



## **Solicitation for Grant Proposals**

# **2020 WORKFORCE INVESTMENT & OPPORTUNITY ACT (WIOA) YOUTH PROGRAM**

**[RFP # WIOA 2020-01]**

Governor's Workforce Board RI  
RI Department of Labor & Training  
1511 Pontiac Avenue, Building 73  
Cranston, RI 02920

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Proposals must be submitted no later than  
Wednesday, March 18, 2020 at 2:00 PM

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## I. Funding Opportunity Description

The Governor's Workforce Board (GWB) is soliciting innovative WIOA youth proposals that respond to the needs of target populations and employers in today's changing economy. The purpose of this solicitation is to identify and fund organizations that will design innovative programming and comprehensive services that result in WIOA youth achieving academic and employment success. Applicants must demonstrate how they intend to transition WIOA-eligible youth residents of the Greater Rhode Island workforce area, ages 16-24 years, into post-secondary education and training or employment under the Workforce Innovation and Opportunity Act (WIOA) Title I.

Through this solicitation, approximately \$1.3 million of WIOA funds are anticipated to be available for WIOA Youth programs. The GWB reserves the right to fund the proposal components in whole or in part.

### A. Background

The GWB was established by Executive Order on September 22, 2005. It is the primary policy-making body on workforce development matters for the State of Rhode Island, with statutory responsibility and authority to plan, coordinate, fund and evaluate workforce development activities in the state as established by RI General Law, Title 42-102. The GWB consists of 21 members representing business, labor, education, community, and government who establish workforce development policy and plans and allocate state Job Development Funds (JDF). The GWB administers WIOA Youth funds for the Greater Rhode Island local area.

One of the GWB's strategic priorities is to advance a career pathway strategy to prepare youth and adults for successful futures. The GWB invests in youth and young adult workforce development through several avenues, including the Real Skills for Youth program, the PrepareRI High School and College Internship programs, the Real Pathways program, and WIOA Title II – Adult Education. The goal is that all of these investments will contribute to long-term positive outcomes in career readiness and success through the following theory of action:

Build and scale opportunities for:

- Meaningful career exposure and exploration of potential career paths and their on-ramps,
- Skill-building with an emphasis on essential and professional skills, and
- Supported work-based learning experiences that allow participants to apply learning in a real-world setting

That lead to:

- Entry into a job, job training or apprenticeship, and/or post-secondary education with opportunity for advancement and ability to earn a living wage.

### B. Workforce Innovation and Opportunity Act Overview

The Workforce Innovation and Opportunity Act of 2014 (WIOA), is designed to improve and streamline access to federally funded employment, education, training, and support service programs. The goal of WIOA is to consolidate, coordinate, and improve employment, training, literacy, and vocational programs in the United States and provide the framework for a workforce preparation system that is

flexible, responsive, customer-oriented, and locally focused. Of particular emphasis in the legislation are three key driving messages:

- A commitment to providing high quality, accessible services;
- An alignment of investments in workforce, education, and economic development;
- A youth vision that supports an integrated service delivery system.

As the Workforce Development Board for Greater Rhode Island, the GWB determines policies, priorities and providers for the local area, including the local One-Stop Center, while also working collaboratively to create a better experience for the job seekers and employers they serve.

Partnerships and collaborations are strongly encouraged, to ensure the opportunity for workforce strategies, education, training, and trauma-informed case management services for participating youth. Additionally, the inclusion of youth voice and leadership as a guiding factor in the program design is strongly encouraged and applicants should include ways in which this occurs in the program planning in their proposal.

### C. Funding Stream and Authority

This grant is being funded by the GWB pursuant to Rhode Island General Laws § 42-102-6(e)1.

The authority for the award of funding for the WIOA Youth Program is not governed by the provisions, otherwise, of Rhode Island Procurement Regulations Section 1 et seq. pursuant to Rhode Island General Laws § 37-2-13. Instead this grant is being solicited under Section 10 of the Rhode Island Procurement Regulations pursuant to Rhode Island General Laws § 37-2-13, "Expenditures that are not Procurements."

Funds for this grant may be derived from a variety of sources, which may include but are not limited to:

- 1) Governor's Set Aside pursuant to Workforce Innovation and Opportunity Act, 29 U.S.C.A. §3163(a)
- 2) Sector NEG US DOL pursuant to Workforce Innovation and Opportunity Act, 29 U.S.C.A. §3225(b) and Workforce Investment Act, 29 U.S.C.A. §2918
- 3) US DOL Incentive Grant pursuant to Workforce Investment Act, 20 U.S.C.A. §§9211, 9273

### D. Notification to Applicants

- The GWB reserves the right to amend, revise, or edit any part of this Grant Solicitation during the application period. Any amendments will be posted to the GWB website by Friday, February 28, 2020 along with Grant Solicitation questions and answers.
- Potential applicants are advised to review all sections of this Request carefully and to follow instructions completely, as failure to make a complete submission as described elsewhere herein may result in the proposal being found nonresponsive.
- Alternative approaches and/or methodologies to accomplish the desired or intended results of this procurement are solicited. However, proposals that depart from or materially alter the terms, requirements, or scope of work defined by this Request will be considered non-responsive.

- All costs associated with developing or submitting a proposal in response to this Request, or to provide oral or written clarification of its content, shall be borne by the applicant. The State assumes no responsibility for these costs.
- Proposals are considered to be irrevocable for a period of not less than 60 days following the opening date, and may not be withdrawn, except with the express written permission of the State Purchasing Agent or designee.
- Applicants are advised that all materials submitted to the state for consideration in response to this RFP will be considered public records as defined in Title 38, Chapter 2 of the General Laws of Rhode Island, without exception, and will be released for inspection immediately upon request once an award has been made.
- Interested parties are advised to visit the GWB web site ([www.gwb.ri.gov](http://www.gwb.ri.gov)) on a regular basis, as additional information relating to this solicitation may be released in the form of an addendum to this Request for Proposals.
- All proposals should include the lead applicant's FEIN or Social Security number as evidenced by a W9 form, downloadable from the Division of Purchasing website: <http://www.purchasing.ri.gov/rivip/publicdocuments/fw9.pdf>
- In accordance with Title 7, Chapter 1.2 of the General Laws of Rhode Island, no foreign corporation, a corporation without a Rhode Island business address, shall have the right to transact business in the state until it shall have procured a certificate of authority to do so from the Rhode Island Secretary of State (401-222-3040). This is a requirement only of a successful vendor.
- DIVESTITURE OF INVESTMENTS IN IRAN REQUIREMENT: No vendor engaged in investment activities in Iran as described in R.I. Gen. Laws §37-2.5-2(b) may submit a bid proposal to, or renew a contract with, the Division of Purchases. Each vendor submitting a bid proposal or entering into a renewal of a contract is required to certify that the vendor does not appear on the list maintained by the General Treasurer pursuant to R.I. Gen. Laws §37-2.5-3.
- § 28-5.1-1 Declaration of policy. – (a) Equal Opportunity and Affirmative Action toward its achievement is the policy of all units of Rhode Island state government, including all public and quasi-public agencies, commissions, boards and authorities, and in the classified, unclassified, and non-classified services of state employment. This policy applies in all areas where the state dollar is spent, in employment, public service, grants and financial assistance, and in state licensing and regulation. For further information, contact the Rhode Island Equal Employment Opportunity Office, at (401) 222-3090.

## II. Award Information

### A. Available Funding and Number of Awards

The number of grants awarded will be determined by the competitive process and the available funding. All awards are subject to the availability of funds and the execution of a contract that is acceptable to

both the selected respondent and the GWB. Awardees may be eligible for additional funding opportunities available only to Youth WIOA providers.

GWB strives for optimization of our allocated funding amounts by awarding larger grants to a smaller number of successful applicants who will provide the highest quality programs for participants and utilizing partnerships and referral networks.

### B. Award Duration and Timeline

The expected contract term under this solicitation will be from July 1, 2020 through June 30, 2022, provided measurable outcomes are successfully achieved, in the sole discretion of the GWB, and sufficient funds for the contract term remain available. This includes one year of program and one year of required follow-up.

GWB will have the option to renew the contract for up to two (2) additional years, through June 30, 2024. Applicants provided the opportunity to renew will need to submit an abbreviated proposal for additional funding and a description of the comprehensive vision for programming. Approval of this application will be at the sole discretion of the GWB.

Initial grant contracts will begin no earlier than July 1, 2020 and will end no later than June 20, 2022, except by written approval by both parties. Additional Funds may be authorized upon written approval, and allocations will be based on available funds and performance. Below is the proposed timeline for WIOA Youth applications.

<u>Schedule of Pertinent Dates</u>	
<b>Release of Solicitation</b>	<b>Tuesday, February 4, 2020</b>
<b>Q &amp; A deadline</b>	<b>Monday, March 9, 2020</b>
Questions about this RFP may be submitted to the GWB by email to <a href="mailto:julissa.polanco@dlt.ri.gov">julissa.polanco@dlt.ri.gov</a> . All questions and answers will be posted on the GWB website.	
<b>Proposal Due Date</b>	<b>Wednesday, March 18, 2020 at 2:00 PM</b>
<b>Grant Awards Announced</b>	<b>June 2020</b>

### C. Proposal Due Date and Time

Proposals, in the number and form set forth in Section IV, "Proposal Format and Submission Information" must be received in hand by GWB staff at the address below, time and date stamped no later than 2:00 P.M. Local Time on Wednesday, March 18, 2020, in order to be considered. If the proposal submission is mailed, it must also be received by the closing date and time. Hand delivery is preferred, and late submissions will only be considered for good cause.

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### III. Eligibility and General Information

#### A. Eligible Lead Applicants

The Lead Applicant serves as Fiscal Agent for the grant as well as lead contact and administrator for all grant-related activities. The Lead Applicant may be any of the following:

School, school district, community-based or non-profit agency, training or education provider, higher education institution, trade association or industry sector intermediary, municipality, private employer or organization.

The GWB is interested in awarding contracts to organizations with a track record of providing services to low-income youth in Rhode Island while maintaining high standards of program management and accountability. Preference will be given to community-based organizations that are physically located in the Greater Rhode Island area.

The GWB will give priority to proposals that incorporate partnerships and collaborations under this RFP. Partnerships focusing on a seamless integration of programs and services are strongly encouraged to ensure that there are no gaps in the continuum of programs and services. Partnerships are urged to include a broad spectrum of stakeholders, including but not limited to employers, institutions of higher education, One-Stops, adult basic education providers, and community-based organizations. To that extent, the GWB encourages applicants to partner and clearly define each partner's strengths, roles, and responsibilities under this RFP. Each applicant may apply as the lead applicant for only one proposal, but may budget funds towards the partners' services. Applicants may be members of more than one partnership under this RFP.

#### B. Participant Eligibility

All participants served with WIOA Youth funds under this procurement must meet all of the general eligibility characteristics in Table 1 and must meet the definition of Out-of-School Youth or In-School Youth, which must be documented, and that documentation maintained by the provider. **A minimum of 75% of the funds proposed and spent through this RFP must serve out-of-school youth as defined in Table 1.**

**Table 1: Youth Participant Eligibility**

<b>General Eligibility</b>	
<p>A) Resident of the Greater Rhode Island area (statewide except for Providence and Cranston); and                      B) Low-income as defined in the Section below; and                      C) Having U.S. Right to Work Documentation; and                      D) Registered for Selective Service for males 18 and older; and                      E) Out-of-school youth between the ages of 16 – 24 years old or in-school youth between the ages of 14-21 years old as defined below:</p>	
<b>Out-of-School Youth Definition</b>	<b>In-School Youth Definition</b>
<p>A) Not attending any school;                      B) Not younger than age 16 or older than age 24; <b>and</b>                      C) One or more of the following:                      a) A school drop-out.                      b) 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.                      c) A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is                      i. basic skills deficient; or                      ii. an English language learner.                      d) An individual who is subject to the juvenile or adult justice system.                      e) A homeless individual, a homeless child or youth, a runaway, in foster care of 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), <b>or</b> in an out-of-home placement.                      f) An individual who is pregnant or parenting.                      g) A youth who is an individual with a disability.                      h) A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment, defined by the GWB <a href="#">here</a>.</p>	<p>A) Attending school;<sup>1</sup>                      B) Not younger than age 14 or (unless an individual with a disability who is attending school under state law) older than age 21;                      C) A low-income individual; <b>and</b>                      D) One or more of the following:                      a) Basic skills deficient.                      b) An English language learner.                      c) An offender.                      d) A homeless individual, a homeless child or youth, a runaway, in foster care of 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), <b>or</b> in an out of home placement.                      e) Pregnant or parenting.                      f) A youth who is an individual with a disability.                      g) An individual who requires additional assistance to complete an educational program or to secure or hold employment, defined by the GWB <a href="#">here</a>.</p> <p><i>Taken directly from Section 129 (a)(1): Youth participant eligibility. Retrieved from: <a href="https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf">https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf</a></i></p>

<sup>1</sup> Youth attending high school equivalency (HSE) programs, including those considered to be dropout re-engagement programs, funded by the public K–12 school system that are classified by the school system as still enrolled in school are considered ISY (From [TEGL 21-16](#)).



## WIOA LOW-INCOME

WIOA defines low income as an individual who:

- 1) Receives, or in the past 6 months has received, or is a member of a family that is receiving or in the last 6 months has received, assistance through SNAP
- 2) In a family with total income not exceeding the higher of the poverty line or 70% Lower Living Standard Income Level (see Table 1, below);
- 3) Homeless;
- 4) Receives or eligible to receive a free or reduced-price lunch;
- 5) Foster child on behalf of whom State or local government payments are made or an individual who has attained 16 years of age and left foster care for kinship guardianship or adoption
- 6) Youth with a disability whose own income meets the income requirement of clause (2) but whose family does not.
- 7) Youth living in a high-poverty area as determined by census data.

**Table 2: Determination of income level in RI for WIOA**

Family Size	1	2	3	4	5	6
Reference	Federal Poverty Level	Lower Living Standard	Lower Living Standard	Lower Living Standard	Lower Living Standard	Lower Living Standard
Income Limit	\$12,490	\$18,432	\$25,298	\$31,229	\$36,856	\$43,099

### C. WIOA Youth Program Requirements

The following requirements apply to all youth service providers funded under WIOA. The GWB seeks proposals articulating collaborations with other partners in order to generate access to an appropriate range of services for participating youth. Proposals are expected to demonstrate capacity to fulfill all requirements, but may do so through partnerships.

#### MANDATORY PROGRAM ELEMENTS

Funded programs must be able to provide, either in-house, through collaboration with other organizations (which may or may not be a WIOA-funded provider), or through referral, access to the 14 elements of youth services required under WIOA. Applicants must demonstrate how all 14 required program elements will be made available to participating youth as needed. Additional guidance regarding the 14 elements of youth services is available in the [US Department of Labor's Training and Employment Guidance Letter No. 21-16](#).

A strong partnership is critical for this RFP to deliver the effective services that will have the greatest possible collective impact. Applicants must establish a plan that clearly identifies which organization is providing which service for program participants. Partnerships can include but are not limited to employers, higher education institutions, apprenticeship programs and other community-based organizations with expertise in serving the target population.

<b>1. Tutoring, Study Skills Training and Instruction</b>	Development of educational achievement skills that leads to the completion of the requirements for a secondary or post-secondary school diploma/credential.
<b>2. Alternative Secondary School</b>	Alternative secondary school services or drop out recovery services.
<b>3. Work Experience</b>	Work experiences meeting the GWB definition of work-based learning and work readiness training (see Appendix A).
<b>4. Occupational Skills Training</b>	An organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields.
<b>5. Education concurrently with Workforce Preparation</b>	Integrated education and training that occur concurrently and contextually with workforce preparation.
<b>6. Leadership Development</b>	Opportunities that encourage responsibility, confidence, employability, self-determination and other positive social behaviors.
<b>7. Supportive Services</b>	Services that enable youth to participate in program activities such as assistance with books, fees, transportation, and legal aid services.
<b>8. Adult Mentoring (12 months min)</b>	Participants receive adult mentoring for a period of not less than 12 months that connects to the youth's goals.
<b>9. Comprehensive Guidance and Counseling</b>	Individualized counseling which includes drug and alcohol abuse, and mental health counseling and referral to partner programs.
<b>10. Financial Literacy Education</b>	Support the ability of participants to create budgets, learn how to manage spending, credit, and debt.
<b>11. Entrepreneurial Skills Training</b>	Entrepreneurial skills training to provide the basics of starting and operating a small business.
<b>12. Labor Market Services</b>	Access to career counseling, career exploration, career awareness, and the use of labor market tools.
<b>13. Transition to Post-Secondary Education</b>	Access to job exploration counseling, work-based learning experiences, instruction in self-advocacy, work readiness training.
<b>14. Follow-up Services (12 months)</b>	Follow-up services are provided for 12 months unless the participant cannot be located or contacted.

## REQUIRED SEQUENCE OF SERVICES

Programs funded through this RFP are required to provide the following required sequence of services in order to ensure that all participants receive comprehensive and individualized services consistent with the WIOA requirements. These are further defined in Section C.VI.

- Outreach and Recruitment
- Intake and Eligibility Determination
- Assessment and Referral
- Case Management and Individual Service Strategy Development
- Access to a Range of Services
- Follow-Up Services

## D. Additional Program Priorities

### **OPPORTUNITY YOUTH**

WIOA legislation requires that, at minimum, 75% of funds serve out-of-school youth. The GWB is committed to prioritizing the unique needs of older youth, ages 16-24, who are disconnected from education and employment, and creating and updating programming to meet the needs and address the unique barriers of this population.

### **WORK-BASED LEARNING**

WIOA legislation requires that 20% of funds must be spent on work experiences. For this purpose, the GWB defines work experience as work-based learning according to the statewide definition and quality standards, including the work readiness training to successfully prepare for work experiences. See Appendix D for definitions of work-based learning and work readiness training.

High-quality work-based learning allows youth to explore career paths, apply essential skills in a real-world setting, learn work norms and culture, and build professional networks. Work-based learning should be accompanied by work readiness training and the opportunity to build essential skills through a scaffolded learning process where participants learn the skill, actively practice the skill, and reflect on the learned and applied skills through continuous coaching.

These work experience strategies must serve as a next step in career development, whether the desired outcome is employment, or enrollment in advanced training or post-secondary education.

### **CAREER PATHWAYS**

WIOA places a strong emphasis on career pathways as defined as a combination of rigorous and high-quality education, training and other services that:

- Align with the skill needs of industries in the local economy;
- Prepare individuals to be successful in a full range of secondary or postsecondary education options by providing education, training, employment and supportive services through intensive case management;
- Provide clear advancement opportunities and transitions for participating youth;
- Enable participants to attain secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
- Helps an individual enter or advance within a specific occupation or occupational cluster.

Preference will be given to programs exercising a career pathway model, with a structured sequence of activities that focus on providing participating youth with long-term career development services that lead to unsubsidized employment in industries with projected growth and the potential for wage progression. For youth, this vision is built on a theory of action that moves young people along a career pathway through meaningful career exposure and exploration of potential career paths and their on-ramps, skill-building with an emphasis on essential and professional skills, and supported work-based learning experiences that allow participants to apply learning in a real-world setting.

Programs that provide a seamless transition between components of a career pathway model that increase employability for participating youth will be prioritized. Applicants must demonstrate how

participants will advance from one level to the next in the career pathways continuum. Capacity to move clients to recognized postsecondary credentials, such as an associate degree or an industry- recognized postsecondary apprenticeship or training certificate will be a priority.

### **EMPLOYER PARTNERS**

Applicants must demonstrate strong employer or training provider partnerships. Program participants will benefit from a first-hand understanding of the requirements and expectations of employers in a given industry. Partnerships between employers and providers should be built on the premise that the proposed program will benefit employers by developing the job readiness and industry-specific employment skills of potential employees and by providing a more informed and motivated applicant pool.

Applicants must demonstrate partnership designs that offer employers the opportunity for direct interaction with individual participants and direct coordination with program staff. For example, youth may be placed in summer jobs or internships with local businesses and employers, while other employers may participate as job-shadow hosts and mentors for youth.

Applicants are encouraged to include innovative and sustainable employer partnerships, aligned to in-demand industries where appropriate, in their program design. Proposals without strong employer or training provider involvement will not be competitive. If a program does not have expertise in employer relationships, partnership with a program that does have this expertise is encouraged.

### **TRAUMA RESPONSIVE SERVICES**

Trauma-responsive services operate with an understanding and sensitivity to the vulnerabilities of trauma victims in order to avoid aggravating those vulnerabilities, ultimately increasing the chances of producing positive outcomes for children’s wellbeing. Applicants should be able to demonstrate how they will incorporate trauma responsive services into their programmatic design.

## **E. Performance Outcomes**

### **FEDERAL AND STATE PERFORMANCE MEASURES**

The applicant is required to meet or exceed federal performance indicators. Targets for these indicators are redefined annually by the federal and state governments, and providers will be held accountable for achieving performance targets outlined in the annual contract. Please note that some performance indicators are attainable while a youth is enrolled in the program, and others are attainable only after the youth is exited from the program for a specified time period.

### **STATE-NEGOTIATED YOUTH PERFORMANCE STANDARDS**

Contracts awarded through this RFP will be negotiated according to the 2020 Performance Standards currently being negotiated between the US Dept. of Labor and Training Administration and the State of RI. For reference, the 2019 Performance Standards are listed below:

<b>2019 RI WIOA YOUTH MINIMUM PERFORMANCE STANDARDS</b>	
<b>Entered Employment Rate:</b> Employed or in education or training any time in the second quarter after exit.	62%
<b>Retention Rate:</b> Employed or in education or training any time in the fourth quarter after exit.	69.4%
<b>Median Earnings:</b> Median quarterly earnings of those employed in the second quarter after exit.	Baseline
<b>Credential Rate:</b> Percent of exiters that received education or training who obtain a post-secondary credential or high school diploma or equivalent by the 4 <sup>th</sup> quarter after exit. <b>Those obtaining a high school diploma or equivalent only count toward the performance rate if they are employed or in education or training leading to a recognized post-secondary credential within the year.</b>	60.6%
<b>Measurable Skills Gain:</b> Percent of participants who, during the course of the program year, are in an education or training program and are achieving measurable skill gains, defined as documented academic or other progress.	Baseline
<b>Effectiveness in Serving Employers</b>	Baseline

**POSITIVE EXIT OUTCOMES**

There are only two acceptable positive outcomes for youth who are exited from the program: unsubsidized employment or post-secondary training or education, including apprenticeship.

The term "program exit" means a participant does not receive a service funded by the program or funded by a partner program for 90 consecutive calendar days and is not scheduled for future services. Once the participant exit date has been determined, all performance measures are linked to that date.

**F. Case Management Tracking**

EmployRI is a state-managed database that supports statewide employment and training operations. It is designed to integrate employment and training program services including WIOA. EmployRI provides customer tracking and enables RI to report on federal and state-mandated WIOA reporting requirements.

All grantees will be required to use EmployRI to record and track all client activities and program services. Reports generated from EmployRI will be used to determine program performance by the contractor, WSPC and the State. Therefore, knowledge of the system, accuracy of data entry and timely entry of information are critical. Grantees will be trained in use of the EmployRI system through local trainers; it is the grantee’s responsibility to ensure ongoing staff expertise and compliance.

In addition, grantees may be asked to provide additional documentation or information to evaluate performance outcomes as well as program strengths and weaknesses.

## G. Leveraged Resources

Leveraged resources are not required; however, partnerships leveraging outside resources will be considered in the evaluation and selection process.

## H. Eligible and Ineligible Expenses

All expenses requested to be paid for with Youth WIOA grant funds must be expenses of the partnership proposal and its implementation. The need for, and reasonableness, of all costs must be fully justified and detailed in the Budget Summary and Narrative Form.

Eligible expenses may include reasonable project management costs. All proposed project management expenses must be fully explained and justified in the Budget Summary and Narrative Form. GWB may limit the percentage of grant funds that may be used for project management costs. If costs are allocated or percentages of salaries or other items are identified the full expense must also be identified; i.e. the Program Manager's salary is \$75,000, and he/she will be spending 15% of their time on the grant for a total of \$11,250.

Costs that are not allowable from Youth WIOA funds may be allocated as direct support or in-kind donation of a WIOA Youth partnership member.

Additional guidance on eligible and ineligible expenses will be provided if grant is awarded.

# IV. Proposal Format and Submission Information

## A. How to Apply and Submission Requirements

Proposals must be submitted with all of the required documents. Those documents are: cover page, proposal narrative and charts, budget and budget narrative, Taxation Letter of Good Standing, a signed fiscal agent assurances form, and a copy of the lead agency's W-9 Taxation Form. Letters of intent from partners are optional should you choose to include them in your proposal. Materials should be submitted in the same order as the checklist.

The Proposal Narrative must use at least 12-point font, at least 1.5 spacing, and page numbers and be no more than 30 pages long, not counting charts, calendars, or budget. Charts may use single spacing and a 10- point font. Citations for specific data points should be included within the narrative as footnotes; no works cited page is required. The prescribed cover sheet must be the first page of the proposal.

Six (6) copies of the proposal should be submitted in hard copy, plus one electronic copy on a USB flash drive or CD. Standard size (8½" x 11") paper of regular weight should be used.

## B. Cover Page

A template page that includes important identifying and program information about the proposal. See Appendix B for a template.

## C. Proposal Narrative

Using the prompts below, describe your proposal for up to one year of programming in a clear and concise way that will be easy for a reader to understand. Separate your narrative into the following sections:

- I. **Program Summary** (Maximum 3 pages): Briefly describe your proposed program, including organizational mission, key design components, and expected programmatic delivery. Describe how your programming will move participants along a career pathway continuum to positive exit outcomes.
- II. **Agency Background and Organizational Capacity** (Maximum 3 pages): Briefly describe your agency's overall history and its previous experience in providing the specific services proposed. Discuss your agency's overall staffing and management structure, and the extent to which this adequately supports program operations and goal attainment. Discuss staff qualifications, skills, and experience working effectively with youth and implementing the proposed services. Describe the facilities that will be used including location of classes and other services, accessibility to persons with disabilities, and any and all equipment or resources that will be available to youth.
- III. **Partners** (Maximum 2 pages): Include information about your partnership, briefly describing each partner's roles and responsibilities under this RFP – indicate your partnership's positive impact on your service to target populations in the past, if applicable. In particular, discuss how you have engaged industry employer(s) and/or training providers in the development and delivery of a program design/curriculum which prepares youth for careers. Describe the nature of your employer partnerships and describe any plans to develop new partnerships or strengthen existing relationships. Letters of intent are optional.
- IV. **Statement of Need and Target Population** (Maximum 3 pages): Describe the characteristics and needs of the specific populations you intend to serve and your direct experience in serving and meeting the needs of that target population. If more than one group is targeted, provide information for each group. Include data supporting your agency's ability to achieve successful outcomes with the target group. Address how your programming will prioritize and meet the unique needs of older youth, ages 16-24, who are disconnected from education and employment.
- V. **Program Elements** (Maximum 7 pages): For each of the 14 required elements, clearly indicate the following in a clear and concise manner. Table format is encouraged.
  - The organization providing the service
  - A brief description of activities, objectives, and curriculum or resources used, as applicable
  - How you will measure successful outcomes for participants, including description of any credentials obtained
  - Whether this element is currently provided with non-WIOA funds as part of the organization's mission

For the Work Experience element in particular, describe how your programming will meet the standards of high-quality work-based learning as set forth by the GWB, and how programming will build participant work readiness skills. Describe the balance between classroom-based activities and work-based learning opportunities. Please reference the definitions and standards in Appendix D.

VI. **WIOA Required Sequence of Services** (Maximum 10 pages): These common services form a core structure for a participant's involvement in the WIOA system. For each of the steps outlined, explain how your program design will fulfill the expectations of the WIOA system and this RFP's other requirements as applicable.

a. *Outreach and Recruitment*

Discuss your plan for recruitment, including the specific target group you will recruit, and the tools and methods you will use. Discuss plans for the recruitment and enrollment of out-of-school youth. Discuss attendance, termination, and code of conduct policies, and how these are communicated to staff and participants. Describe the methods to improve participation retention and motivation, demonstrating effectiveness where possible.

b. *Intake and Eligibility Determination*

Describe the intake process, including the collection of basic information from potential clients, informing potential clients of available services in your organization or elsewhere, and determination of client suitability for program services. Describe the process of determining eligibility for WIOA funded services and which staff are responsible for this process.

c. *Assessment and Referral*

Describe how your assessment process provides an objective assessment of academic levels, work readiness/interests and occupational skills levels, service needs, and assets/strengths of each participant. Include a description of any tools or methods used to determine the following: levels of basic skills, occupational skills, work readiness skills, prior work experience, employability, interests and aptitudes, and supportive service needs. If it is determined that the program does not match the particular needs of the individual, describe how that individual is referred to more appropriate services.

d. *Case Management and Individual Service Strategy*

Describe your program's capacity to provide case management services designed to support student achievement and address barriers to education and employment participation. Describe how the Individual Service Strategy will be used to document services for each participant and to measure progress toward attaining goals. Describe how your program will incorporate trauma-informed approaches into their case management models. Describe how program staff will provide youth with ongoing



support in employment search, and/or assistance in applying for advanced training or higher education.

*e. Access to a Range of Services*

Summarize how your program is able to provide, either in-house, through collaboration, or through referral mechanisms, access to each of the 14 WIOA service elements including how the program will support participants in achieving skills gain (this section need not repeat information from Section IV). Identify any other services available to participants in addition to the 14 elements. Describe how program staff will determine the appropriate services for each participant and how participants will access those services.

*f. Follow-Up Services*

Describe how your program proposes to provide at least 12 months of follow-up services to participants completing program services as well as participants who may have dropped out of the program but need additional services. Programs are encouraged to consider the needs and barriers of the program’s target population in determining the appropriate levels and types of follow-up services.

VII. **Planned Outcomes** (Maximum 2 pages): Provide a description of your organization’s track record in the services you are proposing. Include size of service population and any performance outcomes, including alternative education, post-secondary education/training credential achievement, work-based learning placements, and/or job placement and retention.

Provide anticipated outcomes for services described by completing the Proposed Outcomes Form below. Describe how you will evaluate the effectiveness of your program, and partner commitments to provide data needed to evaluate program effectiveness.

**Planned Enrollments**

<b>Youth Service Plan July 1, 2020 – June 30, 2021</b>	<b>In-School</b>	<b>Out of School</b>	<b>Total</b>
<b>Total New Enrollments</b>			
Dropouts (not attending secondary school; no diploma or GED)			
Have H.S. Diploma or GED and low income and basic-skill deficient			
<b>Barriers*</b>			
Court Involved			
Homeless			
Foster Youth			
Youth with Disabilities			

(including learning disabilities)			
Communities of Color			
Pregnant or Parenting			
<b>Priority of Service</b>			
Veteran or Veteran Spouse			

**Planned Outcomes**

<b>Youth Service Plan July 1, 2020 – June 30, 2021</b>	<b>In-School</b>	<b>Out of School</b>	<b>Total</b>
<b>Total Received Diploma/Credential**</b>			
High School Diploma			
High School Equivalent (HSE)			
Associates/Bachelor’s Degree			
Other Credential			
<b>Total Work Experience***</b>			
Subsidized Summer Employment/WBL			
Other Subsidized Employment/WBL			
<b>Total Exits</b>			
Exits with Diplomas/ Credentials**			
Exit into Qualified Apprenticeship			
Exit into Post-Secondary Ed.			
Placement into Unsubsidized Employment (UE) or Military			

\*This category does not need to total. Some youth will fall into more than one category.

\*\*Common measure definition of diploma/credential.

\*\*\*May include a Work Experience/WBL using non-WIOA funding.

**D. Program Cost and Budget**

All funding is subject to board approval and grantee performance. Applicants should propose a budget for the program year (July 1, 2020 - June 30, 2021) and follow-up year (July 1, 2021 – June 30, 2022). The proposed budget should include a brief description of each budget item and what role the item will play in the execution of the grant. See Appendix C for the budget template.

**E. Additional Attachments**

The GWB will not review any additional documentation, except for what is outlined below:

- **Taxation Letter of Good Standing:** The lead applicant must submit a current Letter of Good Standing from the state Division of Taxation. If this letter is not available in time for proposal

submission, the applicant may submit proof of request. More information can be viewed at: <http://www.tax.ri.gov/Tax%20Website/TAX/Letters%20of%20Good%20Standing/index.php>.

- **Fiscal Agent Assurances Form:** See Appendix E for the required form. This form is signed by the Lead Applicant to affirm that they will comply with all applicable regulations, policies, guidelines, and requirements of the GWB and the State of Rhode Island and have the fiscal capacity to administer the grant.
- **Copy of Lead Applicant W-9 Taxation Form:** Downloadable from Division of Purchasing Website: <http://www.purchasing.ri.gov/rivip/publicdocuments/fw9.pdf>
- **Letter(s) of Intent (optional):** These letters should show that the member is an active partner, understands and embraces their role, and is committed to the partnership. 'Form' letters are discouraged.

## V. Grant Evaluation and Selection

### A. Grant Award Evaluation Process

GWB staff will perform an initial screening of applications to ensure that submission requirements were met, and all required sections were included.

An Evaluation Committee will score applications. The committee will be composed of representatives from GWB, Department of Labor and Training, Rhode Island Department of Education, and other State agencies, among others. Evaluators will consider the following:

- I. **Program Summary**
  - Does the summary clearly state the organizational mission, key design components, and expected programmatic delivery of the proposal?
  - Does the summary succinctly and effectively describe how programming will move participants along a career pathway continuum to positive exit outcomes?
- II. **Agency Background and Organizational Capacity** (Maximum 3 pages):
  - Does the proposal include a clear description of the applicant's history and experience in providing the services proposed?
  - Is there a sufficient explanation of staffing and management structures, and the extent to which these structures support program operations and goal attainment, with particular reference to staff qualifications, skills, and experience working effectively with youth?
  - Does the proposal include a description of facilities to be used, with explanation of accessibility?
- III. **Partners** (Maximum 2 pages):
  - Does the proposal identify the members of the applicant partnership and their roles in the project?
  - If applicable, is there an explanation of the partnership's positive impact relative to the target populations in the past?

- IV. **Statement of Need and Target Population** (Maximum 3 pages):
- Does the proposal describe the characteristics and needs of the specific populations to be served?
  - Does the proposal explain the applicant's direct experience in serving and meeting the needs of that target population?
  - Does the proposal address how programming will prioritize and meet the unique needs of older youth, ages 16-24, who are disconnected from education and employment?
- V. **Program Elements** (Maximum 7 pages):
- Does the proposal clearly and concisely indicate the following for each of the 14 required elements:
    - The organization providing the service;
    - A brief description of activities, objectives, and curriculum or resources used, as applicable;
    - How the applicant will measure successful outcomes for participants, including description of any credentials obtained; and
    - Whether the element is currently provided with non-WIOA funds as part of the organization's mission?
  - For the Work Experience element in particular, is there a description of how programming will meet the standards of high-quality work-based learning as set forth by the GWB, and how programming will build participant work readiness skills?
- VI. **WIOA Required Sequence of Services** (Maximum 10 pages):
- *Outreach and Recruitment*
    - Does the proposal effectively describe a plan for recruitment, including the specific target group to be recruited, and the tools and methods to be used?
    - Does the proposal describe plans for the recruitment and enrollment of out-of-school youth?
    - Does the proposal discuss attendance, termination, and code of conduct policies, and how these are communicated to staff and participants?
    - Does the proposal describe methods to improve participation retention and motivation, demonstrating effectiveness where possible?
  - *Intake and Eligibility Determination*
    - Does the proposal adequately describe the intake process, including the collection of basic information from potential clients, and inform potential clients of available services in the applicant's organization or elsewhere, and explain determination of client suitability for program services?
    - Does the proposal explain the process of determining eligibility for WIOA funded services and which staff are responsible for this process?

- *Assessment and Referral*
  - Does the proposal clearly describe how the applicant’s assessment process provides an objective assessment of academic levels, work readiness/interests and occupational skills levels, service needs, and assets/strengths of each participant?
  - Is there a complete description of any tools or methods used to determine the following: levels of basic skills, occupational skills, work readiness skills, prior work experience, employability, interests and aptitudes, and supportive service needs?
  
- *Case Management and Individual Service Strategy*
  - Does the proposal adequately describe the applicant’s capacity to provide case management services designed to support student achievement and address barriers to education and employment participation?
  - Is there a clear explanation of how the Individual Service Strategy will be used to document services for each participant and to measure progress toward attaining goals?
  - Is there an explanation of how the program will incorporate trauma-informed approaches into their case management models?
  - Does the proposal effectively describe how program staff will provide youth with ongoing support in employment search, and/or assistance in applying for advanced training or higher education?
  
- *Access to a Range of Services*
  - Is there a summary of the program’s ability to provide, either in-house, through collaboration, or through referral mechanisms, access to each of the 14 WIOA service elements including how the program will support participants in achieving skills gain?
  - If applicable, does the proposal adequately identify any other services available to participants in addition to the 14 elements?
  - Does the proposal clearly describe how program staff will determine the appropriate services for each participant and how participants will access those services?
  
- *Follow-Up Services*
  - Does the proposal contain a description of how the program proposes to provide at least 12 months of follow-up services to participants completing program services as well as participants who may have dropped out of the program but need additional services?
  - Is there an explanation of how the needs and barriers of the program’s target population are considered in determining the appropriate levels and types of follow-up services?

VII. **Planned Outcomes** (Maximum 2 pages):

- Does the proposal effectively describe of the organization’s track record in the services proposed?
- Is there an explanation of the size of service population and any performance outcomes, including alternative education, post-secondary education/training credential achievement, work-based learning placements, and/or job placement and retention?
- Does the proposal include an adequately completed Proposed Outcomes Form?
- Does the proposal effectively describe how the effectiveness of program will be evaluated?
- Does the application clearly enunciate commitment by all partners to provide data needed to evaluate program effectiveness?

Proposals will be scored based upon the following criteria:

<b>Proposal Section</b>	<b>Possible Points</b>
Proposal Summary	5
Agency Background and Organizational Capacity	10
Partners	10
Statement of Need and Target Population	5
Program Elements	30
WIOA Required Sequence of Services	20
Planned Outcomes	10
Program Cost and Budget	10
<b>TOTAL POINTS</b>	<b>100</b>

B. **Grant Award Selection Process**

If necessary, oral presentation of the proposal may be required to clarify content in the proposed plan.

Final approval for each grant awarded shall be determined by the Executive Director of the GWB, based on the recommendations of the Evaluation Committee and considering other factors such as: funding availability, geographic distribution, types of activities, and age range served. If a proposal is focused on a geographic location, target population, or type of activity for which no other proposals have been received, that proposal may be prioritized over proposals focused on an activity/location/target population for which multiple proposals have been received, even if the latter receives a higher evaluation score than the former, provided the proposal is deemed otherwise adequate in meeting the responsibilities and expectations of this program.

VI. **Grant Administration and Reporting**

A. **Negotiation and Post-Award Procedure**

Finalists should be prepared to submit a copy of the lead agency’s most recent audit and/or audited financial statement (Pell-eligible institutions are exempt).

- All governmental and non-profit organizations must follow the audit requirements of Federal OMB circular A-133 ([www.whitehouse.gov/omb/circulars/a133\\_compliance\\_supplement\\_2011](http://www.whitehouse.gov/omb/circulars/a133_compliance_supplement_2011))
- Commercial organizations that expend \$500,000 or more in federal funds must have either an organization-wide audit conducted in accordance with OMB circular A-133 or a program-specific financial and compliance audit. Those entities that expend \$500,000 or more in federal funds may include audit costs to the grants on a pro-rated basis.

The GWB reserves the right to negotiate with proposers on costs and deliverables in order to contract with the proposer who best meets the Board's needs. Upon completion of the negotiation, a final contract will be drafted and signed, laying out and finalizing the partnership's scope of work, budget, payment terms, performance metrics, and reporting requirements. If a contract for any reason cannot be negotiated, another proposer may be selected. No activities may begin until the Award Agreement is completed and signed by all parties, unless approved by GWB in writing.

The GWB will host a mandatory Grantee Orientation and awardees will have access to ongoing technical assistance sessions.

There may be site visits and/or programmatic and fiscal audits during and after the grant period.

### B. Fiscal and Programmatic Oversight

Grant advisors will be closely engaged with all Youth WIOA partnerships that receive funding, providing plan-specific support and technical assistance. This support includes but is not limited to site visits and meetings between Lead Applicants, partners, and staff responsible for implementing activities; reporting and performance tracking. Grant advisors will work with partnerships to highlight accomplishments of programs and may implement technical assistance plans for outcomes that are not reached.

Fiscal oversight may consist of submission of expenditure reports, request for proof of expenditures, periodic on-site fiscal monitoring, and/or an audit of Real Skills funds expended by the Lead Applicant and its Sub-grantees and any vendors.

Program management personnel will conduct periodic site visits to monitor the following:

- Compliance with regulations, policies, and contracts;
- Operations in accordance with the proposal and the contract;
- Achievement of objectives in accordance with the proposal and the contract;
- Integrity of administrative and data systems;
- Quality of service evaluation through observation and informal interviews; and
- Need for technical assistance or corrective action.

These monitoring activities may take the form of administrative record reviews, interviews of staff and/or participants, and general observations of the facilities and operations. Applicants must demonstrate the capacity to perform administrative responsibilities including: maintaining records of participant eligibility, attendance and progress; tracking participation; and submitting program reports and invoices in a timely manner.

### C. Payment Options

Payment to partnerships will be disbursed according to a schedule negotiated between GWB and the Lead Applicant and may be conditioned upon meeting program requirements. This could include meeting negotiated performance metrics.

Invoices will not be paid unless expense reports are submitted correctly, with all of the appropriate supporting documentation.

Applicants should have the financial capacity to pay the costs up front and receive reimbursement upon submission of invoices and other required materials. The reimbursement timeline will be determined and finalized during the contract negotiation.

#### D. Participant Data and Reporting Requirements

Data regarding participant performance achievements, skill gains, and work experience placements must be kept current and submitted through the EmployRI system. Providers funded under this RFP will also attend a monthly meeting with GWB staff.

As grantees will necessarily collect personal information from participants as well as other potentially confidential or proprietary information from employer partners, it is expected that grantees will regard electronic data and other manually maintained records on individual persons, employers, and others as confidential, to be held in trust, and will protect data against unauthorized disclosure and/or use.

#### E. Performance Metrics

Partnership-specific metrics will be developed during the Award Agreement negotiation to capture the unique features and proposed goals of each partnership. These unique performance metrics will allow the GWB to track the partnership's progress, collaborate with the partnership and other stakeholders to encourage open lines of communication, enhance accountability, improve results, and adjust program delivery and policy.

**Funding may be tied to the achievement of performance metrics.**

#### F. Right to Revoke Funding, Audit and Suspend Funds

The GWB reserves the right to revoke Grant funding from the recipient entity of any grant and require the return of unspent funds if the goals and timelines consistent with the approved Award Agreement are not met.

The GWB also reserves the right to request access to perform an audit of partnership activities. Audits can be part of regular monitoring or in response to an emergent concern, including but not limited to outside inquiries or even "whistleblower" complaints. In order to meet its fiduciary responsibility for public funds, GWB reserves the right to suspend payment of any part of a Real Skills RI grant.

## VII. Appendices



## Appendix A: Proposal Checklist

This checklist is intended to assist the applicant in making sure the required documents are present. The proposal must have the required document in the order that they appear in the checklist and may not include any additional documentation.

Document	Requirements	Document Included
<b>Cover Page</b>	See Appendix B for Required Fields	<input type="checkbox"/>
<b>Proposal Narrative and Charts</b>	See section IV.C for required content	<input type="checkbox"/>
<b>Budget and Narrative</b>	See Appendix C for required downloadable template	<input type="checkbox"/>
<b>Taxation Letter of Good Standing</b>	Lead Applicant must submit a current Letter of Good Standing from the state Division of Taxation. More information can be viewed: <a href="http://www.tax.ri.gov/Tax%20Website/TAX/Letters%20of%20Good%20Standing/index.php">http://www.tax.ri.gov/Tax%20Website/TAX/Letters%20of%20Good%20Standing/index.php</a>	<input type="checkbox"/>
<b>Fiscal Agent Assurances Form</b>	See Appendix E for the required form	<input type="checkbox"/>
<b>Copy of Lead Applicant W-9 Taxation Form</b>	Downloadable from Division of Purchasing Website: <a href="http://www.purchasing.ri.gov/rivip/publicdocuments/fw9.pdf">http://www.purchasing.ri.gov/rivip/publicdocuments/fw9.pdf</a>	<input type="checkbox"/>
<b>Letters of Intent from Partners (optional)</b>		<input type="checkbox"/>

## Appendix B: Cover Page Template

<b>Lead Applicant Organization Name:</b>	<b>Lead Applicant Organization Address:</b>	<b>Lead Applicant Organization Tax ID:</b>
<b>Lead Contact Person:</b>	<b>Lead Contact Telephone:</b> (   )   -	<b>Lead Contact E-Mail Address:</b>

  

Youth Service Plan July 1, 2020 – June 30, 2021	In-School	Out of School	Total
<b>ENROLLMENTS</b>			
<b>Total New Enrollments</b>			
<b>OUTCOMES</b>			
<b>Total Received Diploma/Credential</b>			
<b>Total Work Experiences</b>			
<b>Total Exits</b>			

  

<b>TOTAL REQUEST</b>	<b>\$0.00</b>	<b>LEVERAGED</b>	<b>\$0.00</b>
<b>PROGRAM YEAR</b>	<b>\$0.00</b>		
<b>FOLLOW-UP YEAR</b>	<b>\$0.00</b>	<b>IN-KIND</b>	<b>\$0.00</b>
<b>IN-SCHOOL YOUTH</b>	<b>\$0.00</b>		
<b>OUT-OF-SCHOOL YOUTH</b>	<b>\$0.00</b>		

  

<b>TOTAL FUNDS COMBINED REQUEST-LEVERAGED-IN-KIND</b>	<b>\$0.00</b>
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**List of Partners:**

## Appendix C: Budget Template

Download budget template from GWB website: <https://gwb.ri.gov/wp-content/uploads/2020/02/GWB-Budget-Template-Youth-WIOA-RFP.xls>.

## Appendix D: Work Readiness and Work-Based Learning

### Work Readiness Training

Work readiness training should be experiential, interactive, based on authentic challenges and workplace conditions and allow youth to practice applying specific skills, which requires experienced facilitators. Youth participants should actively practice these skills during the initial training (such as through role plays) and throughout the duration of the program.

It is recommended that work readiness training be scheduled incrementally if implemented during the first week of programming or scaffolded throughout the entirety of the summer program in conjunction with other activities. Work readiness training will be less effective if exclusively taught in a short time period (ex. in one 6-hour session). Work readiness training should include a scaffolded learning process where participants learn the skill, actively practice the skill, and reflect on the learned and applied skills through continuous coaching.

The following must be included in all work readiness training:

- i. Resume Development: learn how to and build a resume
- ii. Job Search: learn how to search for and apply for jobs in a variety of ways
- iii. Interview Skills: learn and practice skills required for a professional interview
- iv. Email Etiquette: learn and practice the components of a professional email
- v. Financial Literacy: budgeting, credit and debt, how to open and manage a bank account, financial goal setting, etc.
- vi. Health, safety, and rights on the job including sexual harassment
- vii. Essential Skills: learn and practice how the skills below apply to the workplace
  - Collaboration and teamwork: Works effectively within and contribute to teams, learns from and works collaboratively with others, shows adaptiveness and flexibility, and effectively negotiates conflict.
  - Communication: Listens actively and articulates and presents information clearly and effectively in written, visual, and verbal forms.
  - Critical thinking and problem solving: Distills and analyzes information, makes judgements based on evidence, and uses data and information to solve problems.
  - Initiative and self-management: Works independently as needed, monitors and prioritizes own time and tasks, takes initiative to solve problems as appropriate, and employs persistence to take tasks to completion.
  - Professionalism: Follows and can articulate workplace norms such as punctuality, appropriate workplace communication and interactions, and professional dress.

As part of the GWB's effort to measure essential skills growth during these programs, youth participants and their employer supervisors/teachers/mentors may be required to respond to an online work-based learning survey at the conclusion of programming. Grantees may be asked to plan for, facilitate, and communicate this process to participants and other survey responders.

## Work-Based Learning

### Definitions and Activities

Work-based learning is defined as youth engaging in real-life work experiences where they can apply and develop their academic, technical, and essential skills. Youth should be matched with age- and skill-appropriate opportunities, aligned to work readiness level and youth interests, so that no youth goes to a workplace or work-based learning experience unprepared to succeed. Work-based learning activities may fall into the following categories:

- i. *Internship*: A position for a student or trainee to work in a business or organization to gain work experience.
- ii. *Apprenticeship*: Highly-formal job training experience that involves studying with a master of the trade on the job.
- iii. *Service-learning*: A program or project which combines community service with an outside organization with a structured opportunity for reflection about that service, emphasizing the connections between service experiences and academic learning.
- iv. *School-based enterprise*: Students produce and sell goods or services and learn about business skills and entrepreneurship. This may be part of an entrepreneurship course, and a business professional may serve as a mentor and advisor for the enterprise. (Note: while named “school-based enterprises,” it is noted that activities need not occur within a school setting)
- v. *Industry project*: Individual, group, or class-wide projects in which students address a real-world, industry-focused question or problem with the guidance of industry professionals.

### Standards of Quality

High-quality work-based learning as defined by the GWB should be:

- *Rigorous*: Skill-based and tied to measurable outcomes. The experience should allow a student to gain measurable skills, whether those be essential skills or hard technical skills. The entire activity, including corresponding classroom time, should encompass a **minimum of 80 hours**.
- *Relevant*: Connected to a student’s interests, as indicated in the student’s [Individualized Learning Plan \(ILP\)](#) and to the real world of work. Projects and tasks should mirror those that exist in a real workplace and should align to in-demand industries in Rhode Island.
- *Reflective*: Engages the student in reflection and analysis throughout and after the experience, including guided self-reflection (ex. through the ILP process) and meaningful evaluations from the industry professionals. In this process, students should connect the work-based learning experience to their academic work as well as future professional and educational goals.
- *Interactive*: Providing multiple and extended opportunities for students to interact with industry professionals, whether as supervisors, mentors, advisors, or collaborators.
- *Integrated*: Connected with the student’s school-based curriculum. A work-based learning is a practical application of academic and/or technical learning and should allow the student to practice the theory learned in the classroom in a real-world setting.

Detailed expectations and responsibilities for internships, service-learning, school-based enterprises, and industry projects are included in the [GWB’s Work-Based Learning Guidance](#).

### **All work-based learning experiences must:**

- Be targeted to youth ages 14-24.
- Be safe and properly supervised, observe and comply with applicable safety and health standards, and as applicable, observe [Workers Compensation](#) regulations and the Child Labor Laws of [Rhode Island](#) and the [Federal Government](#). Additional legal guidance is provided in the [GWB's Work-Based Learning Guidance](#) document. A minimum of 80 hours over a minimum of 5 weeks.
- Provide financial compensation and/or academic credit (high school or college credit):
  - For work experiences at a business or organization worksite (i.e. internships), youth must be paid [hourly minimum wage](#) according to RI State Law (note exceptions for full-time students under 19 and 14 and 15 year-olds).
  - For classroom-based activities, youth may be paid hourly minimum wage or via stipend or be granted academic credit.
  - Classroom time to prepare and orient youth for work-based learning activities may be unpaid or paid through incentive payments like gift cards.
  - Real Skills partnerships will need to provide W-2s to all participating youth receiving wages, and other required tax paperwork as applicable.
  - Applicants may include youth wages up to 120 hours in their budgets, however it is encouraged to leverage funds to cover some of the wage costs.
- Be properly Documented:
  - The Lead Applicant or other designated program partner must properly maintain participant records, including enrollment forms, parental consent forms, timesheets and payroll.
  - As applicable, one of the partners must be responsible for being the employer of record and paying wages and/or stipends to youth, determining employment eligibility, managing payroll, and ensuring proper liability coverage.
  - Participants must be trained on paperwork requirements to receive wages, as applicable.

### **Employer Responsibilities at a Worksite**

In a work-based learning experience where youth participants are placed at a worksite (for example, an internship), the employer must:

- Agree to maintain records and prepare reports on the participant as prescribed by the Lead Applicant or program partner;
- Observe and comply with applicable safety and health standards, and Workers Compensation and the Child Labor Laws of Rhode Island and the Federal Government;
- Maintain sufficient general liability insurance for tort claims protection;
- Ensure that the experiences shall not reduce current employees' work hours, displace current employees or create a lay-off of current employees, replace the work of employees who have experienced layoffs, impair existing contract or collective bargaining agreements, and/or infringe upon the promotional opportunities of current employees;
- Ensure that the experiences are intended to increase work readiness skills of participants and not impact the profit margin of a for-profit company;
- Allow the Lead Applicant or program provider and/or duly authorized representatives to visit the premises to observe work place conditions, observe work place activities, and follow up with the participant; and
- Agree to sign a worksite agreement outlining the expectations of the participant's workplan and supervisory schedule, and evaluations as required by the Lead Applicant or other program partner.

## Appendix E: Fiscal Agent Assurances

The Lead Applicant hereby affirms and certifies that it will comply with all applicable regulations, policies, guidelines, and requirements of the Rhode Island Governor's Workforce Board (GWB) and the State of Rhode Island and Providence Plantations as they relate to the application, acceptance, and use of Real Skills for Youth funding in this project. The Lead Applicant further affirms and certifies that:

1. It possesses legal authority to apply for the grant, i.e., an official act of the Lead Applicant's governing body has been duly adopted or passed, authorizing filing of the application, including all understandings and assurances contained therein and directing and authorizing the person identified as the official representative of the Lead Applicant and to provide such additional information as may be required.
2. It will comply with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d) prohibiting employment discrimination where discriminatory employment practices will result in unequal treatment of persons who are or should be benefiting from the grant-aided activity.
3. It will expend funds to supplement new and/or existing programs and not use these funds to supplant non-grant funds.
4. It will participate in any statewide assessment program or other evaluation program as required by GWB.
5. It will give GWB, or an authorized representative, the right of access to, and the right to examine all records, books, papers, or documents related to the grant.
6. It will assure that monthly status reports will be submitted to GWB, as required.
7. It will comply with all requirements imposed by GWB concerning special requirements of law and other administrative requirements.

The Lead Applicant further acknowledges that it will serve as fiscal agent and will perform all financial management duties of the grant and accept responsibility for the proper use of grant funds. As Fiscal Agent, Lead Applicant is responsible for maintaining separate records of disbursements made on the Applicant's behalf and disbursing those funds in accordance with the restrictions related to the grant.

The Fiscal Agent takes full responsibility for managing and documenting grant expenditures, as well as submitting financial reports for the grant. The Fiscal Agent is responsible for receiving and safeguarding grant funds. Furthermore, the Fiscal Agent is legally obligated to:

- maintain separate records of disbursements related to the grant;
- keep receipts for at least three years following closing of the grant;
- make financial records available to the State of Rhode Island and its representatives upon request;
- disburse funds in accordance with the purpose of the grant application; and,
- file the final financial report at the conclusion of the grant.

**Organization Name:** \_\_\_\_\_ **Federal Tax ID Number:** \_\_\_\_\_

\_\_\_\_\_  
Signature of Authorized Representative of Lead Applicant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name and Title (Typed or Printed)