

NORTHWEST REGIONAL WORKFORCE INVESTMENT BOARD

**WIOA – Workforce Innovation &
Opportunity Act**

**REQUEST FOR YOUTH EMPLOYMENT
PROPOSALS
OUT OF SCHOOL YOUTH
(Duration July 1, 2026 through June 30, 2027)**

CATHERINE N. AWWAD
President & CEO

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Chair

*Equal Opportunity/Affirmative Action Employer/Program
Auxiliary aids and services are available upon request to individuals with disabilities.
100% percent of the total cost is financed with federal WIOA funds.*

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PART I: INTRODUCTION AND BACKGROUND

The Northwest Regional Workforce Investment Board (NRWIB) is the administrative entity that oversees and administers WIOA and CT-DOL funded programs in the Northwest Region Service Delivery Area (SDA). It was established by the Governor to promote effective delivery of job training services throughout the region that includes the 41 municipalities. The 41 municipalities that make up the region are: Barkhamsted, Bethlehem, Bethel, Bridgewater, Brookfield, Canaan, Cheshire, Colebrook, Cornwall, Danbury, Goshen, Hartland, Harwinton, Kent, Litchfield, Middlebury, Morris, Newtown, New Fairfield, New Milford, New Hartford, Naugatuck, Norfolk, North Canaan, Prospect, Redding, Ridgefield, Roxbury, Salisbury, Sharon, Sherman, Southbury, Thomaston, Torrington, Warren, Washington, Waterbury, Watertown, Winchester, Winsted, Wolcott, and Woodbury.

This request for proposal does not commit the Northwest Regional Workforce Investment Board to award a contract, to pay any costs incurred in the preparation of a proposal under this request or to procure a contract for services or supplies. The Northwest Regional Workforce Investment Board reserves the right to accept or reject any or all proposals received as a result of this request; to negotiate with all qualified sources or to cancel in part or in its entirety this request for proposal; if it is not in the best interest of the Northwest Regional Workforce Investment Board.

The NRWIB is seeking qualified vendors to provide WIOA Out of School (OSY) approved services for out of school youth. We are seeking partners in the community who will work collaboratively with young people and staff at NRWIB to help area youth succeed in the workplace. This collaboration requires that vendors craft creative and innovative approaches that are youth centered and youth focused, in addition to being cost effective, conducting program suitability assessments such as CASAS testing, managing data entry, and providing measurable, quantifiable outcomes. Vendors will also be required to gather all documentation related to WIOA eligibility, ensuring all participant files are complete and that all participants have met the requirements to receive WIOA funded services.

In preparing a response, it is important that applicants create an innovative approach to retention and follow-up services. Too often, these services are conceived as an afterthought to program design. All responses must adequately address and describe retention and follow up services.

Vendor must consider a positive youth development approach when crafting their response. Youth Development is the ongoing process in which all young people are engaged and invested while attempting to meet their basic personal and social needs and to build competencies necessary for successful adolescent and adult life. It is an approach, framework, and a way to think about young people that focus on their capacities, strengths and developmental needs, rather than on their weaknesses and problems. All young people have basic needs that are critical to survival and healthy development. These needs include, but may not be limited to:

- A sense of safety and structure
- Belonging and mastery

- Self-worth and ability to contribute
- Independence and control over one's life
- Closeness and several good relationships
- Competency and mastery

At the same time, to succeed as adults, all youth must acquire positive attitudes and appropriate behaviors and skills in six areas:

- Health
- Personal/Social
- Knowledge
- Reasoning and creativity
- Vocation
- Citizenship

PART II: GENERAL INFORMATION REGARDING THE WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA)

Section 1: What is WIOA?

The Workforce Innovation and Opportunity Act WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with skilled workers needed to compete in the global economy. Congress passed the Act making it the first legislative reform in 15 years of the public workforce system. This revitalized workforce system will be characterized by three critical hallmarks of excellence.

- The needs of business and workers drive workforce solutions
- One Stop Centers (or American Job Centers) provide excellent customer service to job seekers and employers and focus on continuous improvement; and
- The workforce system supports strong regional economies and plays an active role in community and workforce development.

Across the system, continuous improvement is supported through evaluation, accountability, identification of best practices and data driven decision making.

WIOA incorporates the growing consensus of researchers and practitioners that young people making the transition to working adulthood need more than narrow training and skills programs. Programs must address the development of the entire individual through services such as mentoring, community service, guidance counseling, and financial literacy that will lead to the attainment of recognized secondary and / or post-secondary credentials.

WIOA youth funds are targeted at young people who are both in and out of school, to assist them in their career and educational development. These funds are allocated to states by the US Department of Labor using a formula based on a number of factors detailed in the WIOA legislation. Most importantly at least 75% of funds must be used for out of school youth. The types of services funded include training, work experience opportunities, and youth development programs for young people who have left school, as well as after school services and employment supports for young people still in school.

Section 2: What are the WIOA Required Program Elements?

The Workforce Innovation & Opportunity Act mandates that a broad array of program elements be made available to out of school youth. The inclusion of the 14 required program elements reinforces that the law intends us to foster programs that are grounded in “best practices” – and to provide youth with approaches that work best for them. Planners, program designers, and service providers will recognize that WIOA’s mandate is another opportunity for improving the quality of services that are provided through Department of Labor funds. Many of the program elements required in the law are familiar; some elements are new or are “enhanced” under WIOA, and require that we look carefully at their design, and avoid the “business as usual” approach so clearly rejected by the act’s regulatory language.

Year Round Out-of-School Programs

Out-of-school youth are a vulnerable population with complex needs. Many face dim employment prospects and uncertain future so year-round programs must now provide every out of school participant with occupational learning of some kind throughout the year, as well as, linkages to academics as appropriate. Program outcomes will be measured in terms of attainment of a credential – diploma or certificate; retention in employment, training and / or post-secondary, earnings gained as well as in terms of program skills gained participation levels. Without significant collaboration, these requirements will almost certainly have impacts on the number of young people served by an area’s out of school program, since increased intensity usually signals increased costs.

Program Suitability Assessments- Local youth programs are required to provide assessments to youth who are eligible for the program to determine suitability. A mandated assessment is CASAS GOALS testing. Youth programs must pre-test and post-test youth during enrollment in the program utilizing CASAS GOALS forms Reading 901-908 and Math 913-918. In addition, youth programs should use workforce and/or personality assessments to ensure the youth is suitable for the WIOA Youth program.

WIOA Eligibility Assistance- Vendors will be required to gather eligibility documentation for each potential participant including, but not limited to: copy of social security card, valid I.D. or birth certificate, and barrier/income verification. The acquisition of such documents will ensure participants are eligible to receive services through WIOA.

Work experience for youth- Local youth programs must expend not less than 20% of the funds allocated to them to provide ISY and OSY with paid and unpaid work experience opportunities. To assure that work experience funds for both ISY and OSY are met the NRWIB is requiring that a **minimum of 30%** of requested funds are solely dedicated to work experience activities.

Work experiences are a planned, structure learning experience that takes place in a workplace for a limited period of time. Work experience may be paid or unpaid, as appropriate. A work experience may take place in the private for-profit sector; nonprofit sector or public sector. ***Keep in mind that labor standards apply in any work experience where an employee / employer relationship exists.; therefore, funds provided for work experience may not be used to directly or indirectly aid in the filling of a job opening that is vacant because a labor dispute, or work stoppage.*** Work experiences must include academic and occupational education. The educational component may occur concurrently or sequentially with the work experience. Further academic and occupational education may occur inside or outside the worksite.

Types of work experiences include the following categories:

- 1 Summer employment opportunities and other employment opportunities available throughout the school year;
- 2 Internships and job shadowing experiences;
- 3 Pre-apprentices programs, and registered apprenticeships

Work readiness skills – Work readiness skills are allowable and valuable skills to be learned; however, these activities are not to be used solely but must be integrated with the above types of work experiences opportunities. All work readiness skills workshops that will be provided will require an outline that shall include the skill being provided, a narrative, and hours dedicated to that skill..

Tracking of work experience funds – Local WIOA youth programs must track program funds spent on paid and unpaid work experiences, including wages, stipends, and incentives for youth, as well as, staff costs for the development and management of work experiences, and report such expenditures as part of the local WIOA youth financial reporting requirements. Note page 27 **WIOA Out of School Work Experience Tracking Budget Narrative Form**

Tracking of WIOA 14 program elements- Local WIOA youth program must track 14 program elements/services provided to youth through data entry into CTDOL’s database CTHires. **All services (data) must be entered into CTHires within 48 hours of service being provided. Local WIOA youth programs will be responsible for monitoring services provided in CTHires to ensure there are no system closures and exits.**

Follow up Services

The key word in this required element is “services”. In the past, phone calls to see if participants were working sufficed as “follow up”; **under WIOA, services must be offered to young people for 12 months beyond their participation.** Activities such as alumnae groups or career planning; as well as connections to supportive services and comprehensive guidance and counseling (also required program elements) must now be offered for at least one year. Research tells us that the longer young people stay connected to a program, the greater their chances at retaining its positive effects – even if their initial participation was relatively brief.

Youth Participant Performance Measures: Out of School Youth

The following performance measures have been implemented under WIOA, and performance accountability will be measured by these measures, as noted:

Under the WIOA youth measures there will be no delineation between older youth and younger youth. However, there will be delineation between in school and out of school youth.

Placement in Employment, Education or Training: This measure is determined by the number of participants who are employed (including military service) or enrolled in post-secondary education or advanced training / occupational skills training by the end of the second quarter after exit. The operational parameters are as follow:

Individuals that were employed and / or enrolled in post-secondary education or advanced training / occupational skill training at the date of registration are excluded from this measure.

All individuals in secondary school at the time of exit are included in this measure regardless of their employment or post-secondary or training status.

Employment and education status at the date of participation are based on information collected from the individual.

Credential Attainment of a Diploma or Certificate: This measure is determined by those youth enrolled in education at any point during the program, the number of participants who attain a diploma or certificate by the end of the fourth quarter after the exit quarter. The operational parameters are as follow:

Education refers to participants in secondary school, post-secondary school, adult education programs, or any other organized program of study leading to a diploma or certificate.

The term “diploma” means any credential that the state education accepts as equivalent to a high school diploma. The term “diploma” also includes post- secondary degrees including Associate’s degree (AA and AS) and Bachelor’s degrees, (BA and BS).

Diplomas and certificates can be obtained while the youth is still receiving services and or any point by the end of the fourth quarter after exit.

Earnings after entry into unsubsidized employment

Measured earnings of participants in unsubsidized employment during second quarter after exit.

In Program- Measurable Skills Gain

Achieving measurable gains- will be measured by the percentage of participants in education leading to the attainment of a credential or unsubsidized employment during program the year. This measure will be done / documented in real time.

Examples of Measurable Skills Gains are as follows:

1. Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;
2. Documented attainment of a secondary school diploma or its recognized equivalent;
3. Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit’s academic standards²;
4. Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training; or
5. Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.

Adult Mentoring

Mentoring programs lasting at least 12 months -- during and after a young person's direct participation -- are now a requirement. Much has been written on what works and what doesn't in mentoring programs. While youth development approaches call for "connections to caring adults," mentoring programs are not a cure-all; they need careful planning and are a significant responsibility for program administrators. Since they are a required element, local areas are encouraged to become familiar with the research and best practices literature on mentoring, and to build mentoring programs slowly and thoughtfully.

Section 3: WIOA Required Program Elements Table

WIOA REQUIRED PROGRAM ELEMENTS
<i>THE ACT STATES THAT YOUTH PROGRAMS SHALL PROVIDE:</i>
1. TUTORING, STUDY SKILLS TRAINING, AND INSTRUCTION, LEADING TO COMPLETION OF SECONDARY SCHOOL, INCLUDING DROPOUT PREVENTION STRATEGIES;
2. ALTERNATIVE SECONDARY SCHOOL SERVICES;
3. OCCUPATIONAL SKILL TRAINING WITH A FOCUS ON A RECOGNIZED POST-SECONDARY CREDENTIAL AND IN DEMAND OCCUPATIONS
4. PAID AND UNPAID WORK EXPERIENCES, INCLUDING INTERNSHIPS AND JOB SHADOWING; SUMMER EMPLOYMENT OPPORTUNITIES THAT ARE DIRECTLY LINKED TO ACADEMIC AND OCCUPATIONAL LEARNING;
5. INTERGRATED EDUCATION AND TRAINING FOR A SPECIFIC OCCUPATION OR CLUSTER
6. LEADERSHIP DEVELOPMENT OPPORTUNITIES, WHICH MAY INCLUDE; COMMUNITY SERVICE AND PEER-CENTERED ACTIVITIES ENCOURAGING RESPONSIBILITY AND OTHER POSITIVE SOCIAL BEHAVIORS DURING NON-SCHOOL HOURS;
7. SUPPORTIVE SERVICES
8. ADULT MENTORING FOR THE PERIOD OF PARTICIPATION AND A SUBSEQUENT PERIOD, FOR A TOTAL OF NOT LESS THAN 12 MONTHS;
9. FOLLOW-UP SERVICES FOR NOT LESS THAN 12 MONTHS AFTER THE COMPLETION OF PARTICIPATION;
10. COMPREHENSIVE GUIDANCE AND COUNSELING, WHICH MAY INCLUDE DRUG AND ALCOHOL ABUSE COUNSELING AND REFERRAL.
11. FINANCIAL LITERACY
12. ENTREPRENEURIAL SKILLS TRAINING
13. SERVICES THAT PROVIDE LABOR MARKET INFORMATION ABOUT IN DEMAND INDUSTRY SECTORS AND OCCUPATIONS
14. POST SECONDARY PREPARTION AND TRANSTION ACTIVITIES

Basic Youth Principles under WIOA

Employment and education researchers and practitioners in the youth field believe that they have identified the basic principles directly related to the WIOA 14 elements that help build effective programs for youth. They believe that the importance of integrating the following principles into the design of youth programs cannot be underestimated.

A. Adult Support/Caring and Knowledgeable Adults

Effective youth initiatives connect young people with adults who care about them and who serve as role models.

B. Structure and Expectations

Youth interventions must set clear and high expectations for young people while carefully supporting each young person so they attain them.

C. Creative Forms of Learning

Learning should be engaging and relevant, with curricula and teaching strategies that are creative, substantive and attuned to the learners and that provide effective pathways to finish high school, or move into post-secondary training or employment.

D. Holistic Approach

Treating individuals holistically may provide sufficient protective factors to overcome a variety of risk factors, thus preventing one or more of the many behavioral indications of deeper problems manifested by young people.

E. Youth as Resources

Programs should move away from focusing on eliminating youth deficits to supporting youth assets.

F. Implementation Quality

Programs clearly work better when they are thought through and well managed.

G. Follow-up Services

Programs offering services over a long period of time, possibly many years, foster trust in youth because there is time to develop relationships with caring, knowledgeable adults.

Section 4: What is the process for recruiting and screening participants?

Recruitment for all training/employment services and programs will be the responsibility of the bidder. The bidder must include a proposed plan for recruitment of eligible participants. This plan must detail how the bidder plans to recruit participants for the proposed program and include specific outreach activities. All interested out of school youth referred by the bidder and/or walk in clients to the American Job Center will need to be determined eligible for program services by bidders staff and verified by NRWIB Youth staff. Additionally, eligible youth will need to be assessed with CASAS (Comprehensive Adult Student Assessment Systems) GOALS pre-test in reading and math to determine basics skills levels. This process must be completed for all eligible youth prior to participation in any activity. Priority will need to be given to eligible applicants most in need who are:

- A school dropout
- A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter.
- A recipient of a secondary school diploma or its recognized equivalent; who is a low-income individual; and, who is either basic skills deficient or an English language learner.
- An individual who is subject to the juvenile or adult justice system
- A homeless individual; Homeless child; runaway; foster child or have aged out of foster care; a child eligible for assistance under Section 477 of the Social Security Act (42 U.S.C. 677); or a youth in an out of home placement.
- An individual who is pregnant or parenting
- A youth with a disability
- A low-income individual who requires additional assistance to enter or complete and educational program or to secure or hold employment

Section 5: How are service providers selected?

The primary consideration in selecting agencies/organizations to deliver services shall be the effectiveness of that agency in delivering comparable services based on demonstrated performance. Performance factors shall include performance goals, costs, quality of training and participant target groups. Procurement of service providers must be conducted in a manner that provides for full and open competition and prevents the existence of conflicting roles that might bias judgment and cause unfair competitive advantage. Such actions must assure separation of those who develop or issue the solicitation, or are involved in the selection process, from those who bid upon it.

Section 6: What are the eligibility requirements for participants?

Out of School Youth: The term eligible out of school youth means an individual who is not attending any school (as defined by State Law), is not younger than age 16 or older than age 24, and is one or more of the following:

- A school dropout
- A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter.
- A recipient of a secondary school diploma or its recognized equivalent; who is a low-income individual; and, who is either basic skills deficient or an English language learner.
- An individual who is subject to the juvenile or adult justice system
- A homeless individual; Homeless child; runaway; foster child or have aged out of foster care; a child eligible for assistance under Section 477 of the Social Security Act (42 U.S.C. 677); or a youth in an out of home placement.
- An individual who is pregnant or parenting
- A youth with a disability
- A low-income individual who requires additional assistance to enter or complete and educational program or to secure or hold employment

Section 7: Specifications and required services for WIOA Youth Programs

General requirements for any out of school programming/services must adhere to the 14 program elements as prescribed under WIOA. Activities should truly be year-round, i.e. operating continuously throughout the year in a seamless process originating in the summer and extending throughout the year.

Activities for the program design and program elements must be included and age appropriateness for the population being served. Activities should begin with the execution of the contract and continue through June 30, 2027, **not** including follow up services.

- a. Occupational Skills Training and/or GED/High School Diploma
- b. Employability Skills Development and/or with Basic Skills Development
- c. Supportive Services i.e. childcare, transportation, uniform reimbursement, and other support services as appropriate
- d. Paid and unpaid work experience
- e. Comprehensive Guidance and Counseling
- f. Financial literacy and entrepreneurial education / training
- g. Leadership development opportunities
- h. Work based learning projects
- i. Labor market information about in demand occupations
- j. Post-secondary preparation and transition activities

Section 8: Operational Requirement for WIOA Youth Programs

Minimum Wage Requirements

Individuals employed in activities authorized under the Act must be paid at least the prevailing minimum wage rate of \$16.35 per hour in Connecticut as of January 1, 2025.

Liability Insurance

The bidder must be able to document liability insurance that will hold the NRWIB harmless. Once funding has been awarded, documentation of liability insurance will be due to NRWIB. No contract will be awarded without this documentation.

OSHA Requirements (29 CFR PART 1910.1030)

All subcontractors must comply with Department of Labor, Occupational Safety and Health Administration's Occupational Exposure to Blood borne Pathogens; Final Rule (29 CFR PART 1910.1030). This requires you to have on file an Exposure Control Plan that must include:

- 1) A determination of worksite agreement in which participants have risk of exposure to blood and other potentially infectious body fluids in the performance of their duties;
- 2) The work practice controls in place to minimize exposure (ex. hand washing);
- 3) Personal protective equipment;
- 4) Hepatitis B vaccination program – training outline, vaccination procedures and recordkeeping;
- 5) Post exposure evaluation, follow-up and recordkeeping.

Policy and Procedure Outline

All subcontractors must provide a Policy and Procedure outline to NRWIB office **as part of their submission**. It should detail the following:

- 1) Absenteeism
- 2) Makeup hours (if required)

- 3) Warnings – verbal and written
- 4) Terminations

Section 9: What are the publicity requirements?

The decision to approve and therefore, subsequently implement any and all requests for proposals by this office will carry with it the requirement that **SUBGRANTEES MUST NAME THE NORTHWEST REGIONAL WORKFORCE INVESTMENT BOARD AS THE SOURCE OF FUNDING IN ANY AND ALL PUBLICITY DENOTING PROGRAM OPERATIONS.**

Section 10: What are the union requirements?

To ensure the most effective development of employment and training opportunities, written concurrence from the appropriate bargaining agent, if applicable, must be submitted to NRWIB along with the complete program proposal. If union concurrence is required for work site agreements, this concurrence can be provided with work site agreements at a later date.

Section 11: What are work site agreements?

Any agency awarded funding for a WIOA Out-of-School Youth Employment Program containing the following allowable work experience activities: summer employment, as well as during the school year; paid & unpaid internships; job shadowing experiences; pre apprenticeships or OJT's will be required to submit completed work site agreements along with job descriptions. Only those agencies receiving awards shall be required to complete this step. No program will be able to start without these completed documents. An effort towards developing sound work sites should be made by program operators.

Section 12: How is the program monitored?

All sub grantees will be subject to monitoring procedures by the office staffs, of the Northwest Regional Workforce Investment Board, the State Department of Labor, and/or the Federal Department of Labor. Areas to be monitored shall include, but not be limited to: Contract compliance, fiscal accountability (participant payroll, attendance), safety requirements, worksite compliance and Equal Employment Opportunity compliance. All sub grantees shall institute their own monitoring procedures.

PART III: GENERAL RFP PROCESS AND PROCEDURES

ELIGIBLE PROPOSERS

All organizations, schools, Boards of Education, community-based education and training providers, and employers interested in and capable of providing a holistic WIOA out of school youth program may apply. Some organizations may choose to submit a proposal together as partners/collaborators. This is allowable, as long as one of the agencies takes the lead as the main proposer/contractor, with the other organization(s) as their subcontractor(s). A memorandum of understanding must be included as part of the proposal in cases where this type of arrangement exists. Details of the arrangement and a breakdown of responsibilities and payments must be delineated in this memorandum of understanding.

QUESTIONS AND PROPOSER'S CONFERENCE

The NRWIB will conduct a Bidder's Conference on Thursday March 19th at 11am via Zoom. NRWIB staff will be on hand to review the application and answer any questions regarding this RFP. **Attendance is Mandatory for the Bidder's Conference. NRWIB staff will not answer**

any questions regarding this RFP after this proposer's conference. All proposers are asked to thoroughly **READ ALL INSTRUCTIONS PRIOR TO THE CONFERENCE.**

INFORMATION ON SUBMISSION OF COMPLETED PROPOSALS

To be considered for funding, proposers must submit an MS Word and a PDF version of their proposal via email to Jalil.Shabazz@nrwib.org.

The Subject Line for All submissions should be marked: Response to OSY RFP 2026

All submissions are due by 4 p.m. on April 28th 2026 not later than 4PM. Proposals received after this deadline will not be accepted under any circumstances.

PERIOD OF PERFORMANCE

The period of performance under this RFP will be one year with an option to renew based on performance for a second and third year.. The initial contract period will begin on July 1, 2026 and end on JUNE 30, 2027. Training should be available throughout the program year, and approved programs will be expected to start up operations and accept referrals as soon as possible after July 1, 2026.

PROPRIETY INFORMATION

Proposals will be received and maintained consistent with applicable Connecticut open record laws. Due regard will be given to the protection of proprietary information contained in all proposals received. However, bidders should be aware that all materials associated with this procurement are subject to the terms of the Freedom of Information Act, the Privacy Act and all rules, regulations and interpretations resulting there from. It will not be sufficient for bidders to merely state pages on which a bidder believes to be proprietary; these pages must be specifically identified as such. Convincing explanation and rationale to justify exception from release consistent with Section 1-19 of the Connecticut General Statutes must accompany the proposal. The rationale and explanation must be stated in terms of 1) The prospective harm to the competitive position of the bidder that would result if the identified material were to be released, and 2) The reasons why the materials are legally exempt from release pursuant to the above-cited statute. Rationale and explanation of the proprietary nature of all such pages or portions thereof, as described above, should be included as an attachment.

LIMITATIONS

This RFP does not commit NRWIB to award a contract to any proposer. The NRWIB will not pay any costs incurred by any proposer in the preparation of a proposal. The NRWIB may accept or reject any or all proposals received as a result of this RFP in whole or part, or cancel in part or in its entirety this RFP if it is in the best interest of NRWIB to do so.

The NRWIB may choose not to fund the proposer who has the proposal with either the lowest score or the highest score on the proposal. In addition to the scores obtained, the NRWIB will take into account (1) Previous experience the proposer has had in implementing training projects, (2) Project mix and labor market considerations, (3) Projects dealing with specific target groups and/or (4) Projects offering unique training.

The NRWIB may request additional data or an oral presentation in support of written proposals.

The NRWIB may award contracts under this RFP without discussion with the proposers. Therefore, proposals must be submitted on the most favorable terms from both a technical and cost standpoint.

The NRWIB may award less than the amount requested. The NRWIB may require proposers selected to participate in negotiations and to submit any price, technical or other revisions of their proposals as may result from negotiation.

All contract awards are subject to availability of federal and state funds and the execution of a contract acceptable to both NRWIB and the selected proposer.

PART IV: REVIEW PROCESS

Bids must achieve a passing score of 80% to be considered for funding

IMPORTANT RESTRICTIONS

RFPs that do not follow the required format will not be considered for funding and will be deemed non-conforming summarily dismissed.

NRWIB staff will conduct an initial screening of all proposals to ensure the following:

1. Timely submission of the proposal
2. Appropriate number of copies, including one original with original signature
3. Appropriate formatting

If the proposal does not meet the requirements of the screening process, it will not continue through the review and rating process and will be returned to the proposer.

If the proposal meets the requirements of the screening process by NRWIB staff, it will then be evaluated and scored (in accordance with the points indicated in the Proposal Narrative Instructions) by members of NRWIB's Program Committee. Recommendations will then be made to the NRWIB's Executive Committee that will approve tentative funding. NRWIB Board of Directors will make final grant decisions.

The primary consideration in selecting agencies/organizations to deliver services shall be the effectiveness of that agency in delivering comparable services based on demonstrated performance. Performance factors shall include performance goals, costs, quality of training and participant target groups. Procurement of service providers must be conducted in a manner that provides for full and open competition and prevents the existence of conflicting roles that might bias judgment and cause unfair competitive advantage. Such actions must assure separation of those who develop or issue the solicitation, or are involved in the selection process, from those who bid on it.

The review process consists of four steps:

1. The Northwest Regional Workforce Investment Board reviews bids for compliance with RFP package and WIOA legislation/regulations. Bids that are not in compliance will be summarily dismissed and will not be reviewed by the Program Committee the

Northwest Regional Workforce Investment Board.

2. The Youth Program Committee of the Northwest Regional Workforce Investment Board reviews bids that are in compliance and grade each per the established criteria. Bids are ranked according to pass/fail. Only bids that receive a passing score of 80 will be considered for funding. A passing score does not guarantee funding. The Program Committee shall recommend only those programs which integrate the Northwest Regional Workforce Investment Board's plan and objectives and reserves the right to meet, at their discretion, with any or all of the bidders who have received a passing score.
3. The Program Committee determines successful bidders and the amount of funding for each bid. The Program Committee reserves the right to approve bids at reduced funding/service levels. The funding recommendations are then submitted to the Northwest Regional Workforce Investment Board for approval for intent to fund.
4. After notification of intent to fund, contractors shall be subject to the Northwest Regional Workforce Investment Board's contract procedures. Only upon successful acceptance and execution of the contract will the funding/approval process be complete. All funding awards will be final and not subject to protest.

DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION

Federal regulations require the NRWIB to determine if a contractor is debarred, suspended, ineligible or voluntarily excluded from applying for federal funds. This will be done at the same time the "Notice of Approval" is sent to selected proposers. Proposers will be asked to sign a form certifying they are NOT currently debarred, suspended, ineligible or voluntarily excluded from applying for federal funds. Contract negotiations will not begin until this form is signed and returned to NRWIB.

CONTRACT NEGOTIATIONS

The amount approved by NRWIB Executive Committee will be a maximum funding level. Any program that is not able to operate at the level of funding awarded by the Executive Committee must request to meet with NRWIB staff to see if there are any options for negotiating project standards. Staff will notify approved proposers of any modifications that are required to their original proposal to ensure that it fulfills all committee recommendations and meets the required contract format. Contractors are expected to comply with all requested revisions in a timely manner so that the contract may be executed without delay. **Only after the contract has been signed by an authorized representative of the contractor and the NRWIB, may agreed upon payments be made.**

TYPES OF CONTRACTS

WIOA Out of School Youth contracts awarded under this RFP provide for cost reimbursement up to the maximum amount of the award.

EQUIPMENT

No equipment may be purchased with WIOA funds; this includes any type of software

PROFIT AND PROGRAM INCOME

Since this is a cost reimbursement contract, profit **will not** be allowed as a line item in the budget. Programs will be reimbursed for their actual, demonstrable costs up to the full amount of the contract.

FAILURE TO MEET PROGRAM PERFORMANCE/BENCHMARKS/GOALS

Programs that fail to meet program benchmarks will be sanctioned and subject to corrective actions and guidance by NRWIB or subject to the loss of the contract. Programs will be monitored on a regular basis by program monitors of NRWIB. Monitoring of programs will be both programmatic and fiscal. Program Performance Levels are provided in the APPENDIX

AVAILABLE FUNDS

As of the release of this RFP, the State budget has not been finalized and final figures are not available for this RFP. For the purposes of planning, please assume that the total amount available to be award will be \$400,000 and that individual awards will not exceed \$400,000. Since these funds, combined with other available resources must provide some level of WIOA services for all who need them, it is imperative that programs are innovative in their design and demonstrate how they will provide the most cost-effective services in the areas where they are needed. **Leveraging of additional funds, while not required, will enhance the program application.**

PART V: PROPOSAL NARRATIVE

Respond to all elements in this section in the format as described below.

PREPARATION OF PROPOSALS

All sections noted within this RFP are required and must be addressed in the proposal, following the instructions provided and answering all questions completely.

To facilitate the review process:

- All pages must be numbered (footer, centered)
- Margins: Left and Right, no less than 1”
- Margins: Top and Bottom, no less than 1”
- Font Size: no less than 12 point, TIMES ROMAN, unless in a table, then no less than 10 point
- Do not attach or submit any extraneous materials such as brochures, newspaper articles or videotapes.
- Bind the proposals with a binder clip in the upper left corner
- Do not submit cover letter
- 10 page program narrative limit, *excluding* letters of support, attachments

1. ABSTRACT

This is a brief, one page description of the proposed program.

2. ORGANIZATIONAL BACKGROUND (5 points)

Provide a description of your organization’s philosophy, background, and qualifications in providing the type of program that you are proposing with this population.

3. TARGET POPULATION (10 points)

Describe clearly how you will assist the target population in overcoming the barriers you have identified, accessing and retaining placement into unsubsidized employment,

placement in education, attainment of a degree or certificate, and attainment of literacy and numeracy improvements. Describe your outreach and recruitment efforts.

4. PROGRAM DESIGN (four-part question – total 50 points)

a. Fourteen WIOA Elements (20points) - Describe briefly how your program design addresses each WIOA element listed in the table below. In addition, describe how your program may choose to include the online program 14 elements to assist in providing the WIOA elements below.

WIOA REQUIRED PROGRAM ELEMENTS
<i>THE ACT STATES THAT YOUTH PROGRAMS SHALL PROVIDE:</i>
1. TUTORING, STUDY SKILLS TRAINING, AND INSTRUCTION, LEADING TO COMPLETION OF SECONDARY SCHOOL, INCLUDING DROPOUT PREVENTION STRATEGIES;
2. ALTERNATIVE SECONDARY SCHOOL SERVICES;
3. OCCUPATIONAL SKILL TRAINING WITH A FOCUS ON A RECONIZED POST SECONDARY CREDENTIAL AND IN DEMAND OCCUPATIONS;
4. PAID AND UNPAID WORK EXPERIENCES, INCLUDING INTERNSHIPS AND JOB SHADOWING; SUMMER EMPLOYMENT OPPORTUNITIES THAT ARE DIRECTLY LINKED TO ACADEMIC AND OCCUPATIONAL SKILLS TRAINING
5. INTERGRATED EDUCATION AND TRAINING FOR SPECIFIC OCCUPATION OR CLUSTER
6. LEADERSHIP DEVELOPMENT OPPORTUNITIES, WHICH MAY INCLUDE COMMUNITY SERVICE AND PEER-CENTERED ACTIVITIES ENCOURAGING RESPONSIBILITY AND OTHER POSITIVE SOCIAL BEHAVIORS DURING NON-SCHOOL HOURS;
7. SUPPORTIVE SERVICES;
8. ADULT MENTORING FOR THE PERIOD OF PARTICIPATION AND A SUBSEQUENT PERIOD, FOR A TOTAL OF NOT LESS THAN 12 MONTHS;
9. FOLLOW-UP SERVICES FOR NOT LESS THAN 12 MONTHS AFTER THE COMPLETION OF PARTICIPATION;
10. COMPREHENSIVE GUIDANCE AND COUNSELING, WHICH MAY INCLUDE DRUG AND ALCOHOL ABUSE COUNSELING AND REFERRAL.
11. FINANCIAL LITERACY
12. ENTREPRENEURIAL SKILLS TRAINING
13. SERVICES THAT PROVIDE LABOR MARKET INFORMATION ABOUT IN DEMAND INDUSTRY SECTORS AND OCCUPATIONS
14. POST SECONDARY PREPARTION AND TRANSTION ACTIVITIES

b. Evaluation (15 points) - Describe clearly how your program design is specific, measurable, attainable and innovative. **Particular attention will be paid to how potential bidders will be addressing and tracking work experience activities and expenditures as it relates to elements 4 and 5. All work readiness skills workshops that will be provided will require an outline detailing the work readiness skill(s) being provided, a narrative of that skill(s) and then number of hours dedicated to that skill(s). Leveraging existing workshops offered by CT Dept of Labor at the American Job Centers should be considered.**

c. Data Management- (15 points)- Describe clearly how your agency will record all programmatic data within CTDOL's database CTHires. **Please be sure to clarify how staff will ensure to record data in real time and how the agency will include data management within WIOA OSY staff's schedules.**

5. PROGRAM STAFF QUALIFICATIONS (10 points)

In the proposal, describe:

- **STAFF QUALIFICATIONS:** Identify (by title, not name) all staff positions which are included in the budget, what aspects of the program each is responsible for, and what qualifications (experience or training) they would require to be effective in carrying out these responsibilities. (Qualifications should more closely resemble job descriptions, not the resumes of individuals currently in the positions, but they should be geared towards the needs of the program.) Include an organizational chart of the program outlining supervisory roles and responsibilities as an attachment.
- **APPROACH, TECHNIQUES AND PHILOSOPHY:** Describe the approach, techniques and philosophy staff will use in preparing participants for work experience activities while receiving services, tracking their individual progress through the program, and assisting them in overcoming their barriers to employment and / or post- secondary education. Describe what information will be maintained in the file, what would be important to report back to the Case Manager, and how staff will coordinate services with the Case Manager.
- **MOTIVATION AND SUPPORT:** Describe the role program staff will play in guiding participants through each phase or component of their training, placement, and post-employment services. How will they motivate and empower participants to resolve their own problems, increase their earnings and succeed in their efforts to become free of TFA dependents?

6. PREVIOUS EXPERIENCE (5 points)

Proposers who have previous successful experience with the NRWIB operating the same type of programming as requested in this RFP, may receive credit for that experience. Successful completion of placement and retention benchmarks will be taken into account. Proposers who have sub-contracted to operate similar training programs in other regions or for other state agencies are responsible for providing **written documentation** of their performance from the funding agency. This documentation must include a description of the program offered, as well as the planned and actual statistics for benchmarks including:

- Enrollment- meeting contracted slot levels
- Successful completions – credential attainment rate
- Placement/ Retention in employment, education and /or training
- Wage gains
- In program skills gains

Unsubstantiated claims or telephone referrals will not be eligible for credit.

7. BUDGET (20 points)

The submitting agency must prepare a complete budget and budget narrative. Required budget forms are listed below. Grant funds should be requested for the period July 1, 2024 – June 30, 2025.

The following forms (included in this packet) should be submitted with your proposal:

- WIOA Out-of-School Budget Summary Page (page 24)
- WIOA Out-of-School Budget Form (page 25)
- WIOA Out-of-School Budget Narrative Form (page 26)
- WIOA Out of School Work Experience Tracking Budget Narrative Form (page 27)
- Authorized Representatives (page 28)

Cost Effectiveness: Include a description of how your program plans to operate cost effectively in providing training, placement and retention services to WIOA participants. Describe any additional funds you will leverage in providing these services or any innovations that you have incorporated that will allow the program to serve as many participants as possible with limited funding. (Be sure to describe in detail how and where you will leverage additional funds.)

Budget Narrative: On the WIOA Out-of-School Budget Narrative Form, show the calculations used to determine the total for each line item. When completing this section, please note the following:

- Narrative for staff salaries must show the NUMBER OF HOURS to be charged to the grant, the HOURLY WAGE and the TOTAL WAGE. Example: Job Title, 100 hours @ \$10 hour = \$1,000.00.
- All portions of the fringe rate must be clearly identified and the breakdown of the calculations clearly shown. Example: Staff Fringe = \$7,401 (38%)
 - FICA @ 7.6% = 1,480.20
 - Pension @ 5.1% = 993.29
 - Unemployment Compensation @ 3.4% = 662.20
 - Health Insurance @ 14.9% = 2,901.97
 - Short Term Disability @ 4.9% = 954.34
 - Long Term Disability @ 2.1% = 409
- For many line items, such as travel, the purpose and need should be explained, as well as calculated. Rent could include the number of square feet and the rate per square foot. **No monies may be budgeted for travel outside the United States.**
- Liability insurance covering participants is required for all programs. It should be part of every budget. NRWIB should be included as additional insured on a Certificate of

Insurance that will be included as an attachment.

- **Governmental entities, private and non-profit agencies must include a statement in the budget narrative on how you will comply with the Single Audit Act.** Bidders who are awarded contracts will be required to take part in a Single Audit Act process. Governmental entities will complete the process with their town, while private non-profit agencies must procure such an audit. Private-for-profit institutions are excluded from the single audit process.
- The budget may not contain costs not directly related to the provision of service to program participants. All costs shall be direct in nature and shall be documented in the budget narrative to show the need and nature of each cost.
- Rental or lease charges will not be honored for space owned by the bidder. Such charge shall only be allowed for space resulting from a lease/rental agreement in effect during the program. A copy of such agreement shall be forwarded to NRWIB prior to the contract being awarded.
- Only utility and maintenance costs shall be allowed for space owned by the bidder. If applicable, the bidder shall document “space usage rates” in the budget and state in the narrative the cost difference between the “space usage rate” and the lowest rental level chargeable for the same space. No charges may be made for space only occasionally used, vacant space, or hallways/common space.
- Leveraged funds: Any funds or services being leveraged from other sources in support of this contract may be indicated in the WIOA Out-of-School Budget Summary Page. Identify the source, amount and use of these funds.

Tracking of work experience funds – Local WIOA youth programs must track program funds spent on paid and unpaid work experiences, including wages, stipends, incentive for youth, as well as, staff costs for the development and management of work experiences, and report such expenditures as part of the local WIOA youth financial reporting requirements. **Note Page 27 Out of School Work Experience Tracking Budget Form**

APPENDIX

APPLICATION FORMS: ONLY THESE FORMS MUST BE USED WHEN FILLING OUT AND RESPONDING TO THE RFP.

Northwest Regional Workforce Investment Board PROPOSAL COVER SHEET WIOA Youth Program (Year-Round Out of School Youth Program)

GENERAL INFORMATION:

Applicant Organization: _____

Street Address: _____

City: _____ State: _____ Zip Code: _____

Mailing Address (if different): _____

City: _____ State: _____ Zip Code: _____

CAGE/UEI Number: _____

Contact Person: _____ Title: _____

Telephone: _____ Fax: _____

E-mail: _____

PROGRAM INFORMATION:

Title of Proposed Program: _____

Total Funds Requested: _____

Program Start Date: _____ (Month/Day/Year)

Program End Date: _____ (Month/Day/Year)

Total number of youths to be served: _____

AUTHORIZED SIGNATURES:

Signature of Applicant's Authorized Representative:

Printed Name & Title of Authorized Representative

Date of Submission

WIOA OUT-OF-SCHOOL BUDGET SUMMARY PAGE

Agency:	
Program:	

Public Support & Revenue – All sources	Proposed/Actual Budget	Secured or date expected to be secured?
1. NRWIB Youth Grant		
2. Contributions		
3. Special Events		
4. Grants from Government Agencies (list each separately):		
5. Other Grants/Leveraged Funds (list each source and amount separately):		
TOTAL:		

The WIOA Out-of-School Youth Budget Summary Page, Budget Form and Budget Narrative Form are available in electronic format (Excel document) by e-mailing Susan Mertz at: susan.mertz@nrwib.org

WIOA OUT-OF-SCHOOL BUDGET FORM

Expenses	Requested WIOA Funds	Leveraged Funds	Total
Contractual Services			
Legal			
Independent audit			
Other Contractual Services			
SUB-TOTAL			
Program Staff			
Salaries			
Employment/Fringe Benefits			
SUB-TOTAL			
Youth Participant: Paid Internships, , Stipends Incentives Tuitions & Support Services			
Participant Salaries			
Fringe Benefits			
Stipends			
Incentives			
Tuitions			
Support Services			
SUB-TOTAL			
Other Program Costs			
Occupancy/Rent			
Utilities, e.g. Telephone etc.			
Insurance			
Postage & Shipping			
Rental of Equipment			
Repairs & Maintenance			
Travel			
Supplies & Material			
Advertising Printing & Publications			
List any other miscellaneous/other project expenses			
SUB-TOTAL			
GRAND TOTAL			

WIOA OUT-OF-SCHOOL BUDGET NARRATIVE FORM

WIOA Expenses only	Explanation of Line Item	Total
Contractual Services		
Legal		
Independent audit		
Other Contractual Services		
SUB-TOTAL		
Program Staff		
Salaries		
Employment/Fringe Benefits		
SUB-TOTAL		
Youth Participant: Paid Internships, Stipends, Incentives, Tuitions & Support Services		
Participant Salaries		
Fringe Benefits		
Stipends		
Incentives		
Tuitions		
Support Services		
SUB-TOTAL		
Other Program Costs		
Occupancy/Rent		
Utilities, e.g. Telephone etc.		
Insurance		
Postage & Shipping		
Rental of Equipment		
Repairs & Maintenance		
Travel		
Supplies & Material		
Advertising Printing & Publications		
List any other miscellaneous/other project expenses		
SUB-TOTAL		
GRAND TOTAL		

**WIOA OUT-OF-SCHOOL WORK EXPERIENCE TRACKING BUDGET NARRATIVE
FORM**

WIOA Expenses only	Explanation of Line Item	Total
Contractual Services		
Other Contractual Services		
SUB-TOTAL		
Program Staff		
Staff Salaries		
Employment/Fringe Benefits		
SUB-TOTAL		
Youth Participant: Paid Internships, Fringes Stipends, & Incentives		
Participant Salaries		
Fringe Benefits		
Stipends		
Incentives		
SUB-TOTAL		
Other Program Costs		
Staff travel		
Other		
SUB-TOTAL		
GRAND TOTAL		

GLOSSARY OF TERMS AND DEFINITIONS

Adult Basic Education (ABE): Education for adults whose inability to read, write, or speak English or to effectively use mathematics is a barrier to getting or keeping employment.

Adult Mentoring: Activities involving an adult and youth in which the adult serves as a positive role model for educational, career, personal, or social development.

Alternative School: Specialized, structured curriculums which provide secondary school preparation for youth who have behavioral problems, disabilities, are at risk of dropping out, are institutionalized or adjudicated.

Assessment: Comprehensive and specialized review of an individual's skill levels and service need. The assessment may include diagnostic testing and use of other assessment tools, and in-depth interviewing and evaluation to identify employment barriers and appropriate goals.

Barriers to Employment: Conditions that may make employment difficult for certain individuals. Individuals with such barriers may include but not limited to: single parents, displaced homemakers, public assistance recipients, older workers, substance abusers, teenage parents, and veterans; those with limited English-speaking ability, a criminal record, a lack of education or work experience, and those with transportation or child care difficulties.

Basic Skill Deficiency: An individual who has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test or a comparable score on a criterion referenced test.

Case Management: Services that enable an individual to receive WIOA funded training and employment services.

Services are:

- Development and modification of IEP / ISS
- Continued interaction relating to vocational and educational interests and abilities, and barriers to participation.
- Referral to career services, education, training, and employment programs, community and social services.
- Assistance in enrolling in education and training programs
- Monitoring individual progress towards completion of an IEP / ISS
- Processing supportive and needs related payments.

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. Certificates awarded by workforce investment boards are not included in this definition. Work readiness certificates are also not included this definition. A certificate is awarded in recognition of an individual's attainment of technical or occupational skills by:

- A state educational agency or a state agency responsible for administering vocational and technical education within a state
- An institution of higher education described in Section 102 of the Higher Education Act (20USC 1002) that is qualified to participate in the student financial assistance programs authorized by Title IV of that Act. This includes community colleges, proprietary schools, and all other institutions of higher education that are eligible to participate in federal student financial aid programs.
- A professional, industry, or employer organization (e.g. National Institute for Automotive Service Excellence certification, National Institute for Metalworking Skills, Inc., Machining Level I credential) or a product manufacturer or developer (e.g. Microsoft Certified Database Administrator) using a valid and reliable assessment of an individual's knowledge, skills, and abilities.
- A registered apprenticeship program
- A public regulatory agency, upon an individual's fulfillment of educational, work experience, or skill requirements that are legally necessary for an individual to use an occupational or professional title or to practice an occupation or profession (e.g., FAA aviation mechanic certification)
- A program that has been approved by the Department of Veterans Affairs to offer education benefits to veterans and other eligible persons.
- Job Corps centers that issue certificates.
- Institutions of higher education which are formally controlled or have been formally sanctioned or chartered, by the governing body of an Indian tribe or tribes.

Credential:

A national recognized degree or certificate or state/locally recognized credential. Credentials include, but are not limited to, a high school diploma, GED, or other recognized equivalents, post-secondary degrees/certificates, recognized skill standards, and licensure or industry-recognized certificates. States should include all state education agency recognized credentials. In addition, states should work with local workforce investment boards to encourage certificates to recognize successful completion of the training services listed above that are designed to equip individuals to enter or re-enter employment, retain employment, or advance into better employment. (Please note: this terms applies only to current WIA statutory adult, dislocated worker, and older youth measures only, it does not apply to the common measures.)

Core Services: Services available to all persons who seek assistance at any One Stop. (Please note that this is primarily for individuals that would be receiving adult or dislocated workers funding). This may include: job search and placement assistance, access to labor market information, training information, and information about filing unemployment, public assistance, child care or transportation assistance.

Counseling: Guidance or assistance to identify and develop a participant's vocational, educational or employment goals and the means to achieve those goals, or to assist with the solution to barriers that may prevent a person from accomplishing those goals. Counseling includes career counseling and guidance counseling, referral to substance abuse intervention, family and social service agencies, and assistance addressing any barrier to employment. Counseling may be provided on a individual basis and/ or in a group setting.

Displaced Homemaker - An individual who:

- 1) Has not worked in the labor force for a number of years, but has, during those years, worked in the home providing unpaid services for family members; and
- 2) Has been dependent on public assistance or on the income of another family member, but is no longer supported by that income; or
 - a. Is receiving public assistance on account of dependent children in the home, especially where such assistance will be terminated; and
 - b. Is experiencing difficulty in obtaining or upgrading employment

Dislocated Worker - An individual who:

- 1) Has been terminated or laid off or who has received a notice of termination or lay-off from employment, is eligible for or has exhausted entitlement to unemployment compensation, and is unlikely to return to his / her previous industry or occupation; or
- 2) Has been terminated, or has received a notice of termination of employment, as a result of any permanent closure of a plant or facility; or
- 3) Is long-term unemployed and has limited opportunities for employment or re-employment in the same or a similar occupation in the area in which such individual resides, including any older individual who may have substantial barriers to employment by reason of age.

CASAS Comprehensive Adult Student Assessment System – The testing to be used to measure the reading and math levels of participants.

Eligible Training Provider List (ETPL): A statewide collection of providers that are approved to give services through the One Stop system.

Entered Unsubsidized Employment - The category for participants who were terminated from the program and entered (through the efforts of the recipients/sub-recipient or through their own efforts) full or part-time unsubsidized employment. This is considered as a positive termination.

English as a Second Language (ESL): English language education for adults whose inability to understand, speak, read, or write the English language affects their ability to get or keep employment and /or successfully function in society

Eligible, Non-Citizen Nationals of the United States lawfully admitted permanent resident aliens, lawfully admitted refugees and parolees and other individuals authorized to work in the United States.

Exit: Ending of involvement in the WIOA program

Exit Date: The date on which the last service funded under WIOA or One Stop partner program is received by a participant. Once a participant has not received such a service for 90 consecutive calendar days and has no gap in service, the date of exit is applied retroactively to the last day on which the participant received a service.

First Date of Service: The date on which an individual begins receiving WIOA funded services following a determination of eligibility to participate

Follow-Up: The tracking of an individual who exited the WIOA program, for a period of four calendar quarters or 12 months beyond their participation and will be part of each service provider's contract requirements:

- Obtain information regarding status in employment, post-secondary education, advanced training, or apprenticeship- measured 2nd Quarter and 4th quarter after exit
- Obtain information regarding average hourly wage and job retention- measured 2nd Quarter after exit
- Address work related problems, and career development and / or advancement issues
- Provide services as appropriate to help the individual maintain and/or obtain employment or to remain in post-secondary education

Food Stamp Recipient - An individual who is receiving (or has been determined within the six month period prior to the application for the program involved to be eligible to receive) food stamps pursuant to the Food Stamp Act of 1977

Foster Child: An individual who was or has been placed away from his or her parent(s) or guardian(s) by the state child welfare agency (DCF). The individual does not have to be placed away from the parent(s) or guardian(s) at the time of eligibility determination.

Handicapped Individual - An individual who has a physical or mental disability, which for such individual constitutes or results in a substantial handicap to employment

- 1) Handicapped individual means any person who:
 - a) Has a physical or mental impairment which substantially limits one or more major life activities;
 - b) Has a record of such an impairment; or
 - c) Is regarded as having such impairment
- 2) As used in the preceding paragraph, the phrase:
 - a) Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; dentio-urinary; hemic and lymphatic; skin; and endocrine;
 - b) Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities
- 3) "Substantially limits" means the degree that the impairment affects an individual becoming a beneficiary under the Act or affects an individual's employability A handicapped individual who is likely to experience difficulty in securing or retaining benefits under the Act or in securing, retaining or advancing in employment would be considered substantially limited
- 4) "Major life activities" means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, and receiving education or vocational training.

- 5) “Has a record of such an impairment” means that the individual has a history of, or has been classified as having, a mental or physical impairment that substantially limits one or more major life activities
- 6) “Is regarded as having such impairment” means that the individual:
 - a) Has a physical or mental impairment that does not substantially limit major life activities but that is treated by the recipient as constituting such a limitation;
 - b) Has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment or
 - c) An individual who has none of the impairments defined in paragraph (b) (1) of this section but is treated by a recipient as having such impairment.

Homeless – An individual who lacks a fixed, regular and adequate nighttime residence; and who has a primary nighttime residence that is:

- A supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill);
- An institution that provides a temporary residence for individuals intended to be institutionalized; or
- A public or private place not designed for, or ordinarily used as a regular sleeping accommodation for human beings.

High School or Equivalent Diploma: Awards given in recognition of successful completion of secondary schooling. These awards include:

- High School Diploma
- Adult High School Credit Diploma (AHSCD)
- General Education Development (GED)
- National External Diploma program (NEDP)

In School Youth: An individual eligible for WIOA youth services who at the time of certification:

- Attending school (as defined by State law)
- Between the ages of 14 and 21
- A low-income individual
- And be identified as one or more of the following:
 - Basic skills deficient
 - An English language learner
 - An offender
 - A homeless individual, a homeless child or youth, a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under the Social Security Act, or in an out of home placement
 - Pregnant and parenting
 - A youth who is an individual with a disability
 - An individual, who requires additional assistance to complete an educational program or to secure or hold employment.

- A youth eligible for the Federal free and reduced lunch program. ***In schools where the whole school automatically receives free or reduced lunch, WIOA programs must base low-income status on an individual student's eligibility to receive free or reduced price lunch or on meeting one of the other low income categories under WIOA***

Incentive: remuneration to participants for successful participation and achievement of expected outcomes as defined in the ISS

Individual Service Strategy: An assessment of skills and agreement of goals decided between a youth participant and youth staff counselor that sets out a plan for the youth to make progress towards his/her educational and employment goals.

Individual Training Account (ITA): An expenditure account established by the local workforce investment board, on behalf of a participant, that provides funds for vocational training listed on the Eligibility Training Provider List (ETPL)

Intake: The initial process for screening individual applicants to determine program suitability and eligibility up to the point of registration. The process includes:

- Providing information about the program and related services
- Determining employability and training services
- Reviewing vocational interests, abilities, education and work experience, income requirements, and personal circumstances
- Determining WIOA eligibility

Internship: A program in which a participant is placed into a setting of supervised, practical vocational training with an employer. This may be a paid or unpaid experience.

Job Club: A form of job search assistance provided in a group setting Job clubs typically provide:

- Assistance with job applications and resumes
- Assistance on maximizing employment opportunities
- Identification and development of job leads

Job Development: The process of marketing a specific participant to a specific employer. This includes informing the employer of the participant's skills and abilities; and may also include a request for an interview on behalf of the participant. Job development can also include assisting employers in developing openings based on the employer's needs.

Job Referral: The provision of information regarding specific job opportunities to a participant based on that individual's skills, abilities, and interests.

Job Shadowing: a short-term unpaid activity which introduces a participant to the workplace and provides exposure to occupational areas of interest to increase career awareness. Job shadowing is limited and allows youth to observe only.

Leadership Development: Activities for youth that encourage responsibility, employability, and other positive social behaviors such as: exposure to post-secondary educational opportunities, peer centered activities, organizational and teamwork training, training in decision making, citizenship training, and life skills training.

Limited English Proficiency: The inability of an applicant, whose native language is not English, to communicate in English, resulting in a job handicap.

Literacy: The ability to read, write, and speak in English at a level of proficiency necessary to function on the job and in society.

Low- Income Individual: A person who:

- Receives, or is a member of a family that receives Federal, State, or local income based public assistance program; or
- Received an income, or is a member of a family that received a total family income, for the 6-month period prior WIOA application to that is not than either the
The federal poverty line; or
70 percent of the lower living standard income level
- Belongs to a household that receives Supplemental Nutrition Assistance Program (SNAP), eligible for SNAP with in the 6-month period prior to WIOA application;
- Is a homeless person
- Is a foster child; or
- Is a person with a disability whose own income meets the requirements described above, but who is a member of a family whose income does not meet such requirements?

Lower Living Standard Income Level – That income level (adjusted for regional, metropolitan, urban, and rural differences and family size) determined annually by the Secretary based on the most recent “lower living family budget” issued by the Secretary.

Numeracy: Numeracy refers to the ability of adults and out of school youth to explore and apply mathematical concepts in the contest of work, community and personal life, concepts such as numbers and basic operations, algebra, geometry, measurements, data analysis, statistics, and probability.

Offender – Any adult or juvenile who is or has been subject to any stage of the criminal justice process for whom services under this Act may be beneficial or who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.

On the Job Training: An umbrella term which covers:

- Vocational education provided by the employer at the job site to individuals that are not on the employer’s payroll. There may be an arrangement to hire individuals who have successfully completed training.
- Customized job training

Out of School Youth: The term eligible out of school youth mans an individual who is not attending any school (as defined by State Law), is not younger than age 16 or older that age 24, and is one or more of the following:

- A school dropout
- A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter.
- A recipient of a secondary school diploma or its recognized equivalent; who is a low-income individual; and, who is either basic skills deficient or an English language learner.
- An individual who is subject to the juvenile or adult justice system
- A homeless individual; Homeless child; runaway; foster child or have aged out of foster care; a child eligible for assistance under Section 477 of the Social Security Act (42 U.S.C. 677); or a youth in an out of home placement.
- An individual who is pregnant or parenting
- A youth with a disability
- A low-income individual who requires additional assistance to enter or complete and educational program or to secure or hold employment

Outreach: Efforts by program staff to encourage individuals in the service delivery area to participate in WIOA

Pre-Apprenticeship programs: programs or set strategies designed to prepare individuals to enter and succeed in registered apprenticeship programs and have a documented partnership with at least one Register Apprenticeship program

Positive Termination – A youth participant who has completed the program by attaining the established recognized credential

Poverty Level – The annual level at, or below, which families are considered to live in poverty, as annually determined by the Department of Health and Human Services.

Public Assistance – Federal, State, or local government cash payments for which eligibility is determined by a need or income test. NOTE: This term is used for eligibility determination and includes the three groups included in “welfare recipient”, plus recipients of SSI, but is not limited to these assistance programs.

Registration: Start and recording of actual participation in WIOA funded activities.

Remedial Education: Educational instruction, particularly in basic skills, to raise and individual’s general competency level in order to succeed in vocational education, or skills training programs or employment.

Retention: In employment, education, or training to be measured by the percentage of participants in education, training or unsubsidized employment, measured in the 4th quarter after exit.

Runaway Youth – A person under 18 years of age who, absents themselves from the home or place of legal residence without permission of parents or legal guardian.

School Dropout: A person who is not in school and who has not received a secondary school diploma or its equivalent.

Stipend: A fixed and regular small payment such as an allowance.

Summer employment opportunities: an activity conducted mainly during the summer months which involves work experience as the primary strategy and must provide direct linkages to academic and occupational learning

Support Services: Services that are needed to help a person to participate in job training or job search or maintain employment such as assistance with transportation, health care, child/dependent care, temporary shelter, financial assistance, drug and alcohol abuse services, individual/ family counseling services for individuals with disabilities.

Tutoring: Educational instruction, provided on a one-to-one basis, leading to secondary completion or in the case of out of school youth participant the need to improve basic skills for the literacy numeracy performance measurement

Unemployment Compensation Claimant – Any individual who has filed a claim and has been determined monetarily eligible for benefit payments under one or more State or Federal unemployment compensation programs; and who has not exhausted benefits rights or whose benefit year has not ended

Unsubsidized Employment – Employment not financed from funds provided by the Act and that all wages are paid by the employer.

Veteran – An individual, who served in the active military, naval, or air services and who was discharged or released therefrom under conditions other than dishonorable.

Vocational Rehabilitation: Services provided to participants with disabilities to assist them to obtain employment. The state vocational rehabilitation agency is a mandatory partner in the One Stop system

Work Experience: A planned structured learning experience that takes place in a workplace for a limited period of time. Work experience may be paid or unpaid. The workplace site may be the private for-profit sector, the non-profit sector, or the public sector.

Workforce Innovation and Opportunity Act (WIOA) – WIOA, supersedes the Workforce Investment Act of 1998, presents an extraordinary opportunity to improve job and career options for our nation's workers and jobseekers through an integrated, job driven public workforce system that links diverse talent to business. It supports the development of strong, vibrant regional economies where businesses thrive and people want to live and work.

Welfare Recipient – An individual who receives or whose family receives cash payments under TANF (SSA Title IV), General Assistance (State or local government), or the Refugee Assistance Act of 1980 (PL 96-212)

Work-based Learning Projects – Are strategies that totally integrate work and academic learning. These programs consist of a mix of 100 percent work and 100 percent learning. Major learning activities take place on “real work” projects, while participants learn basic academic skills through work.

Youth Measures are as follows:

- **Placement in employment, education or training** – measured in 2nd quarter after exit
- **Retention in employment education or training** – percentage of participants in education, training or unsubsidized employment; measured in 4th quarter after exit.
- **Earnings after entry into unsubsidized employment - median** earnings of participants in unsubsidized employment during 2nd quarter after exit
- **Credential attainment** – percentage of participants who obtain a recognized credential or secondary diploma during participation or within one year after program exit.
- **In Program Skills / Measurable skills Gained** – percentage of participants in education leading to a credential or employment during program year, achieving measurable gains that need to be measured in real time.

Youth Placement: Entered employment, including military service, or enrollment in post-secondary education or advanced training/occupational skills training by a youth participant in the second quarter after exit.

WIOA Youth Performance Levels PY26-

Employment (Second Quarter after Exit) 80.00%

Employment (Fourth Quarter after Exit) 76.50%

Median Earnings \$ 4,600.00

Credential Attainment Rate 80.00%

Measurable Skill Gains 75.00%

Northwest Regional Workforce Investment Board

AP 11-25 Selective Service Registration Policy

a. U.S. Citizens

Male U.S. citizens born on or after January 1, 1960 are required to register with the Selective Service within 30 days of their 18th birthday (i.e. 30 days before or 30 days after their birthday).

For U.S. citizens, Selective Service registration is not required if the man falls within one of the following categories:

- Men who are serving in the military on full-time active duty;
- Men attending the service academies;
- Disabled men who were continually confined to a residence, hospital or institution;
- Men who are hospitalized, institutionalized, or incarcerated are not required to register during their confinement. However, they must register within 30 days after being released if they have not yet reached their 26th birthday.

II. Non – U.S. Citizens

Male non- U. S. citizens born on or after January 1, 1960 are required to register with Selective Service within 30 days of their 18th birthday (i.e. 30 days before or 30 days after their birthday).

- Non – U.S. citizens include: legal permanent residents, illegal aliens, seasonal agriculture workers, and refugees who take up residency in the U.S. before their 26th birthday.

For non-U.S. citizens, Selective Service registration is not required if the man falls within one of the following categories:

- Non-U.S. citizens' male, who came into this country for the first time after his 26th birthday. Acceptable forms of supporting documentation include:
 1. Date of entry stamped in his passport;
 2. I-94 with date of entry stamped on it; or
 3. Letter from the U.S. Citizenship and Immigration Services (USCIS) indicating the date the man entered the United States presented in conjunction with documentation establishing the individual's age.
- Non- U.S. citizen, male who entered the U.S. illegally after his 26th birthday. He must provide proof that he was not living in the U.S. from age 18 through 25.
- Non-U.S. citizen male on a valid non-immigrant visa.

Section V- Selective Service Registration Requirements for Males Under 26

Before being enrolled in WIOA funded services, all males under age 26 who are required to register but have not done so must register through the Selective Service website at

www.sss.gov

If a male turns 18 while participating in WIOA funded services, registration with Selective Service must be completed no later than 30 days after he becomes 18 in order to continue to receive WIA funded services.

Male WIOA participants under the age of 26 who are required to register but have not done so must be suspended from WIOA funded services until registration with Selective Service is completed.

Section XI Conscientious Objectors

Conscientious objectors are required to register with Selective Service. Once a man gets a notice that he has been found qualified for military service, he has the opportunity to make a claim for classification as a conscientious objector (CO) with Selective Service System.

Puerto Rico Birth Certificate Law 191

Background:

The government of Puerto Rico has enacted Law 191 of 2009 (“ Act to Prohibit the Retention, Keeping on Record, and Keeping Under Custody of Certified Copies of Birth Certificates by Public and Private Entities”), which went into effect on January 1, 2010 and affects the validity and issuances of birth certificates from Puerto Rico. This law seeks to increase the security of birth certificates to deter fraud and other criminal activity and protect the identity and credit of all people born in Puerto Rico. This law also includes changes that will affect the acceptance of birth certificates as date of birth documentation for determining eligibility to WIA / State funded programs.

Law 191 will invalidate all birth certificates issued before July 1, 2010 by Puerto Rico Health Department through its Vital Statistics Records Office. On July 1, 2010, the Vital Statistics Record Office will begin issuing new birth certificate that incorporates state of the art security.

Policy:

Acceptance of birth certificate issued by the Puerto Rico health Department is governed by the date the birth certificate is presented to WIOA staff and the date the birth certificate was issued. Additional information regarding Law 191 of 2009 can be found on the website of the Puerto Rico Federal Affairs Administration at <http://www.prfaa.com/birthcertificates/>. Please note that other forms of documentation besides birth certificates may be accepted as proof of date of birth for eligibility purposes. Refer to the current list below as other forms of documentation.

Birth certificate Issued after July 1, 2010 by Puerto Rico Health Dept. (Vital Statistics Office)
Baptismal Record
DD 214 Discharge papers
Driver’s License
Government ID card
Hospital Birth record
US Passport
Social Security Records
School records
Public Assistance print out from Dept. of Social Services
Public Housing Authority records

Northwest Regional Workforce Investment Board Youth Employment and Training Activity Mandated Reporting Policy

Policy: WIBs are to ensure that they and their agents involved in the administration and operations of youth employment and training programs are aware of and adhere to the requirements of Connecticut statutes regarding mandated reporting. WIBs are responsible for developing and implementing policies and procedures for these youth ages seventeen and under to follow in instances of suspected abuse and/ or neglect.

In so much as Youth are placed in a variety of work sites and perform a variety of tasks including working with children in schools, day care settings, camps and other sites.

The Connecticut General Statutes identify certain persons as “mandated reporters.” Mandated reporters are legally required to report to the Department of Children and Families instances in which they have reasonable cause to suspect or believe that any child under the age of eighteen years (1) has been abused or neglected, (2) has had non-accidental physical injury, or injury which is at variance with the history given of such injury, inflicted upon such child, or (3) is placed at imminent risk of serious harm.

The Connecticut General Statutes identify mandated reporters to include “any person paid to care for a child in any public or private facility, child care center, group home or family day care home licensed by the state.”

Youth Ages 18 and Over

Youth age eighteen and older that care for a child in any public or private facility, child care center, group home or family day care home licensed by the state are required to adhere to Connecticut General Statutes regarding mandated reporting.

Youth Ages Seventeen and Under

Regarding youth age seventeen and under who care for a child in any public or private facility, child day care center, group day care home or family day care home licensed by the state –

In that those youth ages seventeen and under, participating in a youth employment and training program have reasonable cause to suspect or believe that any child under the age of eighteen years (1) has been abused or neglected, (2) has had non- accidental physical injury, or injury which is at variance with the history given of such injury, inflicted upon such child, or (3) is placed at imminent risk of serious harm, **said youth shall notify his / her worksite supervisor of their concern.**

The worksite shall notify the Northwest Regional Workforce investment Board, Youth Program Manager providing the name of the youth raising the concern.

Statutory References:

Sec. 17a-101a. Report of abuse, neglect or injury of child or imminent risk of serious harm to a

child. Penalty for failure to report. Any mandated reporter, as defined in section 17a-101, who in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that any child under the age of eighteen years (1) has been abused or neglected, as defined in section 46b-120, (2) has had non accidental physical injury, or injury which is at variance with the history given of such injury, inflicted upon such child, or (3) is placed at imminent risk of serious harm, shall report or cause a report to be made in accordance with the provisions of sections 17a-101b to 17a-101d, inclusive. Any person required to report under the provisions of this section who fails to make such report shall be fined not less than five hundred dollars or more than two thousand five hundred dollars and shall be required to participate in an educational and training program pursuant to subsection (d) of section 17a-101.

Sec. 17a-101. (Formerly Sec. 17-38a). Protection of children from abuse. Mandated reporters. Educational and training programs. (b) The following persons shall be mandated reporters: Any physician or surgeon licensed under the provisions of chapter 370, any resident physician or intern in any hospital in this state, whether or not so licensed, any registered nurse, licensed practical nurse, medical examiner, dentist, dental hygienist, psychologist, coach of intramural or interscholastic athletics, school teacher, school principal, school guidance counselor, school paraprofessional, school coach, social worker, police officer, juvenile or adult probation officer, juvenile or adult parole officer, member of the clergy, pharmacist, physical therapist, optometrist, chiropractor, podiatrist, mental health professional, or physician assistant, any person who is licensed or certified emergency medical services provider, any person who is licensed or certified alcohol and drug counselor, any person who is licensed marital and family therapist, any person who is a sexual assault counselor or a battered women's counselor as defined in section 52-146k, any person who is a licensed professional counselor, any person paid to care for a child in any public or private facility, child day care center, group home or family day care home licensed by the state, any employee of the Department of Children and Families, any employee of the Department of Public Health who is responsible for the licensing of child day care centers, group homes, family day care homes or youth camps, the child Advocate and any employee of the Office of Child Advocate.

**NORTHWEST REGIONAL WORKFORCE
INVESTMENT BOARD**

WIOA Worksite Agreement

This agreement is made between the _____, (the contractor: and (the Worksite Agency)_____ to provide employment, training and educational services to eligible youth participants in the WIOA out of School program funded under WIOA

SECTION I - CONDITIONS

1. The worksite agency/ contractor agree to comply with all Workforce Innovation & Opportunities Act (Public Law No: 113-128- August 22, 2014) regulations, policies and directives.
2. Participants may not be used to free regular employees to perform other tasks and duties.
3. WorkForce Connection staff (the One Stop operator for NRWIB) will have access to worksite records pertaining to this agreement; this will include personnel, payroll records and other related documents. The worksites will be open to NRWIB / WorkForce Connection staff for program monitoring.
4. Where a collective bargaining agreement is in existence, the union or bargaining agency must concur with the content of this agreement. **Note page entitled Union Concurrence.**
5. All worksites must abide by any applicable State or federal Occupational Safety and Health Act (OSHA) standards.
6. Participants shall be paid at least the prevailing minimum wage \$16.35 effective 1/1/25

SECTION II – RESPONSIBILITIES

- A. The worksite agency will:
 1. Maintain time and attendance records for each participant. Participants shall sign in when reporting to work and sign out at the completion of their scheduled hours. The participant and the supervisor will sign time and attendance records at the end of the week.
 2. Comply with established payroll procedures and ensure that the participant(s) is paid only for actual time worked.
 3. Provide adequate supervision, direction and assist in participant reviews and evaluations.
 4. Adhere to the training outlines in section III as submitted.

5. Report accidents to the Office within 24 hours of occurrence.
6. Notify the Office regarding any problem or concern within 24 hours after being identified.
7. Comply with any and all provisions of Civil Rights Act of 1964 and the Unfair Employment Practice Act, Public Law 31-126.
8. Comply with any and all provisions of the Immigration Reform and Control Act of 1986 to include the completion of the INS form, I-9 upon program enrollment. * **To be completed by contracted program provider – not host worksite**
9. Maintain evaluations on work performance n educational classes. Other program reports will be completed as requested. * **To be completed by contacted program provider – not host worksite**
10. Refer participants to NRWIB / WorkForce Connection Office as appropriate for counseling.
11. Immediately notify the Office if the number of participants or activities included in this worksite agreement change at any time during the program.
12. Maintain a current and accurate list of worksites and activities. ***To be completed by contacted program provider – not host worksite**

B. The contractor will: **(This does not pertain to the host worksite)**

1. Provide payment to all participants.
2. Maintain earnings, social security and tax records.
3. Maintain workman’s compensation coverage on all participants. This shall include general, bodily and property coverage insurance.
4. Provide Counseling services, educational classes and labor market orientation.
5. Train the worksite supervisors; assure his / her attendance at the supervisor’s orientation classes to be conducted by the Office prior to the start of the program, provide the supervisor with appropriate written materials to include a copy of this worksite agreement, the orientation handbook and other pertinent documents.

SECTION III – TRAINING OUTLINE

Title of Worksite or Work Based Project/ Internship _____

Name of the Worksite _____

Address: _____ Phone: _____

Name and Title of On-Site Supervisor: _____

Phone Number of On-Site Supervisor: _____

Name and Title of Alternate Supervisor: _____

Phone Number of Alternate Supervisor: _____

Ration of Participants to Supervisor: _____ to _____

Participant Job Title

Number of Slots

Slot(s) shall commence on _____ and continue until

_____ for a period of _____ weeks.

Number of days per week: _____

Day

Time

Hours of Work

Monday

Tuesday

Wednesday

Thursday

Friday

Consistent with the job identified above, provide the following information:

Identify the participant(s) principal activities and responsibilities, identify the tools and equipment to be used and identify the skills that will be learned.

Assigned duties: use bullets

If the participants will be working outdoors, identify the activities that will be scheduled for inclement weather.

Failure of the worksite to adhere to this agreement shall be cause for termination and said slot(s) at the discretion of the Office. This agreement is subject to Federal Funding availability.

As approved by the Northwest Regional Workforce Investment Board:

_____ Signature Catherine N. Awwad	_____ Title President and CEO	_____ Date
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_____ Signature Agreed by Contract Provider	_____ Title	_____ Date
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_____ Signature Agreed by Host Worksite	_____ Title	_____ Date
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UNION CONCURRENCE

I, _____, as chief representative for the named bargaining unit, being _____, do hereby attest that this worksite does not infringe upon or hinder the current collective bargaining agreement, or negotiations thereof, which exist between this bargaining unit and the worksite.

_____ Signature	_____ Title	_____ Date
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Please sign if not applicable:

Does not apply: _____
Signature Date