

# Request For Proposals

For  
Workforce Investment Act (WIA)  
Youth Program Services  
Funded by Title I

Fiscal Years 2012-2016

Release Date: February 4, 2011

Due Date: March 17, 2011



The terms and conditions of this Request For Proposals have been approved by the Sacramento Works Youth Council, Sacramento Works, Inc., the local Workforce Investment Board and the Governing Board of the Sacramento Employment and Training Agency

Sacramento Employment and Training Agency  
925 Del Paso Boulevard  
Sacramento, CA 95815  
(916) 263-3800

**Sacramento Employment and Training Agency/ Sacramento Works, Inc (SETA/SWI)  
Workforce Investment Act (WIA) Title I, Youth Program  
Fiscal Years 2012-2016  
PLANNING CALENDAR**

<b>DATE</b>	<b>EVENT</b>
Wednesday, November 10, 2010	Sacramento Works Youth Council & public planning process of WIA youth services
Wednesday, December 8, 2010	Sacramento Works Youth Council and Public Hearing - Review and approve WIA Youth program design
Tuesday, January 18, 2011	Sacramento Works Youth Council Reviews/Approves Request for Proposals
Wednesday, January 26, 2011	Sacramento Works, Inc. Approves Release of Request for Proposals
Thursday, February 3, 2011	Governing Board Reviews Approves Release of Request for Proposals
<b>Friday, February 4, 2011 (1:00 p.m.)</b>	<b>Release of Request for Proposals</b>
Thursday, February 17, 2011 (9:30 a.m.)	MANDATORY Bidders Conference
Monday, February 28, 2011	Pre-qualification Requirements Due at SETA
Thursday, March 17, 2011 (4:00 p.m.)	<b>Proposals Due at SETA</b>
Friday, April 29, 2011 (1:00 p.m.)	Publish Staff Recommendations
Wednesday, May 11, 2011 (8:30 a.m.)	Presentations of Bidders to the Youth Council Sacramento Works Youth Council reviews Staff recommendation and makes funding recommendation to Sacramento Works, Inc.
<b>Wednesday, May 25, 2011</b>	<b>Sacramento Works, Inc. Review/Approves Youth Council Recommendation</b>
Thursday, June 2, 2011	Governing Board Reviews Sacramento Works, Inc. Decisions and Concurs
<b>July 1, 2011</b>	<b>Program Year Begins</b>

All meetings will be held at the SETA offices, 925 Del Paso Blvd. Sacramento, CA 95815

Sacramento Employment and Training Agency /Sacramento Works, Inc.  
REQUEST FOR PROPOSALS (RFP)  
Workforce Investment Act (WIA) Title I, Youth Program  
Section I

**1. BACKGROUND**

This Request for Proposals (RFP) was developed on the basis of the Workforce Investment Act (WIA) of 1998 and the Final Rule for implementing WIA legislation published in the Federal Register (August 11, 2000). The U.S. Department of Labor (DOL) via the State of California, under the auspices of the State Workforce Investment Board, pursuant to Title I of the Workforce Investment Act provides funds for this RFP.

In Sacramento County, the Sacramento Works Youth Council (Youth Council) is responsible for the planning of WIA Youth Services. The Youth Council seeks to create opportunities for youth in employment and training, academic enrichment, leadership development, connections with the local job market, linkages between academic and occupational learning and infusion of services into the One Stop Career Center system. The Sacramento Employment and Training Agency (SETA) is the administrator of the WIA funds and the designated One Stop operator for Sacramento County.

Respondents should be aware that SETA's activities, as well as those of any SETA-funded sub-recipient or contractor, are subject to any modifications required by the WIA, its regulations, potential reauthorization of WIA, Federal or State legislation and their regulations, the Governor and /or the State Workforce Investment Board, local Workforce Investment Board policies and SETA policies and procedures.

The mission of the Youth Council is to support the positive development of youth to become productive, caring and civic-minded adults by creating a seamless system for youth in the community.

The Youth Council subscribes to the following values and standards when developing and implementing youth programs:

- **Personal Responsibility:** Youth are expected to take personal responsibility for their success. They will be involved in developing their plan, selecting the activities and programs that meet their employment needs, achieving appropriate educational competencies and achieving their program goals.
- **Youth Involvement:** The planning process will involve youth in a substantial and ongoing way.
- **Collaboration:** The Youth Council will identify and collaborate with youth programs funded by alternative funding sources to ensure that unique and innovative demonstration programs are sustained.

The principles that guide the work of the Youth Council and the Youth program include:

- Asset-based approach - Focus on **Youth Development** issues;
- Focus on the identified **critical occupational clusters** for training and employment;
- Focus on **soft skills** to attain and retain employment and academic achievement;
- Promote **academic achievement** and lifelong learning;
- Focus on service learning concepts;
- Promote career pathway opportunities; and
- Promote services to high-risk youth.

## 2. QUALIFIED APPLICANT PARTNERSHIPS

Partnerships composed of:

- Established community-based organizations
- Public Agencies
- Private for-profit agencies
- Private nonprofit agencies/institutions
- Educational institutions.

## 3. AVAILABLE FUNDS

At this time, the PY2011-2012 Workforce Investment Act Title I Youth program allocation is not available. The amount of funding estimated to be available in this RFP for PY2010-2011 is \$2,800,000. This amount is subject to change upon final WIA allocation.

## 4. TERMS OF SUBGRANT

All subgrants will be awarded for a twelve-month term beginning July 1, 2011 and ending June 30, 2012. SETA/Sacramento Works, Inc. has the exclusive option to extend any subgrant awarded for four additional terms. If extended, the terms would be as follows: July 1, 2012 and ending June 30, 2013;  
 July 1, 2013 and ending June 30, 2014;  
 July 1, 2014 and ending June 30, 2015;  
 July 1, 2015 and ending June 30, 2016.

## 5. PRE-QUALIFICATION REQUIREMENTS/SUBMITTAL DEADLINE

**This is a mandatory requirement that MUST BE MET BY ALL RESPONDENTS PROPOSING SERVICES UNDER THIS RFP.**

A copy of SETA's Prequalification Requirements is included in Section III of this RFP. Please note that the deadline for submission of all prequalification documents to the SETA Contracts Unit is 4:00 p.m., Monday, February 28, 2011.

Any Respondent who is a current provider for SETA, or who has been a recent contractor of SETA and who has previously met pre-qualification documentation, must contact Pattye Downing, Contracts Analyst, at (916) 263-3838 by 4:00p.m.

Monday, February 28, 2011, to advise SETA of its intent to respond to this RFP based upon documentation already on file with the Contracts Unit.

Within 48 hours (two working days), SETA staff will review all documentation submitted and contact, via telephone, those respondents who have submitted prequalification documents, but failed to meet these requirements.

All respondents will then have until 4:00 p.m. Monday, March 7, 2011 to submit any missing, incorrect or incomplete prequalification documents.

FAILURE OF A RESPONDENT TO SUBMIT INITIAL PREQUALIFICATION DOCUMENTS OR TO NOTIFY STAFF OF ITS INTENT TO RELY ON PREVIOUSLY SUBMITTED DOCUMENTS BY 4:00 P.M. MONDAY, FEBRUARY 28, 2011 WILL DISQUALIFY SUCH RESPONDENT FROM ANY FURTHER FUNDING CONSIDERATION FOR THE FUNDING PERIOD COVERED BY THIS RFP.

## **6. REQUIRED RESPONSE FORMAT**

Interested applicants must respond to this RFP using the proposal response format provided in Section IV of this RFP. In responding, NO SUBSTITUTIONS IN FORMAT, DESIGN OR ACTIVITIES WILL BE CONSIDERED.

## **7. RFP BIDDERS CONFERENCE - MANDATORY**

SETA will conduct one Bidders Conference. This mandatory conference is provided so that applicants have the opportunity to raise any questions they may have pertaining to the development of their proposals. The Bidders Conference will be held:

DATE: Thursday, February 17, 2011  
TIME: 9:30 AM  
PLACE: SETA Boardroom, 925 Del Paso Blvd., Sacramento, CA 95815

The conference will include a review of the RFP with questions and answers. It is preferable that all questions be submitted in advance. Questions can be faxed to Christine Welsch at FAX NUMBER (916) 263-4063, or emailed to [christine@delpaso.seta.net](mailto:christine@delpaso.seta.net). PLEASE BE ADVISED THAT QUESTIONS REGARDING THE PREPARATION OF INDIVIDUAL RESPONSES TO THIS RFP WILL NOT BE ANSWERED AFTER THE BIDDERS CONFERENCE.

Failure to attend this Mandatory Bidders conference will disqualify a respondent's application. Potential bidders must attend the entire Bidders Conference.

## **8. PROPOSAL DEADLINE AND SUBMITTAL PROCEDURE**

All proposals must be in the SETA office and time-stamped by the SETA receptionist no later than 4:00 p.m., P.S.T., **Thursday, March 17, 2011**. Proposals

mailed to SETA must be received in the SETA office and time-stamped by the SETA receptionist no later than 4:00 p.m., P.S.T., Thursday, March 17, 2011. In accordance with the policy of the SETA Governing Board and the Sacramento Works, Inc., proposals delivered after 4:00 p.m., P.S.T. will not be accepted. NO EXCEPTIONS. NO APPEALS WILL BE ACCEPTED FOR LATE PROPOSALS.

To be considered for funding, agencies must submit EIGHT (8) separate reproducible copies of their proposal developed in response to this RFP.

- (a) ONE (1) copy must have original signature(s), and be identified as the original.
- (b) The remaining SEVEN (7) copies may be reproductions of the original.
- (c) One (1) complete copy of document in electronic format.

Do not bind copies or use section dividers. Use binder clips or rubber bands to keep copies separate.

The proposal must be signed by an appropriate official who is authorized to submit the proposal for the responding agency. The proposal must also include documentation indicating by what authority (resolution) the person(s) is/are authorized to negotiate and contractually bind the responding agency, if selected.

The following process will apply to all proposals:

- All timely submitted proposals will be received and placed in an envelope. No determination will be made on the responsiveness to the RFP at the time of submittal.
- No proposals will be accepted after the submittal deadline.
- Staff will inform the Governing Board of any non-responsive proposals and those wishing to address the above circumstances will be allowed to do so before the SETA Governing Board.
- A determination on the proposal's responsiveness will be made by the Governing Board prior to funding hearings in order to allow for consideration of all eligible proposals at one time.

## **9. SELECTION/EVALUATION PROCEDURE/CRITERIA**

Oversight of the process for the selection of service providers is the responsibility of Youth Council. The recommendations made by the Youth Council are submitted to Sacramento Works, Inc. and the SETA Governing Board. Sacramento Works, Inc and the SETA Governing Board must concur on the funding decisions.

In order to assist Sacramento Works, Inc. and the SETA Governing Board in making funding decisions, staff will evaluate each proposal and provide the Youth Council with the results of their evaluation in the form of staff recommendations.

Staff recommendations will be based upon an evaluation of each proposal submitted and the applicant agency's past program performance. Staff recommendations shall be published prior to public hearings and distributed to respondents and the Youth Council. All proposals will be evaluated based on the adequacy of the descriptions for all of the points outlined in the response section (Section IV) of this RFP:

- Cover Page
- Summary Statement
- Proposed project accomplishments
- Internal tracking/evaluation/monitoring system
- Project Description
- Program partnership
- Program Components
- Fiscal Management
- All requested attachments.

#### Demonstrated Performance

##### (a) *SETA Funded Youth Operators*

In addition to the evaluation criteria outlined above, all applicants who are either current or recent SETA funded program operators will be evaluated based upon their ability to meet contractual performance standards for up to the last three fiscal years.

Evaluation of current performance will include the program operator's ability to manage the program. Examples of evaluation criteria include:

- 1) Achievement of quarterly planned enrollment goals.
- 2) Enrollment of target groups to planned levels in the contract.
- 3) Ability to serve "hard-to-serve" populations.
- 4) Submission of timely fiscal and MIS reports to SETA
- 5) Achievement of quarterly WIA youth performance goals.

##### (b) *Applicants with no past/current SETA program operation experience*

Other organizations not currently or previously funded by SETA and service providers who received SETA funds prior to 2009 will be evaluated based on information obtained from references submitted in the "Reference" section of the RFP. References will be asked to provide an overall assessment of program performance and capabilities, including:

- Actual performance vs. planned goals.
  - entered employment rate
  - positive termination rate
  - average wage at placement
- Type of program/service(s) funded.
- Participants' characteristics (i.e., number served, age, target groups, etc.).
- Geographic area served.
- Grant amount and duration (Including date(s) funded).

- Fiscal accountability
- Reporting and record keeping performance/capabilities
- Customer satisfaction.

Please note that SETA reserves the right to directly contact all references.

## **10. PRICE/COST REASONABLENESS AND JUSTIFICATION**

All proposals will be evaluated based on the reasonableness of cost. Budgets will be reviewed for the reasonableness of cost items in relation to the type and length of training, and the number of youth projected to be served in each component. Costs will be compared to the costs of other proposals with similar programs.

Applicants will be evaluated on the average cost per slot. The number of slots available refers to the number of participants that can be served at any one time by the program. The actual average cost per slot of training for all participants is the total amount requested per year divided by the number of slots available.

The proposed cost per slot must be justified in the narrative and budget. Merely stating that a program is serving a group with difficult barriers to overcome will not justify a high cost per hour. The proposal must include a description of the extra services that will be provided to overcome the barriers and identify the extra cost items in the budget needed to provide them. Avoid charging items to WIA that can be easily paid for through other sources (i.e. Average Daily Attendance, vocational education and Regional Occupational Program services).

## **11. PUBLIC HEARINGS**

The Youth Council will hold a public hearing utilizing the process outlined below:

- a. Publish staff recommendations.
- b. Hold public hearings to hear from applicants.
- c. Develop Youth Council recommendations.

After the hearing is closed, the Youth Council will develop its funding recommendations and submit them to Sacramento Works, Inc. for approval. Upon approval, the funding recommendations will be forwarded to the SETA Governing Board for concurrence. If the Governing Board does not concur, a conference committee is selected to negotiate and make new recommendations.

SETA and the Youth Council adhere to the provisions of §54954.2 and §54954.3 of the California Government Code, generally known as the Brown Act. Members of the public may address the SETA Governing Board and the Youth Council on any matter under their jurisdiction.

## **12. PROTEST PROCEDURES TO RESOLVE PROCUREMENT DISPUTES**



All protests to resolve disputes concerning this RFP shall be written and must specify in detail the grounds of the protest, the facts and evidence in support thereof and the remedy sought. The written protest must be delivered to the Clerk of the Boards at SETA within the time limits provided below. In the absence of a timely and properly submitted written protest, no party responding to this RFP shall be eligible for any remedy.

Any proposer desiring to protest the funding determination of the SWI concerning this RFP must file a protest, in writing, with the SETA Governing Board no later than May 26, 2011 at 4:00 p.m. The SETA Governing Board shall resolve any protest based upon the written protest and any oral or written response thereto. Any resolution of the protest shall be made prior to any and Governing Board concurrence with the funding determination under this RFP and the resolution shall be contained in any concurrence with the funding determination of the SETA Governing Board.

Any resolution of a protest that results in non-concurrence on any funding determination shall be resolved by the SWI and the SETA Governing Board. The ultimate concurrence by the SWI and the SETA Governing Board in the funding determination shall be deemed to constitute final action on any protest not otherwise previously deemed final.

### **13. START-UP AND PROGRAM OPERATION**

The anticipated start date for participants will be July 1, 2011 contingent upon successful applicants meeting SETA's insurance requirements and board approvals.

### **14. LIMITATION**

SETA shall not pay for any costs incurred by the responding agency in the preparation of proposals. Completion of pre-qualification requirements or the RFP does not, in any way, obligate SETA to award a subgrant.

The Youth Council reserves the right to accept or reject any or all proposals, to negotiate with all qualified sources, or to cancel in part or in its entirety, this RFP if it is in the best interest of the WIB to do so. If only one responsive proposal is received, the Youth Council will deem this competition to have failed. In such an event, the Youth Council may, in its sole discretion, proceed with sole source procurement, or cancel this RFP and proceed with a new competitive procurement.

SETA will require successful respondent agencies to participate in subgrant negotiations and to submit any programmatic, financial, or other revision of their proposal which may result from negotiations prior to any subgrant finalization. SETA shall reserve the right to terminate, with or without cause, any subgrant entered into as a result of this RFP process.

## 15. FORMAL SUBGRANT

All successful applicants will be required to enter into a standard form subgrant agreement with SETA. A copy of the most recent form of this subgrant agreement is available for review at SETA. Subgrant agreements entered into under the RFP will be in similar form, subject to modification required by recent amendments in the WIA and its regulations.

Applicants are advised that the SETA Governing Board as the Chief Local Elected Official for the Sacramento Workforce Investment Area, has implemented a policy requiring that all recipients of funds from SETA publicize the fact that the program it operates is funded, in whole or in part, by SETA or Sacramento Works. All subgrants will contain a provision requiring the subrecipient to abide by this policy.

## 16. MODIFICATION OF SUBGRANTS

Any subgrant funded pursuant to this RFP may be unilaterally modified by SETA upon written notice to subrecipient under the following circumstances:

- (a) Subrecipient fails to timely meet its performance standards and reporting requirements as set forth in the subgrant, or
- (b) The Federal or State government increases, reduces, or withdraws funds allocated to SETA under the WIA, or
- (c) There is a change in Federal or State law or regulations or the policies and procedures of the Governor and/or the State Workforce Investment Board or SETA are amended, revised or modified.

## 17. PERFORMANCE MEASURES

The WIA Common Measures seek to use a single set of measures for youth. The goals for Sacramento are outlined below:

1. Placement into Employment or Education 70%
2. Attainment of a Degree or Certificate 62%
3. Literacy and Numeracy Gain 40%

*These performance measures are subject to change and implementation based on guidance received from the U.S. Department of Labor and the California Employment Development Department.*

### Local Evaluations

Funded programs will also be accountable to provide information on the progress of the program in relation to other indicators of success identified by the Youth Council. Indicators of success will incorporate the values and standards identified in this application. At a minimum the local evaluations may include:

- The actual cost per person served
- Documentation of case management services in the SacramentoWorks.org system

- Progress in attainment of workforce skills certification. In Sacramento, WorkKeys is used as the workforce skills certification.
- GED Preparation Course Completion Rate.

The evaluation may also include, but is not limited to, the effectiveness of any component of the program, youth engagement, effectiveness of collaboration and implementation of youth development principles.

## 18. **SUBCONTRACTING**

Subcontracting to another entity for the provision of training services is not allowable. All training services provided with SETA funding must be provided by the respondent's staff. Subcontracting for specialized, technical portions of training services, may be permitted. In such instances, proposers must clearly delineate in the proposal any plans to subcontract, identify with clarity the nature and scope of any planned subcontracting activity, and identify and verify the capability of the proposed subcontractor(s). SETA reserves the right to approve the form and content of all subcontracts. The respondent's staff must either provide all services proposed, access services via the SETA's Vendor Services list or access in-kind services. An ongoing Request for Quotes for the Vendor Services list is available on the SETA website ([www.seta.net](http://www.seta.net)) and applications are reviewed on an on-going basis.

## 19. **PROGRAM AND REPORTING REQUIREMENTS**

### a. Management Information System/Fiscal Reporting Requirements

SETA has established specific reporting processes to administer its programs. These include:

- 1) Management Information Systems (MIS) reports;
- 2) Monthly Fiscal Reports;
- 3) SacramentoWorks.org Case management system;
- 4) Funded programs will also be accountable to provide information on the progress of the program in relation to other indicators of success identified by the Youth Council.

The details for accomplishing the above will be provided to all funded programs.

### b. Nondiscrimination Requirements

All programs must not deny any individual an opportunity to participate in services based on grounds of race, color, religion, sex, national origin, age, disability, political affiliation or belief, and against beneficiaries on the basis of either citizenship/status as a lawfully admitted immigrant authorized to work in the United States or participation in any WIA Title I – financially assisted program or activity. Furthermore, the agency agrees to ensure that all qualified applicants receive consideration for employment and that employees are treated during employment without regard to their race, color, religion, sex, national origin, age, disability, political affiliation or belief, and for beneficiaries on the basis of either citizenship/status as a lawfully admitted immigrant authorized to work in the United States or participation in any WIA Title I – financially assisted program or activity.

## **INSTRUCTIONS FOR COMPLETING THE PROPOSAL APPLICATION**

- A. Read each Section of this Request for Proposals carefully.
- B. Section IV of the Request for Proposals must be utilized as the proposal format for those agencies/organizations responding to the RFP.
- C. A separate proposal must be submitted for Universal Services, Out-of-School Youth and In-School Youth.
- D. Provide the information required of each section as concisely, yet completely, as possible. Be specific, and where appropriate or deemed necessary, provide examples that clarify descriptions.
- E. Provide information in the exact order as it is requested on the standard RFP response format provided. Include the title of each section.
- F. The number of slots available refers to the number of participants that can be served at any one time by the program, or the total number of youth being served when the program is running at full capacity.

## **ADDITIONAL INSTRUCTION FOR THE FORMS IN APPLICATION SECTION**

- On the **Cover Sheet**, list the collaborating agencies with a contact person from each organization. Start with the lead agency of the collaborative. You can add more pages listing the same information if you require more space.
- On the **Assurances and Certification pages**, list the collaborative members in the same order as on the cover page and have representatives of each organization sign indicating their involvement in the program.

## **SPECIAL INSTRUCTIONS WHEN SUBMITTING PROPOSALS**

1. **NO STAPLES**
2. **STANDARD TYPE (12 point Arial or Times New Roman or larger)**
3. **8.5 X 11 PAPER ONLY**
4. **SINGLE SIDE ONLY**
5. **ORIGINAL MUST HAVE ORIGINAL SIGNATURE (S) AND BE IDENTIFIED AS THE ORIGINAL**
6. **BLACK INK ON WHITE PAPER**
7. **ONE ORIGINAL PLUS 7 COPIES OF PROPOSAL**
8. **DO NOT BIND COPIES OR USE SECTION DIVIDERS**
9. **ONE (1) INCH MARGINS OR GREATER**
10. **PROPOSAL PACKET MUST ALSO INCLUDE A COPY IN ELECTRONIC FORMAT ON A DISKETTE OR COMPACT DISK, EXCLUSIVE OF ANY LETTERS OF COMMITMENT.**

## **COMMON ERRORS TO BE AVOIDED WHEN RESPONDING TO THE RFP**

In an effort to assist all agencies responding to SETA's Request for Proposals (RFP), we have identified a number of recurring errors commonly made by respondents in the preparation of proposals. We encourage respondents to review this listing of common errors in order to avoid repeating the mistakes of previous applicants. The listing is as follows:

1. Failure to prequalify by the Prequalification deadline (which is different from the RFP deadline).
2. Failure to attend the mandatory bidders conference.
3. Failure to submit the proposal by the RFP deadline.
4. Failure to submit separate proposals for Universal Services, In-School Youth and Out-of-School Youth.
5. Failure to submit the required number of copies.
6. Failure to follow PROPOSAL FORMAT provided by, and required in, the Request for Proposals (RFP).
7. Failure to submit "unbound" copies of proposals.
8. Failure to number pages and label exhibits.
9. Failure to submit a complete copy of the document in electronic format.
10. Failure to address or provide all items requested under References.
11. Failure to submit resolutions.
12. Failure to submit budget narrative.
13. Unclear Budget Summaries:
  - a. Discrepancies between line items and totals;
  - b. Blank categories with no explanation given;
  - c. Discrepancies between narrative and budgetary figures and/or totals.

**SECTION II**

IMPLEMENTATION STANDARDS

UNIVERSAL SERVICES FOR YOUTH

INDIVIDUALIZED SERVICES FOR YOUTH

PROGRAM DESIGN

PERFORMANCE MEASURES

DEFINITIONS: WIA PROGRAM ELEMENTS & WIA TERMS

## I. IMPLEMENTATION STANDARDS

The mission of the Sacramento Works Youth Council is to support the positive development of youth to become productive, caring and civic-minded adults by creating a seamless system for youth in the community.

The Youth Council is looking for Youth Collaboratives to serve youth residing in challenged neighborhoods to operate WIA Youth Programs. These collaboratives will be responsible to provide both Universal and Individualized services to youth in their targeted geographic area. Applicants must identify if they will target in-school youth or out-of-school youth.

### Composition of the Collaborative

Each collaborative proposal must include at least two types of organizations.

1. Educational Institutions
  - ◆ For In-School Youth (High School, Continuation School, Community School, Charter School or School District),
  - ◆ For Out-of-School Youth (Vocational Training Center, Adult School, College, University or School District) and,
2. Sacramento Works One Stop Career Centers (SWCC).

In addition, the collaborative may include other organizations serving youth such as after-school programs, community-based organizations, government agencies, employers or others. The Collaborative must work with the SWCC located in the targeted area. If there is no SWCC in the targeted area, the Collaborative must work with the closest Sacramento Works Career Center (listing below).

Please note: Out-of-School Youth programs MUST be co-located within a One Stop Career Center.

<b>Sacramento Works Career Center</b>	<b>Address</b>	<b>Phone</b>
Broadway	915 Broadway, Sacramento, CA 95818	916-324-6202
Citrus Heights	7011 Sylvan Road #A Citrus Heights, CA 95610	916-676-2540
Franklin	7000 Franklin Boulevard #640, Sacramento, CA 95823	916-262-3200
Galt	1000 C Street, Suite 100, Galt, CA 95632	209-744-7702
Greater Sacramento Urban League	3725 Marysville Blvd. Sacramento, CA 95838	916-286-8600
Hillsdale	5655 Hillsdale Blvd. #8, Sacramento, CA 95842	916-263-4100
La Familia	5523 34 <sup>th</sup> Street, Sacramento, CA 95820	916-227-2577
Lemon Hill	5451 Lemon Hill Avenue, Sacramento, CA 95824	916-433-2620
Mark Sanders	2901 50 <sup>th</sup> Street, Sacramento, CA 95817	916-227-1395
Mather	10638 Schirra Avenue, Mather, CA 95655	916-228-3127

Rancho Cordova	10381 Old Placerville Road, Suite 150 Sacramento, CA 95827	916-255-3255
South County	8401 Gerber Road, Suite 8, Sacramento, CA 95828	916-689-3560

The Sacramento WIA Youth Services are divided between two categories: Universal Services and Individualized Services.

## II. UNIVERSAL SERVICES FOR YOUTH

### A. Eligibility

Universal services are based on a premise of universal access. All youth ages 14 through 21 are eligible to receive these universal (or core) services at the Sacramento Works Career Centers.

### B. Program Design Requirement

Universal services for youth will be made available by Universal Youth Specialists stationed at the Sacramento Works Career Centers. The Youth Specialist must be a dedicated staff person, one full-time equivalent employee.

Universal services for youth are intended to provide a “youth friendly” One Stop experience. Youth Specialists and the Sacramento Works Career Centers will establish a strong linkage with local high schools, community colleges, universities, adult education institutions and the WIA youth program. The Youth Specialists will act as liaisons between SWCC and neighborhood resources for youth. Youth Specialists will organize public orientations and information sessions geared to the needs of local youth. They will provide youth with information and referrals regarding other services available in the Sacramento Workforce Investment area. They will organize and lead short-term youth activities. Youth Specialists will track their activities with the Sacramento Works.org client tracking system. Youth Specialists do not carry a caseload and are not case managers.

The **Primary Universal Services** provided by a **Youth Specialist** include:

- Job development and referrals for youth;
- Providing labor market information, job search and placement assistance;
- Outreach, intake, and orientation to services available through the career center delivery system;
- Information on how to use the SWCC resources and equipment;
- Staffing the resource rooms at the career centers;
- Establishing linkages with local educational institutions including higher education and youth service agencies.

Other duties/services may include:

- Initial assessment of skill levels, aptitudes, abilities, and supportive services needs;
- Pre-screening individuals as to whether or not they are eligible to receive assistance in individualized services or training;
- Assistance in establishing eligibility for SETA activities and programs of financial aid assistance for training and education programs;



- Information relating to the availability of supportive services, including at a minimum, child care and transportation available in the local area and referral to services, as appropriate;
- Youth Specialist may be involved in Follow-up services for youth from the Individualized Services program.

**A Youth Advocate** may also be assigned to assist the Youth Specialist in the provision of universal youth services. A youth advocate must be a youth, under the age of 24 and a former WIA or other program participant. The youth advocates are part-time employees and must be assigned to be co-located at the career centers.

### III. INDIVIDUALIZED SERVICES FOR YOUTH

#### A. INTRODUCTION

The intent of the Workforce Investment Act youth program is to **"Provide preparation for continued education, links between academic and occupational learning, preparation for unsubsidized employment or connections to intermediaries with links to the job market and employers."**

Individualized services are divided between In-school and Out-of-School youth. Separate proposals must be submitted for In-School youth and Out-of-School youth.

#### B. ELIGIBILITY

WIA youth programs are intended to provide a rich array of age-appropriate services that target economically disadvantaged youth aged 16-21 who face barriers to staying in school or to finding stable employment. These services are available not only to high school students (in-school youth), but also to out-of-school youth who 1) have dropped out-of-school and are interested in furthering their education and preparing for the workforce, or 2) have earned a high school diploma or GED, but are unemployed, underemployed or deficient in basic skills.

For the Sacramento WIA Youth program, an eligible youth is 16 to 21 years old, low income (i.e., their household income is below the poverty line or 70% of the lower living standard income level) and has one of the following barriers to employment:

- Basic skills deficient (functional academic skill is below the 9th grade level)
- A school drop-out (youth enrolled in alternative schools are not school dropouts)
- Homeless, runaway
- Foster youth
- Pregnant or a parent
- An offender
- An individual who requires additional assistance to complete an educational program to secure and hold employment
- Youth involved in the criminal justice system.

Five percent of the total enrollment can be non-economically disadvantaged (i.e. their household income is greater than the amount described above). However, they must meet one of the barriers to employment described above or:

- Youth that are one or more grade levels below the level appropriate for their age

- Youth with disabilities, including learning disabilities.

#### **IV. PROGRAM DESIGN**

Individualized services will be provided by a collaborative and coordinated by a lead agency.

Applicants must explain in their proposal how they will implement the following requirements of the Sacramento Works Youth Program.

A. **Case management** is required for all participants and comprised of three subparts: Objective Assessment, Service Plan Development and Coordination of Services. Case Management includes:

1. **Objective Assessment of Goals, Needs and Resources.** The objective assessment can be a recent assessment of the participant, where appropriate, or can be developed as part of this youth program. The assessment must address the following:
  - Academic level
  - Skill level
  - Service needs
  - Basic skills
  - Occupational skills
  - Prior work experience
  - Employability
  - Interests, including non-traditional
  - Aptitudes
  - Supportive service needs
  - Developmental needs
2. **Service Plan based on the assessment.** The Individual Employment Plan can be based on a previously developed plan (i.e. Individual Education Plan), or developed as part of this youth program. The strategy must include:
  - An employment goal, traditional or non-traditional
  - Academic goal
  - Achievement objectives
  - Services based on the assessment
  - Ongoing case management
3. **Coordinate service delivery and quality assurance.** The case manager must work in partnership with the youth to implement the service plan. The case manager will connect the youth to program components available through the collaborative, track the progress of each youth to insure the quality of the service provided, and ensure that each youth achieves the planned outcome goals. Services must be documented in the Sacramento Works case management system. Furthermore, SETA is incorporating the use of WorkKeys as the workforce skills certification. More information on WorkKeys is available at [www.workkeys.com](http://www.workkeys.com)

**Provide preparation for continued education, links between academic and occupational learning, preparation for unsubsidized employment or connections to intermediaries with links to the job market and employers.**

Case managers must work collaboratively with partners, employers and community agencies to provide components that link youth to work as a positive youth development activity. This can include innovative connections with the private sector, opportunities for community services, training in critical industries or opportunities to improve academic standing.

## **B. WIA PROGRAM ELEMENTS**

The Workforce Investment Act identified specific program elements to be incorporated into the delivery of youth services. A detailed description of the WIA Program Elements is outlined in the Definitions Section of this RFP are as follows:

1. Secondary School Completion Services
2. Alternative Secondary School Services
3. Occupational Skills Training
4. Summer Employment Opportunities
5. Paid and unpaid Work Experiences
6. Leadership Development Opportunities
7. Supportive Services
8. Adult Mentoring
9. Comprehensive Guidance and Counseling
10. Follow-up Services

Providers must demonstrate that all WIA program elements are available to youth, through WIA or leveraged resources. The following activities are considered required activities for all youth:

- Alternative School Completion: All out-of-school youth that do not have a GED or high school diploma must enroll in services to attain either the GED or high school diploma.
- Work Experience is a required activity for all youth.
- Leadership Opportunities are required for all youth.
- Follow-up services are required for all youth.

## **C. ADDITIONAL INNOVATIVE YOUTH COUNCIL STRATEGIES**

The Youth Council is interested in program designs that incorporate the above WIA youth program elements with other innovative strategies. The Youth Council has identified the following innovative strategies of interest:

1. **SERVICE LEARNING** is a teaching strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Service Learning is recognized as a proven strategy for drop out prevention. The integration of the Service Learning model meets many of the WIA Youth Program elements. The following seven elements are the core of the service learning strategy:

- Integrated Learning – combines service with skill building
- High Quality Service – service that meets a community need
- Collaboration – partnering with others in the community
- Youth Voice – youth help to choose and plan projects
- Civic Responsibility – youth learn that making change is possible

- Reflection – continually thinking about what the youth have learned
- Evaluation and Celebration – continual improvement and recognizing the success of both youth and the project.

Service learning is a youth-centered process of identifying a community need, deciding upon a course of action that will address the issue, and implementing that plan. Essentially, service learning is community service with greater youth/participant involvement in decisions and planning. Youth are more likely to be committed to community service projects when they are expected to identify the project and how they plan to carry it out, since their decisions will be personally meaningful to them. Service learning is a strength-based, youth development approach that aligns with the mission of SETA and the Sacramento Works Youth Council.

The following illustrates the difference between Service Learning and Community Service:

Community Service Example: Students remove trash from a streambed, providing a service to the community.

Service Learning Example: Students in a program *identify* trash in their community streambed as a problem, *decide* to remove the trash, *analyze* what they found and how pollution impacts the environment, *share results* and *recommendations* for the community to reduce pollution, and then *reflect* on their experience.

A chart demonstrating how Service Learning complements the WIA program elements is located following the definitions section of this RFP.

More information on Service Learning concepts implemented throughout California can be found at <http://www.cde.ca.gov/ci/cr/sl>.

## **2. GREEN JOBS STRATEGIES**

SETA and Sacramento Works, Inc. are founding partners of the Green Capital Alliance (GCA). The GCA aims to achieve two equally important goals—making our growing clean technology sector a defining feature of our economy and making the six-county Sacramento region a leader in sustainability. SETA and Sacramento Works, Inc. implemented several Clean Energy Workforce Training programs (CEWTP) in 2009. The goal of the CEWTP initiative is to promote the use of industry sector strategies as the framework for addressing the need for skilled workers in the industries related to energy efficiency, water efficiency, renewable energy (distributed generation and utility-scale), and alternative and renewable transportation technologies.

In August 2009 SETA implemented the Sacramento Green Jobs Corps. The goal of the Green Jobs Corps is to expand youth's awareness of the green economy and provide training in appropriate technical, construction and other skilled jobs in eco-friendly industries. Green Jobs Corps youth continue their education and contribute to their communities through community services and environmental stewardship while receiving job training and placement assistance. The Green Jobs Corps focus on careers in five career clusters:

- Alternative Energy Sources
- Green Building Construction

- Utilities, Energy Efficiency & Weatherization
- Environmental Sustainability
- Transportation & Alternative Fuels.

The above career clusters were also targeted in the CEWTP initiative. The Youth Council is interested in projects that incorporate “green” concepts into the WIA youth program design.

**3. CAREER PATHWAYS** - In spring of 2009, the Youth Council piloted a Human Services Career Pathway as a summer youth employment activity. This strategy included researching careers in the cluster, identifying the gaps and challenges in the workforce, identifying career pathways, and developing training to increase the capacity of the new and existing workforce. The Human Services Career Pathway goal was to prepare youth for part-time employment in the local after-school programs and other human services careers while attending college pursuing human services and/or teaching degrees. The partners included SETA, community-based organizations, local school districts and the community college.

The Youth Council is seeking providers to implement career pathway programs that integrate the WIA youth elements and other appropriate strategies. Providers may choose any critical occupational cluster as identified by the Sacramento Works, Inc.

More information on the Sacramento Works Critical Occupational Clusters including Green Jobs and other careers can be found at <http://seta.net/jobseeker/critical-occupation-clusters/> and under Training Resources at the website.

**HIGH RISK YOUTH** - Additionally, the Youth Council is seeking providers to implement services targeting high-risk youth that integrate the WIA youth elements and other appropriate strategies. These youth include homeless, probation/court-involved, foster and transitioning foster youth, and youth with disabilities.

**PLEASE NOTE:** Applicants are encouraged to incorporate any of the above strategies together. For example, programs incorporating “Green” Service Learning strategy, Career Pathways for High Risk Youth, etc. However, ALL strategies must include the incorporation of the WIA program elements. Inclusion of these innovative strategies will be awarded extra points in the evaluation process.

## V. PERFORMANCE MEASURES

The Sacramento WIA youth program follows the WIA Common Measures. The goals for Sacramento are:

1. Placement into Employment or Education 70%
2. Attainment of a Degree or Certificate 62%
3. Literacy and Numeracy Gain 40%

*These performance measures are subject to change and implementation based on guidance received from the U.S. Department of Labor and the California Employment Development Department.*

## **DEFINITIONS: WIA PROGRAM ELEMENTS & WIA YOUTH TERMS**

### **WIA PROGRAM ELEMENTS**

The WIA program elements are grouped into three components and defined as follows:

- Improving Educational Achievement
- Preparing for and Succeeding in Employment
- Supporting Youth Development

#### **A. IMPROVING EDUCATIONAL ACHIEVEMENT COMPONENTS**

1. **Secondary School Completion Services** include tutoring, study skills training and instruction leading to completion of secondary school, and drop out prevention strategies for in school youth. This element is generally more appropriate for younger youth (14-18 years old), particularly those that are in school. Connections to this activity are not required for programs serving out-of-school youth. Out-of-School youth may need to complete secondary school through adult education.
2. **Alternative Secondary School Services** includes activities directed toward the completion of a high school diploma or its equivalent for out-of-school youth. GED attainment is not an end in itself; it is a benchmark on the way to employment or post-secondary education opportunities for youth. Research shows that the long-term earnings of GED holders are higher than earnings for dropouts without additional education credentials, but lower than earnings of high-school graduates.

#### **B. PREPARING FOR AND SUCCEEDING IN EMPLOYMENT COMPONENTS**

1. **Occupational Skills Training and Employment Opportunities Directly Linked to Academic and Occupational Learning** includes instruction in job specific and basic skills in a specific job or industry and must be related to local labor market demand. Internship and employment placement must be directly linked to the occupational skills training.
2. **Summer Employment Opportunities directly linked to occupational or academic learning** and 3. **Paid and unpaid Work experiences** are planned; structured learning experiences that take place in a workplace for a limited period of time. Worksites may be in the private, for-profit, non-profit, or public sectors. Work experience is designed to enable youth to gain exposure to the working world and its requirements. Work experience should help youth acquire the personal attributes, knowledge, and skills needed to obtain a job and advance in employment. The purpose is to provide youth participants with the opportunities for career exploration and skill development. Although the employer may in fact benefit from the activities performed by youth, the intention of this activity is not to benefit the employer. Work experience may be subsidized or unsubsidized and may include:
  - Instruction in employability skills or generic workplace skills
  - Exposure to various aspects of an industry
  - Progressively more complex tasks
  - Internships and job shadowing
  - Integration of basic academic skills into work activities
  - Supported work, work adjustment, and other transition activities

- Entrepreneurship, and
- Other elements designed to achieve the goals of work experience.

Note: Summer employment opportunities cannot be a stand-alone activity.

**On-the-Job Training** - In most cases, on-the-job training is not an appropriate work experience activity for youth participants under age 18. On-the-Job Training is an activity designed to place participants into full-time jobs in high skill occupations on a “hire first” basis where supervision and training are provided by the employer. OJT affords participants the opportunity to be trained while acquiring the work skills necessary to succeed in and retain employment while contributing to an employer’s productivity.

(More information regarding On-the-Job Training and the contracting requirements may be found in the WIA Directive section of the SETA website.)

## C. SUPPORTING YOUTH DEVELOPMENT COMPONENTS

**1. Leadership Development Opportunities** include developmentally appropriate activities to enhance youth responsibility, goal setting, perseverance and other leadership skills. Leadership development opportunities for youth may include the following:

- Exposure to postsecondary educational opportunities
- Community and **service learning** projects
- Peer-centered activities, including peer mentoring and tutoring
- Organizational and team leadership training
- Training in decision making and determining priorities
- Citizenship training, including life skills training such as parenting, work behavior training, and budgeting of resources
- Participating on community boards or committees
- Positive social behaviors which may include but are not limited to:
  - ◆ Developing a positive attitude
  - ◆ Building self-esteem
  - ◆ Training in cultural diversity, and
  - ◆ Work simulation activities

**2. Adult Mentoring** includes connecting youth to caring competent adults, other than the assigned counseling or case management staff. Adult mentors will discuss topics of interest with youth, including their plans, problems, decisions, and future. Mentors need training to understand their roles and responsibilities. They are only effective if they have regular interaction with the youth. A case manager is not considered a mentor. Background checks, including fingerprinting, will be required for all adult mentors.

**3. Supportive Services for Youth** include the support necessary for participants to complete the program. Supportive services for youth as defined in WIA Section 101(46) may include the following:

- Linkage to community services
- Assistance with transportation costs

- Assistance with child care and dependent care costs
  - Referral to medical services, and
  - Assistance with uniforms or other appropriate work attire and work-related tool costs, including such items as eyeglasses and protective eye gear.
- 4. Comprehensive Guidance and Counseling** including drug and alcohol abuse counseling, as well as referrals to counseling, as appropriate to the needs of the individual youth. Services must be provided by a licensed or credentialed therapist.
- 5. Follow-up Services For Youth** Regular and frequent interaction with participants for one year after termination from the program during which they are offered guidance and support. Follow-up services for youth may include:
- Leadership development and supportive service activities
  - Regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise
  - Assistance in securing better paying jobs, career development, further education and other assistance
  - Work-related peer support groups
  - Adult mentoring, and
  - Tracking the progress of youth in employment after training.

## WIA YOUTH TERMS

**Alternative Secondary School** – A program that receives state K-12 funding to serve youth who have not been successful in "traditional" mainstream academic programs and that provides instruction leading to a high-school diploma and/or a GED.

**Basic Skills** – Those academic skills that include reading, writing and speaking English, and the skills involved in math applications, computing and solving problems.

**Basic Skills Deficient** – A participant who scores below the eighth grade level, or two grade levels behind on a standardized test in one of the following: reading, writing, and speaking English or math computation skills.

**Case Management** – The provision of a client centered approach in the delivery of services designed:

- A. To prepare and coordinate comprehensive employment plans to ensure access to necessary workforce investment activities and supportive services
- B. To provide job and career counseling during program participation and after job placement.

**Certificate** – A certificate is awarded in recognition of an individual's attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based on standards developed or endorsed by employers. The U.S. Department of Labor and the State of California are reviewing which certificates will be accepted. Currently, Sacramento Works endorses the WorkKeys workforce skills certificate.

**Critical Occupational Clusters:** Sacramento Works Inc. has identified seven critical industries that represent the highest wage and/or highest growth for the region. The Youth Council



promotes appropriate and timely occupational skills training to better prepare youth for success. The current critical industries approved by Sacramento Works are:

- Advanced Manufacturing and Production
- Construction
- Financial and Customer Service
- Healthcare and Biotechnology
- Information Technology and Telecommunications
- Maintenance and Repair
- Tourism and Hospitality
- Human Services

More information on the Sacramento Works Critical Occupational Clusters including Green Jobs and other careers can be found at <http://seta.net/jobseeker/critical-occupation-clusters/> and under Training Resources at the website.

**Drop out Prevention Strategies** – Student centered intensive individualized attention and instruction through tutoring, mentoring, alternative secondary school offerings, and instruction to assist youth with completion of high school.

**Educational Gain** – At post-test, participant completes or advances one more educational functioning levels from the starting level measured on entry into the program (pre-test).

**Entered Employment** – Participant has attained part-time or full-time employment.

**Exits** – Participants exit when no further active services from a WIA-funded or non-WIA funded partner are planned (called a “hard exit”) or when there has been a gap in services for more than 90 days (except for health/medical reasons, incarceration or death).

**Foster Child** – An individual currently in foster care or has been in the Foster Care system at any point during his/her lifetime. (This definition applies to the eligibility barrier only)

**Gang Affected/Court Involved (Youth)** – A youth who expresses identification with a gang (dress, signs, behavior, and association with known gang members), but is not directly involved with a particular gang; a youth who has been adjudicated for a crime committed with or against other known gang members; or any youth who has been involved in persistent and escalating criminal gang activity.

**Homeless/Runaway (Youth)** – A youth who lacks a fixed, regular, adequate nighttime residence. Includes those who have a primary nighttime residence that is a public or private shelter, an institution providing temporary residence, or a public or private place not designated or ordinarily used as a regular sleeping accommodation. A runaway is defined as a person under 18 years of age that absents him- or herself from home or place of residence without permission from a parent or legal guardian.

**Individual Employment Plan (IEP)** – An individualized, written plan of long- and short term. goals in the areas of education, employment/career, involvement in WIA youth activities, and personal support services needed. An IEP must be age-appropriate and developed with each participant, and must identify target outcomes for each youth. The IEP must be regularly reviewed and updated as changes occur in employment goals, barriers, and program services or support services needs.

**Individual with a Disability** – In general: an individual with any disability as defined in Section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102).

**In-School Youth (ISY)** – A WIA-eligible youth who has not received a high-school diploma or its recognized equivalent (GED) and is attending school (including alternative secondary school) at the time of WIA registration.

**Internship (Youth)** – A structured work experience involving specific occupational skills development goals in addition to learning goals; includes the expectation that the student, upon completion of the internship, will demonstrate skills necessary for entry-level employment in the occupational area of the internship.

**Occupational Skills** – Skills necessary to perform actual tasks and technical functions required by certain industries, such as set-up procedures, safety measures, terminology, record keeping, equipment usage, etc. Occupational skills can be attained through activities such as:

- (A) Entry into an apprenticeship or internship program;
- (B) Completion of a career-specific, professional technical or advanced job skill training program. or
- (C) Completion of a college degree.

**Occupational Skills Training** – Basic or advanced training for acquiring skills in a specific occupation. Occupational Skills training includes job specific competency training and pre-apprenticeship training. Training institutions such as adult education, career techs, community colleges, universities, and private training providers provide such training.

**Offender** – Any adult or juvenile:

1. Who is or has been subject to any stage of the criminal justice process, for whom WIA services may be beneficial; or
2. Who requires assistance in overcoming artificial barriers to employment resulting from a recent arrest or conviction.

**Older Youth** – A person who is 19 to 21 years old at the time of WIA enrollment. Those in this age group may be enrolled in WIA either as youth or as adults, depending on circumstances.

**Out-of-School Youth (OSY)** – A WIA-eligible youth who is not in school at the time of enrollment and who 1) is a school dropout OR 2) has received a secondary-school credential, but is basic-skills deficient, unemployed or underemployed.

**Pregnant/Parenting Youth** – A youth who is under 22 years of age and is either pregnant or providing custodial care for one or more dependents that are under 18 years old.

**Pre-Employment Skills/Work Readiness** – Case managers help youth in creating a resume, job seeking, interviewing skills, understanding employer and workplace expectations, positive work habits, effective coping and problem-solving skills, and other skills that will help youth move toward employment.

**Pre-Test** – An assessment administered to a participant within 60 days following the date of participation. If a youth was tested within 6 months prior to the date of participation, the test results may be used.

**Post-Test** – An assessment administered to a participant after the pre-test and at regular intervals during the program.

**Sacramento Works** – The One-Stop Career Center system in Sacramento County. For more information on the Sacramento Works Career Centers, see [www.seta.net](http://www.seta.net).

**School Dropout** – An individual who is no longer attending school and who has not received a secondary school diploma or its recognized equivalent (GED).

**Self-Sufficiency** (*for ages 18 & above, or for emancipated youth under 18*) -The self-sufficiency standard for Sacramento measures how much income is needed, for a family living in a given place, to adequately meet its basic needs without public or private assistance. (See [www.seta.net](http://www.seta.net))

**Service Learning** – Structured workplace or community-based earning experience, through which participants learn and develop by participating in organized community service work activities that meet identified community needs. Community and Service Learning projects are designed collaboratively by the program and participant(s) to further understanding of course content, enrich the learning experience, promote a lifelong civic engagement, and enhance a sense of civic responsibility. More information is available at <http://www.cde.ca.gov/ci/cr/sl>.

**Slots** – The number of slots available refers to the number of participants that can be served at any one time by the program. Programs are expected to have 100% of their slots filled by the second quarter.

**Soft Skills** – A sociological term relating to a person's "EQ" (Emotional Intelligence Quotient), the cluster of personality traits, social graces, communication, language, personal habits, friendliness, and optimism that characterize relationships with other people. The most in-demand soft skills cited by human resource managers are organizational skills, verbal communication, teamwork and collaboration, problem solving, tact and diplomacy, business writing, and analytical skills.

**Supportive Services**- Services needed in order to assist youth to be successful in achieving their goals. This may include transportation, childcare, work-related tools, and clothing. To the greatest extent possible programs should address support service needs through partnerships and leveraging of resources.

**Work Experiences** - Activities including internships and job shadowing are planned, structured learning experiences taking place at a workplace for a limited period of time.

**Work Readiness Skills** – A range of skills related to work awareness and positive work habits, labor market knowledge, occupational information, career planning and job search techniques.

**WorkKeys** is a national workforce development system that compares a worker's skills with the skills required to successfully perform a specific job. The system includes profiling (job analysis), skill assessment and instructional support. More information is available at [www.workkeys.com](http://www.workkeys.com).

**Younger Youth** – A person who is 14 to 18 years old at the time of WIA enrollment. Those who are 18 can be enrolled into WIA either as younger youth in the WIA youth system or as adults in the WIA adult system, depending on circumstances.

## Service Learning & WIA Youth Program Elements

WIA Elements	Service Learning
<p><b>Leadership</b> - Community and service learning projects, peer centered activities, training in decision making and determining priorities, and citizenship.</p>	<p><b>Yes - Youth have a voice, make decisions on the project they will participate in the community and receive training on how to determine priorities for the project.</b></p>
<p><b>Adult Mentoring</b> – Connecting youth to caring competent adults, other than the assigned counseling or case manager. Adult mentors will discuss topics of interest with youth, including their plans, problems, decisions, and future.</p>	<p><b>Yes - Youth may connect to adults and discuss their future plans or issues they may be experiencing.</b></p>
<p><b>Occupational Skills</b> – When a youth obtains a skill in an occupation like forklift, Certified Nursing Assistant, or computers</p>	<p><b>Yes - While on a project, youth may obtain skills in an occupation.</b></p>
<p><b>Supportive Services</b> – Youth receives financial assistance from the case manager (rent, mileage, bus passes, interview or employment clothing).</p>	<p><b>YES – Youth may receive supportive services such as bus passes to get to and from the Service Learning project location.</b></p>
<p><b>Tutoring and Drop-out</b> – A youth drops out of school and needs tutoring in a particular or all subjects to graduate or obtain a GED.</p>	<p><b>YES – Youth may obtain a better understanding of a particular subject, while tutoring younger youth.</b></p>
<p><b>Work Experience -</b>  <b>Job Shadowing</b> – A client spends the day with an employer.  <b>Paid Internship</b> – Youth gets paid for their work experience.  <b>Unpaid Internship</b> – Youth volunteers and does not get paid for their work experience.</p>	<p>Yes – Community Service is included in the definition of work experience. However, the community service hours and supervision should be structured similar to a work environment.</p>
<p><b>Alternative Secondary Services (Degree/Diploma)</b> – Youth obtains their high school diploma or Post-Secondary Education degree.</p>	<p>NO</p>
<p><b>Follow-up</b> – When youth has been exited and are placed in follow-up for 12 months.</p>	<p>NO</p>
<p><b>Guidance and Counseling</b> – A youth needs guidance or counseling in alcohol/drug, education or individualized counseling.</p>	<p>NO</p>