategy for elements described in paragraph (2), for which the local board may reserve and use not more than 10 percent of the total funds allocated to the local area under section 128(b).

(2) PROGRAM ELEMENTS.—In order to support the attainment of a secondary school diploma or its recognized equivalent, entry into postsecondary education, and career readiness for participants, the programs described in paragraph (1) shall provide elements consisting of—

(A) 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; alternative secondary school services, or dropout recovery services, as appropriate;

(B) paid and unpaid work experiences that have as a component academic and occupational education, which may include—

(i) summer employment opportunities and other employment opportunities available throughout the school year;

(ii) pre-apprenticeship programs;

(iii) internships and job shadowing; and

(iv) on-the-job training opportunities;

(C) occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area involved, if the local board determines that the programs meet the quality criteria described in section 123;

(D) education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

(E) leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate;

(F) supportive services;

(G) adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months;

(H) followup services for not less than 12 months after the completion of participation, as appropriate;

(I) comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate;

(J) financial literacy education;

(K) entrepreneurial skills training;

(L) services that 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; and

(3) activities that help youth prepare for and transition to postsecondary education and training.

(4) **ADDITIONAL REQUIREMENTS.—**

(A) **INFORMATION AND REFERRALS.—** Each local board shall ensure that each participant shall be provided—

(i) information on the full array of applicable or appropriate services that are available through the local board or other eligible providers or one-stop partners, including those providers or partners receiving funds under this subtitle; and

(ii) referral to appropriate training and educational programs that have the capacity to serve the participant either on a sequential or concurrent basis.

(B) **APPLICANTS NOT MEETING ENROLLMENT REQUIREMENTS.—** Each eligible provider of a program of youth workforce investment activities shall ensure that an eligible applicant who does not meet the enrollment requirements of the particular program or who cannot be served shall be referred for further assessment, as necessary, and referred to appropriate programs in accordance with subparagraph (A) to meet the basic skills and training needs of the applicant.

(C) INVOLVEMENT IN DESIGN AND IMPLEMENTATION.— The local board shall ensure that parents, participants, and other members of the community with experience relating to programs for youth are involved in the design and implementation of the programs described in paragraph (1).

(D) PRIORITY.—Not less than 20 percent of the funds allocated to the local area as described in paragraph (1) shall be used to provide in-school youth and out-of-school youth with activities under paragraph (2)(C).

(E) RULE OF CONSTRUCTION.—Nothing in this chapter shall be construed to require that each of the elements described in subparagraphs of paragraph (2) be offered by each provider of youth services.

PROHIBITIONS.—

(F) PROHIBITION AGAINST FEDERAL CONTROL OF EDUCATION.—No provision of this Act shall be construed to authorize any department, agency, officer, or employee of the United States to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution, school, or school system, or over the selection of library resources, textbooks, or other printed or published instructional materials by any educational institution, school, or school system.

(G) NONINTERFERENCE AND NONREPLACEMENT OF REGULAR ACADEMIC REQUIREMENTS.—No funds described in paragraph (1) shall be used to provide an activity for eligible youth who are not school dropouts if participation in the activity would interfere with or replace the regular academic requirements of the youth.

(5) LINKAGES.—In coordinating the programs authorized under this section, local boards shall establish linkages with local educational agencies responsible for services to participants as appropriate.

(6) VOLUNTEERS.—The local board shall make opportunities available for individuals who have successfully participated in programs carried out under this section to volunteer assistance to participants in the form of mentoring, tutoring, and other activities.