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CAPITAL AREA MICHIGAN WORKS! REQUEST FOR PROPOSAL (RFP) INTEGRATED SERVICES

PROGRAM DESCRIPTIONS

**Equal Opportunity Employer/Program
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WAGNER-PEYSER EMPLOYMENT SERVICE PROGRAM PROPOSAL

The federal Wagner-Peyser Act of 1933 provides for the establishment of a nationwide labor exchange system with Employment Service Offices that provide job matching at no cost to all employers and job seekers known as the Employment Service (ES). The Act was amended by the Workforce Investment Act (WIA) of 1998 and more recently by the Workforce Innovation and Opportunity Act (WIOA) of 2014, which calls for stronger partnerships with ES to seek new avenues to enhance the seamless delivery of services in the One-Stop system.

The ES is administered in each state by State Employment Security Agencies. The Act was amended by the WIA of 1998 and more recently by WIOA of 2014 to make the ES part of the One-Stop services delivery system. The ES focuses on a variety of employment-related labor exchange services including, but not limited to, job search assistance, job referral, placement assistance for job seekers, re-employment services to unemployment insurance claimants, and recruitment services to employers.

Enabling workers to acquire the skills necessary to succeed in today's 21st century knowledge economy is central to Michigan's strategy for economic transformation. Under federal law, Wagner-Peyser funds cannot be used to pay for training. However, funds may be used to provide employment services that help prepare individuals to enter into training.

ELIGIBLE BIDDERS

Service sub-recipients must be merit-staffed employees. Merit-staffed public organizations include a unit of the State of Michigan, local units of government, special purpose units of government, school districts, intermediate school districts, public community colleges, and public universities.

In accordance with federal regulation 5 CFR 900.603 and 900.604, promulgated pursuant to Sections 4728 and 4763 of the federal Intergovernmental Personnel Act of 1970, as amended, standards for merit staffing are defined as follows:

1. "Recruiting, selecting, and advancing employees on the basis of their relative ability, knowledge, and skills, including open consideration of qualified applicants for initial appointment.
2. Providing equitable and adequate compensation.
3. Training employees, as needed, to assure high quality performance.
4. Retaining employees on the basis of the adequacy of their performance and separating employees whose inadequate performance cannot be corrected.
5. Assuring fair treatment of applicants and employees in all aspects of personnel administration without regard to political affiliation, race, color, national origin, sex, religious creed, age or handicap and with proper regard for their privacy and constitutional rights as citizens. This "fair treatment" principle includes compliance with the federal equal employment opportunity and discrimination laws.
6. Assuring that employees are protected against coercion for partisan political purposes and are prohibited from using their official authority for the purpose of interfering with or affecting the result of an election or a nomination for office."

A Merit Staffing System Certification Form (Exhibit A) must be signed by an official authorized to bind the proposing agency and submitted with this proposal.

EMPLOYMENT SERVICE PROGRAM GOALS

The goals of the Employment Service Program are to:

- ☐ Expand use of the labor exchange by employers and job seekers in order to better match needs, increase jobs, and reduce duration of unemployment;

- ☐ Increase the number of posted, searched, and downloaded job seeker resumes and employer job openings;
- ☐ Broaden participation across industries, markets, institutions, and programs;
- ☐ Increase the number of access points;
- ☐ Increase employment and reduce unemployment;
- ☐ Reduce organizational overhead costs and increase service delivery activities; and
- ☐ Improve customer satisfaction.

CAPITAL AREA MICHIGAN WORKS! AMERICAN JOB CENTERS

The One-Stop System will be the delivery system for Wagner-Peyser funded-services. The selected sub-recipient(s) will serve as a partner in the Capital Area Michigan Works! (CAMW!) American Job Center system. Access for services will be through the American Job Centers and staff will be housed at the centers. Currently, there are three American Job Centers in the region. Current locations of the CAMW! American Job Centers are:

Lansing Center	Charlotte Center	St. Johns Center
2110 South Cedar Street	945 Reynolds Rd	101 West Cass Street, Suite A
Lansing, MI 48910	Charlotte, MI 48813	St. Johns, MI 48879

The Employment Service Program must operate, at a minimum, without shutdowns from 8:00 a.m. until 5:00 p.m., Monday through Friday, exclusive of recognized state holidays.

The current CAMW! American Job Center in Lansing has 41 workstations, including an additional one with adaptive technology, and uses a fiber optic connection to the building for service. Approximately 500 people access the Center daily. The Technology Center (15 additional computers) is used to assist with peak-periods of computer usage.

The current CAMW! American Job Center in Charlotte has eight workstations and one with adaptive technology. Internet service is currently provided by the sub-recipient. Approximately 20 to 30 people receive services daily. There is also a computer lab with 16 computers that can be used during peak periods.

The current CAMW! American Job Center in St. Johns has 12 workstations and one with adaptive technology, and has a point to point connection to the Lansing American Job Center. Approximately 15 to 20 people receive services daily. There is also a computer lab with 14 computers that can be used during peak periods.

A sub-recipient must accept all referrals from the Unemployment Insurance Agency (UIA) throughout the duration of the contract. The sub-recipient must provide space, as appropriate, to house State of Michigan Talent Investment Agency/Workforce Development Agency (TIA/WDA) staff. These staff will remain on the TIA/WDA's payroll and the costs of other direct

support will be reimbursed to CAMW! by the TIA/WDA, including space costs, telephones, supplies, etc.

Mandatory meetings are held with the Employment Services director on an as-needed basis. The director or a designee must attend these meetings.

The sub-recipient who is awarded funding to operate the program at the Lansing American Job Center **will be required** to have a greeter meet customers as they enter the Center. The greeter must be a merit-based staff person and must perform greeter duty daily during regular business hours.

SERVICES TO BE DELIVERED

At no cost to an employer or a job seeker, the following services will be delivered:

Basic Labor Exchange: Consists of three tiers of service offered to the general public:

1. **Self-service** using Pure Michigan Talent Connect (PMTTC) or other designated internet-based system, and Resource Rooms;
2. **Facilitated services** - staff-assisted self-service to help job seekers and employers who cannot use Pure Michigan Talent Connect or other designated system, or Resource Rooms unaided due to lack of computer familiarity, literacy, a disability, lack of access to the system or some other barrier; and
3. **Mediated services** - services for those who need more intensive staff assistance to obtain jobs or employees. These services are reported in the One-Stop Management Information System (OSMIS) in the mediated services component. Registration and reporting are required and performance measures relating to employment will apply.

The Unemployment Insurance Agency Work Test: Meeting two requirements.

1. **ES Registration of Unemployment Insurance Agency Claimants:** The Unemployment Insurance Agency (UIA) will require unemployment insurance claimants to personally complete an ES registration at Michigan Works! Employment American Job Centers. Completion and activation of an account in the PMTC meets the registration requirement. ES staff will verify the PMTC account registration and send electronic notification to the UIA. UIA staff will then authorize payment of the claim, if all other requirements are met.
2. **Reporting Claimant Non-Compliance with the “Able, Available and Seeking Work” Requirement:** ES staff must report to the UIA any specific evidence of a claimant’s

unavailability for or lack of seeking work which may come to the attention of an individual assigned to deliver employment services.

Participating in a System for Clearing Labor Between the States: The ES sub-recipients will provide access to Pure Michigan Talent Connect and receive and forward certain interstate and intrastate job orders to designated staff for processing.

Administering TAA: ES staff will provide a full range of mandated re-employment services to workers adversely affected by foreign competition in accordance with the Trade Adjustment Assistance (TAA) Act. All TAA re-employment services will be managed by the sub-recipient at the Lansing site and are listed in the table below:

Employment Registration	On-the-Job Training
Employment Counseling	Classroom Training
Vocational Testing	Self-Directed Job Search
Job Development	Job Search Allowances
Supportive Services	Relocation Allowances

Employment Service Complaint System: The complaint system establishes and maintains a formal mechanism for processing complaints from a customer who believes that their employment-related rights have been denied, or that they have been unjustly treated in an employment-related instance.

Federal Bonding Program: ES staff will assist job seekers and employers in instances where employment is conditioned on the job applicant maintaining a fidelity bond and job seekers need assistance in obtaining the fidelity bond.

Services Provided to Migrant and Seasonal Farm Workers (MSFW): ES staff will ensure that MSFWs will be provided with access to the same employment services, benefits, protections, counseling, testing, and job and training referral services received by the general population. MSFWs will be referred to the regional TIA/WDA Agricultural Employment Specialist, as applicable.

UIA Reemployment Services and Eligibility Assessment (RESEA) Claimants: ES staff will be required to provide mediated services to UIA RESEA claimants and record activity in the OSMIS. RESEA program claimants are referred from the UIA and the goal of this program is to provide customized services to claimants deemed most likely to exhaust their UI benefits.

DELIVERY OF SERVICES

- ❑ **Veterans Preference:** ES staff will ask each individual entering the centers for services whether the individual is a veteran or eligible spouse and provide services accordingly. Signage will also be posted near the entrance. If more specialized services are required, the individual may be referred to the TIA/WDA Veterans Career Advisor (VCA) Specialist for those that meet VCA eligibility as determined by TIA/WDA policy. Veterans and eligible spouses will receive priority in all ES and WIOA programs.
- ❑ **Equitable Access:** Any individual without regard to his or her place of residence, current employment status, or occupational qualifications must have access to employment services.
- ❑ **Facilitated Access:** If a job seeker or employer has difficulty or is unable to participate in the Pure Michigan Talent Connect exchange system or Resource Room due to lack of computer familiarity, literacy, a disability, lack of access to the system, or some other barrier, facilitated access must be offered to the job seeker or employer.
- ❑ **Labor Disputes:** ES sub-recipients will make no referral that will directly or indirectly aid in filling a job that is vacant because the former occupant is on strike, or the filling of the job is an issue in a labor dispute, or which involves picketing an employer's establishment.

ASSESSMENT

The sub-recipients may only use TIA/WDA-approved interest assessments, aptitudes tests, achievement tests, and candidate selection devices for vocational counseling when necessary for ES and TAA. The sub-recipients shall not use ES or TAA funds to purchase or administer tests or assessments other than those approved without the expressed written permission of CAMW!.

REPORTING SYSTEM

American Job Center sub-recipients will be required to collect all data to assist in meeting requirements established by the Employment Service Agency, the TIA/WDA, and/or CAMW! Sub-recipients will comply with the Wagner-Peyser Act and Regulations and the Employment Service Manual. Sub-recipients agree to contribute to the attainment of CAMW!'s labor exchange performance benchmarks.

All sub-recipients will implement a procedure to collect and maintain program performance data. Sub-recipients will be responsible for informing customers that a customer service form is available at camw.org for individuals using the American Job Centers. All program information must be accessible for monitoring by CAMW!.

COORDINATION AND INTEGRATION

Employment Service sub-recipients will collaborate with representatives from the following agencies to combine resources: WIOA sub-recipients, One-Stop Operator sub-recipient, the Unemployment Insurance Agency, the Department of Health and Human Services (DHHS), Michigan Rehabilitation Services (MRS), Partnership. Accountability. Training. and Hope. (PATH) program sub-recipients, Food Assistance Employment and Training (FAE&T), and other area programs and agencies.

PROGRAM CAPACITY

Michigan Works! agencies are required to establish quantitative goals for job seeker office visits, job seeker facilitated access, employer telephone calls and faxes, employer visits, and employer-facilitated access. The chart below estimates quantitative goals for a one-year period:

Location	Job Seeker Office Visits	Job Seekers Facilitated Access	Employer Telephone Calls and Faxes	Employer Visits	Employers Facilitated Access
Lansing	120,000	24,000	2,500	225	200
Charlotte	5,200	575	100	50	75
St. Johns	3,400	575	100	50	75

Resume Assistance:

This occurs when an ES sub-recipient provides assistance, either manually or electronically, to assist the job seeker with the development and format of a resume, cover letter, thank-you note, letter of inquiry, or letter of introduction. This service is recorded under the services group Job Search and is entitled Resume Assistance/Preparation. The service must be reported in the Mediated Services component of the OSMIS for a count to occur.

Job Search Planning:

This is an informal employability plan that may be written or oral. The goals and objectives are loosely defined and flexible. The plan includes timelines for the job seeker to explore various options such as types of training, career exploration, selection, and relocation. The service must be reported in the Mediated Services component of the OSMIS for a count to occur.

Job Search Workshops:

These are short, one-to-three hour seminars with active classroom participation. The workshop may be led by an ES sub-recipient and may include some or all of the following topics: resume writing, completing job applications, labor market information, interviewing techniques and

investigating job leads as an organized group activity. The service must be reported in the Mediated Services component of the OSMIS for a count to occur.

Job Development:

This occurs when an ES sub-recipient contacts an employer on behalf of a particular job seeker to request and arrange an interview for a particular job. The communication may be in person or by mail, telephone, computer or fax. It is an attempt to solicit a job interview for a specific job for a specific job seeker for whom there is no suitable listing in the PMTC. The contact does not have to result in a referral. The service must be reported in the Mediated Services component of the OSMIS for a count to occur.

PERFORMANCE MEASURES

The Performance Measures that will be tracked in the One-Stop Management Information System for Wagner-Peyser ES programs for PY19 include: Entered Employment, Retained Employment, and Average Earnings.

These three measures are defined as follows:

- **Employment Rate - 2nd Quarter After Exit**
The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program.
- **Employment Rate - 4th Quarter After Exit**
The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program.
- **Median Earning- 2nd Quarter After Exit**
The median earning of participants who are in unsubsidized employment during the second quarter after exit from the program.

Based on the performance levels negotiated between CAMW! and the TIA/WDA for Program Year (PY) 2019, CAMW! must achieve the following performance levels for our ES programs:

PERFORMANCE INDICATOR	PERCENTAGE
Employment Rate - 2 nd Quarter After Exit	69.3%
Employment Rate - 4 th Quarter After Exit	67.1%
Median Earnings - 2 nd Quarter After Exit	\$6,078

WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA)

On July 22, 2014, the Workforce Innovation and Opportunity Act (WIOA) was signed into law. WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. Congress passed the Act by a wide bipartisan majority; it is the first legislative reform in 15 years of the public workforce system. WIOA supersedes the Workforce Investment Act of 1998 and amends the Adult Education and Family Literacy Act, the Wagner-Peyser Act, and the Rehabilitation Act of 1973.

WIOA strengthens the public workforce system and the partnerships that sustain it by unifying and streamlining services to better serve job-seekers. WIOA improves accountability and transparency within the system and elevates work-based learning and sector strategies that address the needs of multiple employers within an industry and fosters coordinated planning within economic regions. The reformed system also addresses the needs of veterans and of other populations facing unique economic challenges, including out-of-school youth, people with disabilities and the long-term unemployed. Additional information on the Workforce Innovation and Opportunity Act can be obtained from the following website:

www.doleta.gov/wioa/. Information and requirements included in the sections below are incorporated from WIOA regulations and TIA/WDA policy.

CAMW! is seeking to contract with an organization(s) for the WIOA Adult, Dislocated Worker, and Youth Program that can demonstrate that it can provide a positive and measurable impact on adults, dislocated workers and youth and assist eligible program participants in securing in-demand, high-wage, and high-skill occupations in the Capital region. Successful bidders must demonstrate current or future service delivery capabilities to provide effective WIOA services to adults, dislocated workers and youth. The selected bidder(s) will comply with 2 CFR Part 200 Office of Management and Budget (OMB) Uniform Guidance, as well as the Workforce Innovation and Opportunity Act, other applicable federal and state laws and regulations, and local CAMW! policies and procedures.

ADULT & DISLOCATED WORKER PROGRAM PROPOSAL

PROGRAM OBJECTIVE AND DESIGN

The mission of the CAMW! Workforce Development Board (WDB) and Administrative Board is, "Connecting with Business. Strengthening Our Workforce." In order to fulfill this mission, CAMW! must understand the future demands of the labor market, prepare jobless workers for entry-level positions and assist them with locating employment, and update the skills of the current workforce. In today's economy, we must be able to offer a quality workforce to retain and expand business. Understanding the current status and future demands for the workforce will be the catalyst for changes in employment and training.

MICHIGAN WORKS! AMERICAN JOB CENTERS

The One-Stop System will be the basic delivery system for services to adults, dislocated workers and youth. The concept of a program unifies and streamlines services to better serve job-seekers is a key component of the Workforce Innovation and Opportunity Act. This RFP reflects the emphasis in the WIOA and at CAMW! to unify and coordinate services. The consolidation of and access to services will result in improved services for both adults and dislocated workers.

The selected sub-recipients will serve as partners in the CAMW! American Job Center system. Centers are open 8:00 a.m. to 5:00 p.m., Monday through Friday, exclusive of state holidays. Access for services will be through the American Job Centers and sub-recipient staff will be housed at the Centers. In the event there is insufficient funding to support the staffing requirements with Wagner-Peyser funding exclusively, CAMW! will give priority to proposers who also submit a WIOA Adult and/or Dislocated Worker proposal and propose to operate those programs at the American Job Centers.

ELIGIBILITY

To be eligible to participate in the WIOA Title I Adult program, that is, to receive career services and to meet the eligibility requirements for training services, the individual must:

1. Be a citizen of the United States or an eligible non-citizen, and
2. Be registered with selective service (if applicable), and
3. Be 18 years of age or older.

To be eligible for participation in the WIOA Title I Dislocated Worker program, that is, to receive career services and to meet the eligibility requirements training services, the participant must:

1. Be a citizen of the United States or an eligible non-citizen; and
2. Be registered with selective service (if applicable); and

Meet the requirements of more than one of the additional eligibility criteria as outlined below:

- A. Has been terminated or laid off, or who has received a notice of termination or layoff from employment; AND
 1. Is eligible for or has exhausted entitlement to unemployment compensation; OR
 2. Has been employed for a duration sufficient to demonstrate attachment to the workforce, but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an employer that was not covered under state unemployment compensation law; AND
 3. Is unlikely to return to a previous industry or occupation;

- B.
 - 1. Has been terminated or laid off, or has received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff at a plant, facility or enterprise; OR
 - 2. Is employed at a facility at which the employer has made a general announcement that such facility will close within 180 days; OR
 - 3. Is employed at a facility at which the employer has made a general announcement that such facility will close with no date given;
- C. Was self-employed (including employment as a farmer, a rancher, or a fisherman) but is unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters;
- D. Is a displaced homemaker; OR
- E.
 - 1. Is the spouse of a member of the Armed Forces on active duty and who has experienced a loss of employment as a direct result of relocation to accommodate a permanent change in duty station of such member; OR
 - 2. Is the spouse of a member of the Armed Forces on active duty and whose family income is significantly reduced because of a deployment, a call or order to active duty pursuant to a provision of law, a permanent change of station, or the service connected death or disability of the member; AND
 - 3. Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

Note, the term "displaced homemaker" means an individual who has been providing unpaid services to family members in the home and who: (1) has been dependent on the income of another family member but is no longer supported by that income, and (2) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

Per Section 682.285 (a)(5) of the WIOA final regulations, participation in programs and activities under Title 1 of the WIOA must be available to citizens and nationals of the United States, lawfully admitted permanent resident aliens, refugees, asylees, and other immigrants authorized by the Secretary of Homeland Security or the Secretary's designee to work in the United States. The USDOL has clarified that a foreign-trained worker, such as a refugee or other legal immigrant, may be considered a dislocated worker if the individual meets the eligibility criteria, regardless of the location of the employment and layoff. Generally speaking, it is the component of the dislocated worker definition outlined in the WIOA regulations at Section 3(15)(A), the "layoff or termination" component that is most applicable when seeking to determine eligibility for foreign-trained workers.

A participant who is a citizen of the United States, or an eligible non-citizen, registered with selective service (if applicable), and employed at a facility for which the employer has made a general announcement that such facility will close, is eligible to receive services other than career services, training services, or supportive services.

To receive additional services, a copy of the public announcement such as a press release, Worker Adjustment and Retraining Notification (WARN), newspaper article, or other written notification issued to the general public by an employer that states that a specific facility will be closed and that the worker was employed at the facility when the announcement was made should be provided.

Under the WIOA Section 134(c)(3)(E), training services for adult and dislocated worker participants may be made available to employed and unemployed adults who are registered and meet the following additional requirements:

- A. WIOA sub-recipient determines, after an interview, evaluation or assessment, and career planning with the participant:
 - 1. Is unlikely or unable to obtain or retain employment that leads to economic self-sufficiency or wages comparable to or higher wages than wages from previous employment through career services;
 - 2. Is in need of training services to obtain or retain employment leading to economic self-sufficiency or wages comparable to or higher than wages from previous employment; and
 - 3. Has the skills and qualifications to participate successfully in training services.
- B. The participant has selected a program of training services that is directly linked to the in-demand employment opportunities in the local area or planning region or in another area to which the individual is willing to commute or relocate.
- C. The participant is unable to obtain grant assistance from other sources to pay the costs of such training, including such sources as state-funded training funds, TAA, and Federal Pell Grants established under Title IV of the Higher Education Act of 1965, or requires WIOA assistance beyond that available from other sources to pay for the cost of training.
- D. Is a member of a worker group covered under a petition filed for TAA and is awaiting a determination. If the petition is certified, the worker may then transition to TAA approved training. If the petition is denied, the worker will continue training under the WIOA.
- E. Is determined eligible in accordance with the state and local priority system in effort for adults if training services are provided through the adult funding stream.

REGISTRATION/ENROLLMENT

WIOA registration and eligibility determination must be completed for any individual who is to receive WIOA services other than self-service and informational services. When an individual seeks more than minimal assistance from staff in taking the next steps toward self-sufficient employment, eligibility must be determined.

Registration is the point at which information that is used in performance measurement begins to be collected. In addition, equal employment opportunity data must be collected on individuals when any assessment or discretionary decision regarding a specific individual is made. Such assessments or decisions include decisions regarding service or program eligibility, either positive or negative, and decisions made on the part of any sub-recipient that leads to a targeting of services for the individual.

Registrations must be entered into the OSMIS, the web-based system, for each participant within three business days of enrollment into the program. The hard-copy registration and OSMIS electronic registration are required to match. The sub-recipient shall be responsible for the input of all participant data, participant WIOA activities, supportive services, and case-notes into the OSMIS.

ASSESSMENT

All Adult and Dislocated Worker participants will have an objective assessment conducted. CAMW! will designate its primary comprehensive assessment test for adults and dislocated workers which will align with TIA/WDA allowable assessment tools as determined by policy. The Test of Adult Basic Ed (TABE) will be the expected assessment tool for adults and dislocated workers as of PY19, though this is subject to change. O*NET Interest Profiler and other assessments are used for career exploration and interest inventory purposes.

INDIVIDUAL EMPLOYMENT PLAN (IEP)

The IEP is an ongoing strategy jointly developed by the participant and the Career Coach that identifies the participant's employment goals, the appropriate achievement objectives, and the appropriate combination of services for the participant to achieve the employment goals. Individual Employment Plans (IEP) for each participant are directly linked to one or more indicators of performance and that identify career pathways that include education and employment goals (including, in appropriate circumstances, nontraditional employment), appropriate achievement objectives, and appropriate services for the participant, taking into account assessment objective(s). Placement of adults and dislocated workers into employment below the self-sufficiency level is not considered to be a success.

An IEP must be completed for each participant within three business days of enrollment into the program. The IEP will specify obligations of the participant and the sub-recipient. Failure to comply with this provision will result in the termination of the participant(s) and/or disallowance of costs. The sub-recipient shall be responsible for the input of client data into the OSMIS, a web-based system.

The IEP contains personal information about the client and identifies a long-term employment objective with a plan for reaching the objective. It will record the participant's barriers. A short-term goal will be required with a plan of action for reaching that goal. Estimated start and end dates are also requested. Sub-recipients must provide information on the service(s) to be provided to the client and estimated start and end dates.

Each participant must be offered a copy of his/her IEP. At a minimum, the electronic IEP (a component of the web-based OSMIS) must be completed, and a hard copy of the signature page maintained in the participant's file. The IEP for each participant will be reviewed and updated on an ongoing basis to reflect the participant's progress in acquiring basic skills and occupational skills as appropriate.

SERVICE TIERS

The Workforce Innovation and Opportunity Act of 2014 defines the required activities authorized for adults and dislocated workers. Bidders are encouraged to read the Act to understand the scope of authorized activities. In general, these activities are:

- i. To establish a one-stop delivery system described in section 121(e);
- ii. To provide the career services described in Section 134(c)(2) to adults and dislocated workers, respectively, through the one-stop delivery system in accordance with such paragraph;
- iii. To provide training services described in Section 134 (c) (3) to adults and dislocated workers, respectively, described in such paragraph;
- iv. To establish and develop relationships and networks with large and small employers and their intermediaries; and
- v. To develop, convene, or implement industry or sector partnerships.

Specifically, adult and dislocated worker activities include:

- eligibility determination;
- outreach and intake;
- initial assessment of skills;
- supportive service needs;
- job search and placement assistance;
- career counseling;
- provision of information on in-demand occupations and non-traditional employment;
- referrals to other One-Stop partner programs and other available programs in the community;

- provision of labor market information;
- information on supportive services available through other programs; information and assistance with establishing eligibility for financial aid and assistance for educational programs other than WIOA;
- comprehensive skills assessments;
- in depth interviewing and evaluation of barriers to employment as well as development of an Individual Employment Plan;
- group counseling;
- career planning;
- short term prevocational services;
- soft skills training;
- work experience;
- financial literacy;
- out of area job search;
- training services;
- occupational skills training;
- supportive services;
- On-the-Job Training (OJT);
- incumbent worker training;
- private sector training programs;
- skill upgrading and retraining;
- job readiness training;
- adult education and literacy activities and follow-up services.

WIOA funds must be used to provide career and training services through the One-Stop delivery system. The list of career and training services available in WIOA is extensive, as noted above. All WIOA career services will be available for job seekers; however, they will be tailored to the individual's need and will be based on observation, customer request and assessment by WIOA staff.

All persons have access to employment-related information and self-service tools, without restrictions. Services that are not primarily informational and self-service require WIOA registration. Eligibility for career services and training also requires WIOA registration. Eligibility for career services is restricted to adults and dislocated workers who are unemployed or employed and in need of career or training services in order to obtain or retain employment that allows for self-sufficiency.

The WIOA provides for:

1. Basic career services
2. Individualized career services/case management
3. Training services
4. Follow-up services

Self Service/Universal Access

There is universal access to service involving self-help. Unregistered services include self-help or other unassisted basic career services not tailored to specific needs or basic information, including:

1. Self-service, including virtual service;
2. Facilitated self-help;
3. Job listings;
4. Labor Market Information (LMI);
5. Information about other services.

Self-service/universal access services are information and resources available to the general public free of charge. These services help people access resources for job-finding efforts, including the use of information and tools, whether on electronic systems, printed or audiovisual in nature, and are preparatory to job search. Bidders must deliver these services from the CAMW! American Job Centers.

Basic Career Services

Basic career services must be made available and, at minimum, must include the following services, as is consistent with allowable program activities. Basic career services include:

1. WIOA eligibility determination.
2. Outreach/intake.
3. Orientation to information and other services available through the One-Stop system
4. Initial assessment of skill levels, including literacy, numeracy, and English Language proficiency, as well as aptitudes, abilities (including skill gaps), and supportive service needs.
5. Labor exchange services including:
 - a. Job search and placement assistance, and when needed by an individual, career counseling including provision of information on in-demand industry sectors and occupations and provision of information on nontraditional employment
 - b. Appropriate recruitment and other business services on behalf of employers, including information and referrals to specialized business services other than those traditionally offered through the One-Stop delivery system.
6. Provision of referrals to and coordination of activities with other programs and services, including programs and services within the One-Stop delivery system and, when appropriate, other workforce development programs.
7. Provision of workforce and labor market employment statistics information, including the provision of accurate information relating to local, regional, and national labor market areas, including:
 - a. Job vacancy listings in labor market areas
 - b. Information on job skills necessary to obtain the vacant jobs listed
 - c. Information relating to local occupations in demand and the earnings, skill requirements, and opportunities for advancement for those jobs.
8. Provision of performance information and program cost information on eligible sub-recipients of training services by program and type of sub-recipients.

9. Provision of information, in usable and understandable formats and languages, about how the local area is performing on local performance accountability measures, as well as any additional performance information relating to the area's One-Stop delivery system.
10. Provision of information, in usable and understandable formats and languages, relating to the availability of supportive services or assistance, and appropriate referrals to those services and assistance.
11. Provision of information and assistance regarding filing claims for unemployment compensation, by which the One-Stop must provide meaningful assistance to individuals seeking assistance in filing a claim for unemployment compensation.
12. Assistance in establishing eligibility for programs of financial aid assistance for training and education programs (non-WIOA).

Individualized Career Services

Individualized career services must be made available if determined to be appropriate in order for an individual to obtain or retain employment. Priority for individualized career services must be given to recipients of public assistance, and/or other low-income individuals who are basic skills deficient. Eligible veterans and spouse will also receive priority for training services. Services include:

1. Comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers, which may include:
 - a. Diagnostic testing and use of other assessment tools, and
 - b. In-depth interviewing and evaluation to identify employment barriers and appropriate employment goals.
2. Development of an Individual Employment Plan (IEP) to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve the employment goals, including a list of, and information about, the eligible training sub-recipients.
3. Group counseling.
4. Individual counseling.
5. Career planning.
6. Short-term prevocational services, including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct services to prepare individuals for unsubsidized employment or training. In some instances, pre-apprenticeship programs may be considered as short-term pre-vocational services.
7. Internships and paid or unpaid work experiences that are linked to careers; internships and work experiences may be arranged within the private for-profit sector, the non-profit sector, or the public sector.
8. Transitional job training which is:

- a. Time-limited work experience that are subsidized and are in the public, private, or non-profit sectors for individuals with barriers to employment who are chronologically unemployed and/or have an inconsistent work history;
 - b. Are combined with comprehensive employment and support services; and
 - c. Are designed to assist individuals with barriers to employment to establish a work history, demonstrate success in the workplace, and develop the skills that lead to entry and retention into unsubsidized employment.
- 9. Workforce preparation activities, including programs or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of post-secondary education, or training, or employment.
- 10. Financial literacy services, including services which:
 - a. Support the ability of participants to create budgets, initiate checking and savings accounts at banks, and make informed financial decisions.
 - b. Support participants in learning, credit, debt, including student loans, consumer credit, and credit cards.
 - c. Teach participants about the significance of credit reports and credit scores, what their rights are regarding their credit and financial information, how to determine the accuracy of a credit report and how to correct inaccuracies, and how to improve or maintain good credit.
 - d. Support a participant's ability to understand, evaluate, and compare financial products, services, and opportunities to make informed financial decisions.
 - e. Educate participants about identity theft, ways to protect themselves from identity theft, and how to resolve cases of identity theft, and in other ways understand their rights and protections related to personal identity and financial data.
 - f. Support activities that address the particular financial literacy needs of non-English speakers, including providing the support through the development and distribution of multilingual financial literacy and education materials.
 - g. Provide financial education that is age appropriate, timely, and provides opportunities to put lessons into practice, such as by access to safe and affordable financial products that enable money management and savings.
 - h. Implement other approaches to help participants gain the knowledge, skills, and confidence to make informed financial decisions that enable them to attain greater financial health and stability by using high quality, age-appropriate, and relevant strategies and channels, including where possible, timely and customized information, guidance, tools, and instruction.
- 11. Out-of-area job search assistance.
- 12. Relocation assistance.
- 13. English Language acquisition and integrated education and training programs.

TRAINING SERVICES

Training services are provided to equip individuals to enter the workforce and retain employment. Training is made available to individuals after an interview, assessment, or evaluation determines that the individual required training to obtain employment or remain employed. Priority for training services must be given to recipients of public assistance, and/or other low-income individuals who are basic skills deficient. Eligible veterans and spouse will also receive priority for training services. Training services may be made available to employed or unemployed adults who:

1. An Career Coach determines, after an interview, evaluation, or assessment, and career planning are:
 - a. Unlikely or unable to retain employment that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment through career services;
 - b. In need of training services to obtain or retain employment leading to economic self-sufficiency or wages comparable to or higher than wages from previous employment; and
 - c. Have the skills and qualifications to participate in training services.
2. The training must be directly linked to the employment opportunities either in the local area or region.
3. The participant is unable to obtain grant assistance from other sources to pay for the training, including other grants such as State-funded training grants, Trade Adjustment Assistance, and Federal Pell grants, or requires assistance beyond that available for other sources to pay for the cost of training.

Training services may include the following:

1. Registered apprenticeships.
2. Occupational skills training, including training for nontraditional employment.
3. On-the-Job training.
4. Incumbent worker training.
5. Programs that combine workplace training with related instruction, which may include cooperative education programs.
6. Training programs operated by the private sector.
7. Skill upgrading and retraining.
8. Entrepreneurial training programs that assist qualified unemployed individuals who are seriously interested in starting a business in Michigan and becoming self-employed.
9. Job readiness training provided in combination with any of the aforementioned training services with the exception of registered apprenticeships.
10. Adult education and literacy activities, including activities of English language acquisition, and integrated education and training programs provided concurrently or in combination with any of the aforementioned training services, with the exception of registered apprenticeships and transitional jobs training.

11. Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

On-the-Job Training (OJT) is defined as training by an employer that is provided to a paid participant while engaged in productive work in a job that:

- (1) Provides knowledge or skills essential to the full and adequate performance of the job;
- (2) Provides reimbursement to the employer of up to 50% of the wage rate of the participant, for the extraordinary costs of providing the training and additional supervision related to the training;
- (3) Provides written evaluation of the participant's progress once every 30 days; and
- (4) Is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant.

OJT contracts may be written for eligible employed workers when:

- (1) The employee will be earning enough to ensure the sub-recipient can exceed the associated performance standard;
- (2) The aforementioned requirements are met; and
- (3) The OJT relates to the introduction of new technologies, introduction to new production or service procedures, upgrading to new jobs that require additional skills, workplace literacy, or other appropriate purposes.

OJT training payments to employers are deemed to be compensation for the extraordinary costs associated with training participants and the costs associated with the lower productivity of the participants. Employers may be reimbursed up to 50% of the wage rate of an OJT participant for the extraordinary costs of providing the training and additional supervision related to the OJT. Employers are not required to document such extraordinary costs. Bidders should refer to CAMW! Policy Issuance: 06-00, Change 5 for detailed information regarding OJTs.

Please note, Priority of Service for training only applies to participants funded through the Adult program. It does not apply to the Dislocated Worker program.

Customized training is training:

- (1) Designed to meet the special requirements of an employer (including a group of employers);
- (2) Conducted with a commitment by the employer to employ, or in the case of incumbent workers, continue to employ, an individual on successful completion of the training; and
- (3) Which the employer pays for not less than 50% of the cost of the training.

Customized training of an eligible employed individual may be provided for an employer or a group of employers when:

- (1) The employee is not earning a self-sufficient wage;
- (2) The requirements listed above are met; and
- (3) The customized training relates to the purposes described above.

Registered Apprenticeship training is a national training system that combines paid learning on-the-job and related technical and theoretical instruction in a skilled occupation. Like stand-alone OJT, Registered Apprenticeship is an important component of education and training serviced that can be provided to customers and should be used as an option to train and employ jobseekers.

Certifications earned through Registered Apprenticeship programs are recognized nationwide as portable industry credentials. The primary apprenticeship certification is a certificate of completion, awarded at the end of the apprenticeship. Many programs also offer interim credentials and training certificates based on a competency model that leads to a Certificate of Completion.

PRIORITY

CAMW! will adhere to priority of service guidelines defined within WIOA. WIOA Section 3 (36) A & G specifies that priority for individualized career services and training services will be given to individuals that meet the definition of low income individual. Low income individuals are defined under WIOA as being someone who (i) receives or in the past six months received or is a member of a family that receives or in the past six months received public assistance; (ii) is in a family with a total family income that does not exceed the higher of the poverty line or 70% of the lower living standard income level; (iii) is an individual with a disability whose own income meets the income requirements, but who is a member of a family whose income does not meet this requirement. Veterans who meet the income guidelines will be given priority.

Priority of Service will be implanted across programs for veterans and eligible spouses following federal Training and Employment Guidance Letters (TEGLs) as well as state guidance requirements.

INDIVIDUAL TRAINING ACCOUNTS AND CREDENTIAL OBTAINMENT

Individual training accounts (ITAs) are not intended to facilitate the acquisition of degrees, diplomas, or certificates strictly for the sake of education. Acquisition of an ITA must have a direct connection in preparing the customer for a specific occupation available in this labor market. As part of the CAMW! demand-driven system, close coordination with local employers and training sub-recipients is required to identify and develop industry-recognized credentials

for local, in-demand jobs. Attributes of career-enhancing credentials include industry-recognition, stack-ability, portability, and accreditation.

Occupations in demand of skilled workers or occupations in industries with a sustained high demand or growth are defined by CAMW! This information is periodically updated and released through the **“List of Demand Occupations”** and a current list can be found on the CAMW! website for reference. For more information, bidders should refer to the Part A document and also CAMW! Policy Issuance: 06-01, Change 10 on the CAMW! website.

Occupational skills training for adult and dislocated worker program participants may be provided by a training sub-recipient (such as a community college or vocational school) as long as it results in a career-enhancing credential that is industry-recognized, stack-able, portable, and accredited in alignment with USDOL and WIOA credential requirement. In addition, the training sub-recipient and training must be listed on the State of Michigan’s Eligible Training Provider List, the Pure Michigan Training Connect (MiTC), which can be found at <http://www.mitalent.org/>. Training not on the MiTC must be approved by the CEO of CAMW! or designee.

FOLLOW-UP SERVICES

Follow-up services must be provided for adult and dislocated workers for twelve months after program exit. Case-notes are required to be entered into the OSMIS on at least a monthly basis during the year of follow-up. Quarterly performance outcomes are also required to be entered into the OSMIS.

SUPPORTIVE SERVICES

Supportive services may only be provided to individuals who are:

- (1) Participating in registered career services or training services; and
- (2) Unable to obtain supportive services through other programs providing such services.

Appropriate supportive services shall only be provided when they are necessary to enable individuals to participate in WIOA activities. The selected bidder will adhere to the limitations established for the provision of supportive services found in State and local policy. Any supportive service provided to remove a barrier(s) to enable an individual to participate in program activities including job acquisition and retention shall be documented clearly in the program participant’s IEP. These services may include, but are not limited to transportation and clothing. Bidders should include a discussion on the type of supportive services that will be made available as it correlates to the tiers of services.

RAPID RESPONSE SERVICES

Any agency bidding to provide services to dislocated workers will be required to provide rapid response services.

Rapid response assistance can commence at the site of dislocation as soon as the State has received a Worker Adjustment and Retraining Notification (WARN) notice, a public announcement, or other information that a dislocation or plant closure is scheduled to take place. It is believed that this early intervention feature for dislocated workers is critical to enabling workers to minimize the duration of unemployment following layoff.

Rapid response activities are activities necessary to plan and deliver services to enable dislocated workers to transition to new employment as quickly as possible, following either a permanent closure or mass layoff, or a natural or other disaster resulting in a mass job dislocation. Services to be included as part of the Rapid Response process are:

- (1) Initial Rapid Response meeting with the company and union officers (if applicable). When a WARN notice is issued by the employer, CAMW! Chief Operating Officer (COO) will coordinate with the TIA/WDA Rapid Response Coordinator to arrange for an initial meeting with the employer. Appropriate sub-recipient staff will attend the meeting. Organized union representation will also be invited to attend, if applicable.
- (2) Worker orientation meetings for employees. The Rapid Response team attending the worker orientation meetings will include representatives from CAMW!, TIA/WDA, UIA, appropriate CAMW! program sub-recipient staff, and organized labor representation, if applicable. This team will provide an orientation meeting if requested after an initial meeting with the employer has been held. At the orientation meeting, labor market information, job development resources, and job placement services will be provided. CAMW! sub-recipient staff providing WIOA DW services will deliver an overview of the WIOA program and provide assistance so that displaced workers can connect directly with the program, if they so choose to. Trade Act program staff will also attend at these orientations, if appropriate, to offer an overview of services and benefits available through this program.
- (3) Establishment and organization of a Joint Adjustment Committee (JAC). A JAC is an ad hoc group of workers and managers who organize to provide adjustment services on behalf of the employees who are about to lose their jobs due to a plant closure or a mass layoff. In circumstances where the Rapid Response team has determined that a Joint Adjustment Committee (JAC) is appropriate to establish, CAMW! will designate a WIOA DW sub-recipient staff member to participate as a member of the committee. Assistance will be provided to inform and educate committee members on available dislocated worker reemployment services and to coordinate the delivery and presentation of these services and other resources to the workers. The CAMW! COO is the local contact person for initially coordinating a JAC.

- (4) State Adjustment Grants. CAMW! will request a State Adjustment Grant (SAG) from TIA/WDA in the event there is a documented need for additional funding resources necessary to serve a significant employer layoff locally. This will only be requested in the event WIOA DW funding will not be sufficient to support providing services to those displaced because of the layoff. The CAMW! COO is the local contact person for coordinating SAGs.
- (5) National Dislocated Worker Grants. In a situation in which CAMW! has requested SAG funding resources that are unavailable, CAMW! may request a National Dislocated Worker Grant (DWG) from TIA/WDA to serve a significant employer layoff locally. This will only be requested in the event WIOA DW funding will not sufficiently support providing services to those displaced as a result of the layoff. The CAMW! COO is the local contact person for initially coordinating DWGs.

PERFORMANCE MEASURES

WIOA sub-recipients will be required to document follow-up activity every month for twelve months after exiting the program. CAMW! locally expects that career coaches will manage no less than 50 active case per career coach for WIOA Adult and DW programs.

The Performance Measures that will be tracked in the One-Stop Management Information System for WIOA Adult and DW programs include: Entered Employment, Retained Employment, Average Earnings, and Credential Attainment. The CAMW! Boards have set the goal for CAMW! to exceed the WIOA performance measures. Meeting the measures is not satisfactory.

These four measures are defined as follows:

- **Employment Rate - 2nd Quarter After Exit**
The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program.
- **Employment Rate - 4th Quarter After Exit**
The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program.
- **Median Earning- 2nd Quarter After Exit**
The median earning of participants who are in unsubsidized employment during the second quarter after exit from the program.

- **Credential Attainment**

The percentage of those participants enrolled in an education or training program (excluding those in OJT and customized training) who attain a recognized post-secondary credential during participation in or within four quarters after exit from the program.

Based on the performance levels negotiated between CAMW! and the TIA/WDA for Program Year (PY) 2019, CAMW! must achieve the following performance levels for our **WIOA Adult programs**:

PERFORMANCE INDICATOR	PERCENTAGE
Employment Rate - 2 nd Quarter After Exit	87.0%
Employment Rate - 4 th Quarter After Exit	80.0%
Median Earnings - 2 nd Quarter After Exit	\$6,700
Credential Attainment	82.0%

Based on the performance levels negotiated between CAMW! and the TIA/WDA for Program Year (PY) 2019, CAMW! must achieve the following performance levels for our **WIOA DW programs**:

PERFORMANCE INDICATOR	PERCENTAGE
Employment Rate - 2 nd Quarter After Exit	88.6%
Employment Rate - 4 th Quarter After Exit	83.0%
Median Earnings - 2 nd Quarter After Exit	\$6,900
Credential Attainment	81.0%

WIOA YOUTH PROGRAM PROPOSAL

PROGRAM OBJECTIVE

The vision of the CAMW! (CAMW!) Workforce Development Board (WDB) and Administrative Board for youth programs is to ensure that young people within the tri-county region achieve at high levels academically while exploring and preparing for the high wage, high-demand jobs within the region as well as the entire State of Michigan. CAMW! seeks a focus on youth who are at risk of dropping out and the rapid re-enrollment of recent dropouts. The achievement of a “skill attainment” goal for participants is a priority.

CAMW! seeks proposals that will successfully impact educational attainment and employment for youth who have already dropped of school (Out-Of-School Youth), as well as high school completion for those at risk of dropping out in the tri-county region (In-School Youth). The objective is to keep those at risk of dropping out of school in the educational setting; and to enhance secondary school system efforts to recover dropouts and engage them in activities/services that provide academic success and a reconnection to the educational setting.

CAMW! will select the bidders most qualified to deliver quality programs that substantially increase high school completion or equivalency in the capital area. A single district, a consortium of districts, a non-school entity, or a non-school entity representing local district(s) may submit proposals. In the case of a consortium of school districts and a non-school entity, documentation (with signatures) pledging participating district support for the initiative must be included with the proposal.

The selected sub-recipients will serve as partners in the CAMW! American Job Center system. Centers are open 8:00 a.m. to 5:00 p.m., Monday through Friday, exclusive of State holidays. Access for services will be through the American Job Centers and sub-recipient staff will be housed at the Centers.

YOUTH PROGRAM DESIGN

The Workforce Innovation and Opportunity Act (WIOA) places an emphasis on serving youth within a comprehensive youth development approach that focuses on long-term services that provide the education, skills, work experience, and support that youth need to successfully transition to careers and productive adulthood. The WIOA youth funds are targeted at youth who are both In-School and Out-of-School, to assist them in their career and educational development. Under WIOA, the focus of the youth program has changed from the provisions of the previous Workforce Investment Act of 1998. WIOA requires that a minimum of 75% of funding be spent for Out-of-School youth. Additionally, 25% of funding must be spent on work-based learning. The purpose of the WIOA youth services is to assist young people, ages 14-24, who face significant barriers to success in the labor market, by providing resources and support to overcome those barriers and successfully transition to self-sufficient adulthood.

Under WIOA, the selected sub-recipients shall use funds to carry out programs that:

- Provide an objective assessment of the academic levels, skill levels, and service needs of each participant.
- Provide service strategies for each participant.
- Provide activities leading to the attainment of a secondary school diploma or its recognized equivalent, or a recognized post-secondary credential.
- Provide preparation for post-secondary educational and training opportunities.
- Provide strong linkages between academic instruction and occupational education that lead to the attainment of recognized post-secondary credentials.
- Provide preparation for unsubsidized employment opportunities, in appropriate cases.
- Provide effective connections to employers in in-demand industry sectors and occupations of the regional labor market.

The selected sub-recipients will demonstrate that a positive and measurable impact on youth will be provided through WIOA program services to assist In-School and/or Out-of-School Youth to not only succeed in school and in a work environment, but to succeed as members and leaders of their tri-county communities.

JOBS FOR MICHIGAN’S GRADUATES (JMG)

Jobs for America’s Graduates (JAG) has delivered consistent, compelling results for at-risk youth throughout the country over the past 35 years. A million students across 32 states have been given the support they need to finish a high school diploma or GED, secure quality entry-level employment, and/or pursue a postsecondary education. Jobs for Michigan’s Graduates (JMG) brings the unprecedented power of JAG to Michigan, operating as the statewide affiliate since 2008. JMG provides dropout prevention and recovery services, utilizing proven techniques for ensuring that students stay in high school through graduation and then successfully transition into education and/or the workforce.

CAMW! receives funding to provide youth services as mandated in the Workforce Innovation and Opportunity Act of 2014 and plans to use the Jobs for America’s Graduates (JAG) National Model and curriculum in part to deliver services that meet WIOA requirements. Jobs for America’s Graduates, Inc., a Delaware not-for-profit corporation, has developed the "Jobs for America’s Graduates (JAG) Model" and "Program Applications" for the purpose of increasing graduation and GED completion rates of at-risk and disadvantaged youth, both in high school and out-of-school, and increasing their chances of staying in school through graduation and successfully transitioning from school to a career with advancement opportunities. JAG has delivered consistent, compelling results for at-risk youth throughout the country over the past 35 years and a million students across 32 states have been given the support they need to finish a high school diploma or GED, secure quality entry-level employment, and/or pursue a postsecondary education. Jobs for Michigan’s Graduates (JMG) is recognized by Jobs for America’s Graduates, Inc. as the official State Affiliate and sponsor of the JAG Model to entities within the State of Michigan since 2008. CAMW! is an affiliated JMG program. The primary goals of JMG are:

1. to keep program participants in the classroom through graduation or GED attainment,
2. to place participants in an entry-level job leading to a career and/or pursuing a postsecondary education, and
3. to target the population of students who are “on the fence” in regards to school success.

The JAG Mode can be a school based model, alternative model, or out-of-school model, thus collaboration with an educational entity is a must. All partners must be totally committed to providing a world-class school-to-career program; a process of continuous improvement must be implemented and maintained throughout the existence of the JAG National accredited

program. The responsibilities of the required partners are listed below. These lists are not exhaustive and are provided for informational purpose for writing your proposal.

The responsibilities of the JMG sub-recipient include (but are not limited to):

1. Establishing a JMG/JAG National accredited program (in conjunction with CAMW!) at a high school within the capital region through a mutually beneficial partnership between the sub-recipient and the school district and/or establish a JMG/JAG National accredited program in an alternative school or out-of-school setting.
2. Employ full-time, mutually acceptable, individuals qualified to fulfill the responsibilities of the JMG Specialist, who takes personal responsibility for a minimum of 30 students per each classroom each with a goal of 35-40 students who are most at-risk of becoming unemployed and/or leaving school before graduation. Provide technical assistance and training to the JMG Specialists and other key staff on the successful implementation and operation of a JMG accredited program.
3. Provide JMG materials to the participating school.
4. Provide staff development experiences for all Specialists to assure understanding of the JAG Model and to share best practices through planned local/state staff development activities and by attending the annual JAG National Training Seminar held in July.
5. Provide staff support and conduct periodic school quality assurance reviews and consulting visits to give encouragement, support, and feedback as well as a review of documentation which is required of JMG/JAG National accredited program. Every 1-2 years, JAG National will conduct a site review and prepare an accreditation report for review by the JAG Board of Directors, central office and participating board and Specialist.
6. Provide adequate supervision to ensure that the JMG Specialist(s) fulfill the responsibilities of the contract and achieve the performance standards of the JAG Model and the WIOA performance measures.
7. Sponsor/participate in a JMG Career Development Conference, utilizing input from students, Specialist(s), and CAMW!
8. Conduct periodic school visits and reviews, and assist JMG in its accreditation process to ensure conformity with the performance standards as promulgated by CAMW! and JMG and provide the educational entity with summaries of these reviews.

The responsibilities of the educational entity include (but are not limited to):

1. Contribute the use of dedicated classroom/office space for the Specialist, utilities, telephone, computer, Internet connectivity, copier, printer, etc.
2. Provide the JAG Model in a regularly scheduled class or classes for credit to a minimum of 30 students per Specialist with an eventual goal of 35-40 students for the year. Student rosters for In-School models must reflect the following percentages within the

student GPA ranking: 25% from the top, 50% from the middle, and 25% from the bottom.

3. Cooperate with establishing an in-school advisory committee that will be selected by the JMG Specialist. The advisory committee will assist the Specialist in recruiting, screening and selecting students most in need of services delivered in the program and provide on-going support for students and the JMG program. At a minimum, the committee will include one representative from administration, counseling, and the faculty as well as the JMG Specialist.
4. Student selection is based on a variety of predictors for being at risk. It is essential for the appropriate student selection that the JMG Specialist has access to students and receive student record information for the purpose of identifying, screening, selecting, and enrolling qualified students into the JMG program. The educational entity will designate a staff person to provide this information to the Specialist prior to and during the enrollment period.
5. All JMG programs must enter data into the Electronic National Data Management System (e-NDMS). This system collects data on individual student profiles, students served, services delivered, and outcomes achieved. The educational entity will designate a staff person to provide this information to the Specialist during the school year and during the follow-up period.
6. Provide for the scheduling of students and adequate class time.
7. Provide classroom space for Specialist-led competency-based instruction and student-led career association activities. It will also provide the use of other entity facilities and equipment necessary to deliver the services of a JMG program.
8. Provide for the coordination of the JMG program and career association with other school programs and services where appropriate.
9. Whenever possible, enable students to attend JMG related activities outside of school, including field trips, service learning projects, and Leadership and Career Development Conferences; and provide transportation for students to attend these events.
10. Provide academic credit toward graduation to those students who successfully complete the JMG program.
11. Support the Specialist's efforts to involve parents, family, employers, and the community to meet the needs of JMG student, which will keep them in school through graduation and ensure full cooperation and participation during the follow-up period.
12. Provide input to the sub-recipient to help facilitate the JMG Specialist's performance evaluations and provide assistance to ensure compliance with the JAG Model. The JMG Specialist will be included in new teacher training, teacher development, faculty meetings and teacher in-service trainings.
13. Cooperate with and participate in the JAG National site visit. Provide feedback to the JAG National Office, which will result in the continuous improvement of the program to maintain accreditation.

The responsibilities of the JMG Specialist include (but are not limited to):

1. Recruit and enroll 35-40 qualified students to the program for each classroom. For In-School programming, targeted high school students for the program include those who are likely to drop out of school prior to graduation or who are most likely to be unemployed after graduation or undecided on a career path with no plans for postsecondary education. As participation is limited, students must need, want, and be able to gain from the services available through the program. For Alternative or Out-of-School Programming, targeted youth will have already dropped out of traditional education prior to graduation and are most likely to be unemployed due to lack of credential or are undecided on a career path with no plans for postsecondary education.
2. Establish an advisory committee to assist in the recruitment, screening, and selecting students who are most in need of services and provide on-going support for students.
3. Deliver the curriculum developed by JAG National, which is endorsed and based upon JAG's core competencies. Students will be expected to master all competencies.
4. Organize the establishment of a highly motivational, career-oriented student-led organization. Each student will be a member of the Career Association for purposes of belonging, creating a sense of ownership, building self-esteem, and developing leadership and followership skills. Each student will be required to perform community service, which can be performed individually or in groups. Incorporate community service into the program to increase student awareness of the needs of the community and develop leadership, followership, and teamwork skills.
5. Work with students and other staff/faculty to provide remediation and/or tutoring required for students to improve their basic education skills and graduate with their class.
6. Coordinate career counseling activities. Provide mentoring and refer to school or community-based services as needed to overcome the barriers to school success.
7. Attend JMG staff development experiences and mandatory staff meetings. Assist with special events or peer-based training as needed.
8. Develop work-based learning and/or job shadowing experiences linked to the JAG Model curriculum to enhance student learning and occupational specific skills in their chosen career field.
9. Maintain contact with non-seniors during the summer months to increase the probability of their returning to the program and graduating.
10. Provide personal and confidential information for screening in accordance with local and state laws and organizational policies governing those working directly with students in schools. Maintain compliance with The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g; 34 CFR Part 99) at all times.
11. Complete and regularly maintain all paper and electronic documentation as required by CAMW!, JMG, and the educational entity or program.
12. Ensure that all required documentation is obtained and maintained.

13. Ensure coverage in their classroom when they must be out of school by learning and following the procedure to request coverage either through the sub-recipient or the educational entity (depending upon the agreement that has been instituted).

All funded youth program sub-recipients shall:

- ☐ Provide an objective assessment of the academic levels, skill levels, and service needs of each participant, which shall include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes, supportive service needs, and developmental needs of the participant;
- ☐ Develop an Individual Service Strategy (ISS) for each participant that shall identify an employment goal (including, in appropriate circumstances, nontraditional employment), appropriate achievement objectives, and appropriate services for the participant;
- ☐ Provide:
 - Activities leading to the attainment of a secondary school diploma or its recognized equivalent, or a recognized post-secondary credential;
 - Preparation for post-secondary educational and training opportunities;
 - Strong linkages between academic instruction and occupational education that lead to the attainment of recognized post-secondary credentials;
 - Preparation for unsubsidized employment opportunities, in appropriate cases; and
 - Effective connections to employers, including small employers, in in-demand industry sectors and occupations of the local and regional labor markets.
- ☐ Provide youth with a full range of services, including reading and math assessments to determine grade equivalents. Youth with a reading or math score below 8.9 must receive remediation and a skill attainment must be identified as a goal. An interest inventory also must be given to determine career areas of interest and youth will research and explore those areas for which they appear to be suited by using career information. Youth must conduct a labor market analysis to learn about jobs that are in demand in the tri-county area and the skills that are required to fill the jobs. All youth participants will be required to produce a document that verifies they have done research on high demand, high wage jobs in the capital region and State of Michigan upon completion of the program. For initial assessments, CAMW! requires use of the TABE assessment for reading and math. CAMW! requires use of the O*NET for the interest inventory and the O*NET for career information.

Any youth whose basic skills assessment indicates that they are performing under grade level must receive basic skills instruction and the youth gain, or goal, should be a basic skills gain. Sub-recipients must realize gains established for youth within a twelve-month period and may only set one gain, or goal, at a time for youth enrolled.

SELECTION/OUTREACH FOR YOUTH PARTICIPANTS

Each sub-recipient operating a program, service, or activity included in this RFP will be responsible for outreach/recruitment and enrollment of clients. The responsibility for selecting clients and maintaining documentation verifying the eligibility for those clients enrolled lies with the sub-recipient. The enrollment of ineligible clients or the failure to quickly terminate ineligible clients discovered at a later date may result in disallowed costs that the sub-recipient must reimburse to CAMW! from non-Federal funds.

ELIGIBILITY AND ENROLLMENT FOR YOUTH PROGRAMS

WIOA registration and eligibility determination must be completed for any individual who is to receive WIOA Youth services other than self-service and informational services. Registration is the point at which information that is used in performance measurement begins to be collected. In addition, equal employment opportunity data must be collected on individuals when any assessment or discretionary decision regarding a specific individual is made. Such assessments or decisions include decisions regarding service or program eligibility, either positive or negative, and decisions made on the part of any sub-recipient that leads to a targeting of services for the individual.

Registrations must be entered into the OSMIS, the web-based system, for each participant within three business days of enrollment into the program. The hard-copy registration and OSMIS electronic registration are required to match. The sub-recipient shall be responsible for the input of all participant data, participant WIOA activities, supportive services, and case-notes into the OSMIS.

Following verification of school status, age, and citizenship, as identified in the WIOA Section 188(a)(5), eligibility determination includes the following steps:

- ☐ Determining income eligibility, where applicable;
- ☐ Determining barriers;
- ☐ Ensuring selective service registration, if applicable; and
- ☐ Identifying basic skill deficiencies.

WIOA allows for the youth program to serve individuals ages 14-24. Also unlike under the WIA of 1998 or under the definition of an in-school youth, low income is not a requirement to meet eligibility for most categories of Out-of-School Youth under the WIOA.

Income Eligibility: A youth is income eligible, as applicable, for youth services if he/she is:

1. Receiving, or is a member of a family that receives, or was determined eligible to receive income-based public support within the prior six months;

2. A member of a family that lives at 100 percent or less of the poverty threshold or at 70 percent or less of the lower living standard income level;
3. Receiving, or is a member of a family that receives, or was determined eligible to receive, food stamps within the prior six months;
4. Homeless;
5. Receiving, or is eligible to receive a free or reduced price lunch;
6. A foster child;
7. An individual with a disability whose own income meets the income requirement of clause ii, but who is a member of a family whose income does not meet this requirement; and/or
8. Living in a high-poverty area.

Barrier Determination: Barriers differ slightly for Out-of-School Youth (OSY) and In-School Youth (ISY). Youth who are income eligible must have at least one of the following barriers:

OSY must be facing one or more of the following barriers:

1. A school dropout.
2. 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.
3. A recipient of a secondary school diploma, or its recognized equivalent, who is a low income individual and is
 - (a) basic skills deficient; or
 - (b) an English language learner.
4. An individual who is subject to the juvenile or adult justice system.
5. A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6)), a homeless child or youth (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)), or a runaway.
6. An individual in foster care or who has aged out of the foster care system or who has attained 16 years of age and left foster care for kinship guardianship or adoption, a child eligible for assistance under Section 477 of the Social Security Act (42 USC 677), or in an out-of-home placement.
7. An individual who is pregnant or parenting.
8. A youth who is an individual with a disability.
9. A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

ISY must be facing one or more of the following barriers:

1. Basic skills deficient.
2. An English language learner.
3. An offender.

4. A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6)), a homeless child or youth (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)), or a runaway.
5. An individual in foster care or who has aged out of the foster care system or who has attained 16 years of age and left foster care for kinship guardianship or adoption, a child eligible for assistance under Section 477 of the Social Security Act (42 USC 677), or in an out-of-home placement
6. An individual who is pregnant or parenting.
7. A youth who is an individual with a disability.
8. An individual who requires additional assistance to complete an educational program or to secure or hold employment.

Note: Youth who are home-schooled or virtual learners are considered to be In-School Youth.

Selective Service Registration Verification: Males age 18 or older must be registered with the Selective Service in order to be eligible for WIOA Youth services. In order to maintain eligibility for the WIOA services, a male participant who turns age 18 while participating in the program must be registered for Selective Service by the 30th day after their 18th birthday.

Determining Basic Skills Deficiency: Low educational functioning levels can be a significant barrier to educational and/or employment success. Because of this, *all* youth program participants must be assessed to determine any basic skills deficiencies. Basic skills deficiency for the WIOA Youth program is defined as:

1. A youth that has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or
2. Who is a youth or adult that is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society as determined through valid and reliable assessment.

For additional information pertaining to basic skills deficiency, please see the CAMW! Four Year Regional and Local Plan found on the CAMW! website at www.camw.org.

DETERMINATION OF IN-SCHOOL OR OUT-OF- SCHOOL CLASSIFICATION

Once the determination of out-of-school or in-school is made, the classification stays with the participant during the period of participation. For example, if an individual enrolls as a high school student, they are an In-School Youth during their period of participation, even after graduating high school.

CAMW! is requiring that, at a minimum, 75 percent (75%) of youth funding serve out-of-school youth in alignment with WIOA requirements. This proportion may be higher. Note that under current draft WIOA regulations, a youth attending an alternative school is not considered an out-of-school youth.

REQUIRED ASSESSMENT TO DETERMINE EDUCATIONAL FUNCTIONING LEVEL (EFL)

All youth program participants will have an objective assessment conducted which includes a review of academic skill levels. The Test of Adult Basic Ed (TABE) will be the expected academic assessment tool for all youth program participants as of PY19. If the participant computes or solves problems, reads, writes, or speaks English at or below the 8th grade level, the participant is determined to be basic skills deficient and will require post-testing prior to the participant's anniversary date (the date of the first youth program service) of each year, through year three, of participation. Participants who are determined not to be basic skills deficient, based on pre-test results, are excluded from post-testing requirements. WIOA requires that basic skills deficient participants who receive services for more than one year must be post-tested prior to the participant's anniversary date (the date of the first youth program service) of each year, through year three of participation.

INDIVIDUAL SERVICE STRATEGY (ISS)

The ISS is an ongoing strategy jointly developed by the participant and the Career Coach that identifies the participant's employment goals, the appropriate achievement objectives, and the appropriate combination of services for the participant to achieve the employment goals. Individual Service Strategy (ISS) for each participant are directly linked to one or more indicators of performance described in WIOA section 129 (c)(1)(B), and that identify career pathways that include education and employment goals (including, in appropriate circumstances, nontraditional employment), appropriate achievement objectives, and appropriate services for the participant, taking into account assessment objective(s). Placement of an individual into employment below self-sufficiency level is not considered a "success."

An ISS must be completed for each participant within three business days of enrollment into the program. The ISS will specify obligations of the participant and the sub-recipient. Failure to comply with this provision will result in the termination of the participant(s) and/or disallowance of costs. The selected sub-recipient shall be responsible for the input of client data into the OSMIS.

The ISS contains personal information about the client and identifies a short-term as well as long-term education and employment objective with a plan for reaching the objective. It will record the participants' barriers. A short-term goal will be required with a plan of action for reaching the short-term goal. Estimated start and end dates are also requested. Sub-recipients

must provide information on the service(s) to be provided to the client and estimated start and end dates.

Each participant must be offered a copy of his/her ISS. At a minimum, the electronic ISS (a component of the web-based OSMIS) must be completed, and a hard copy of the signature page maintained in the participant's file. The ISS for each participant will be reviewed and updated on an ongoing basis to reflect the participant's progress in acquiring basic skills and occupational skills as appropriate.

MANDATORY PROGRAM ELEMENTS

Programs should be designed using the following required WIOA section 129(c)(2) elements. If a bidder is not providing all of these elements directly, you must describe how you will make the element(s) **available** to youth enrolled in your program:

1. Tutoring, study skills training, instruction and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized post-secondary credential;
2. Alternative secondary school services, or dropout recovery services, as appropriate;
3. Paid and unpaid work experiences that have academic and occupational education as a component of the work experience, which may include the following types of work experiences:
 - i. Summer employment opportunities and other employment opportunities available;
 - ii. Throughout the school year;
 - iii. Pre-apprenticeship programs;
 - iv. Internships and job shadowing; and
 - v. On-the-job training opportunities.
4. Occupational skill training, which includes priority consideration for training programs that lead to recognized post-secondary credentials that align with in-demand industry sectors or occupations locally;
5. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
6. Leadership development opportunities, including community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors;
7. Supportive services;
8. Adult mentoring for a duration of at least 12 months that may occur both during and after program participation;
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, as well as referrals to counseling, as appropriate to the needs of the individual youth;
11. Financial literacy education;
12. Entrepreneurial skills training;
13. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and
14. Activities that help youth prepare for, and transition to, post-secondary education and training.

If there are components that a sub-recipient cannot provide, the sub-recipient will be expected to refer the youth or secure the service for the youth through another sub-recipient, which may or may not be a WIOA-funded sub-recipient.

Follow-up services are required for all youth completers for a minimum of 12 months following program completion and may include:

- The leadership development and supportive service activities;
- Regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise;
- Assistance in securing better paying jobs, career development, and further education;
- Work-related peer support groups;
- Adult mentoring; and
- Tracking the progress of youth in employment after training.

SUMMER COMPONENT

Program bidders are required to develop strategies for comprehensive programs based on principles such as preparation for post-secondary opportunities, linkages between academic and occupational learning, and connections to the local job market in their youth systems. Summer youth employment only represents a portion of one of the fourteen required program elements. Emphasis for youth programs consists of comprehensive services and other employment opportunities are to be made available throughout the school year.

If you are proposing a summer component for participants not enrolled in regular work experience, you must include an academic or occupational learning experience in conjunction with a summer job. The duration for the summer component is six to eight weeks. Summer work experience should be provided for a maximum of 20 hours per week for youth receiving remediation.

Youth who have a grade level of 8.9 or below in reading or math must receive remediation. Youth may receive performance payments for participating in remediation if the following criteria are met:

- Youth must attend at least 90% of the scheduled hours per pay period; and
- Instructor must sign attestation form indicating participant has made satisfactory progress.
- Performance payment for remediation cannot exceed the prevailing hourly work wage.

Remediation must be scheduled such that youth receive one hour of remediation for every hour of work or work experience. Remediation must be held concurrently with work. **During the year-round program, youth requiring remediation will be handled on a case-by-case basis.**

OCCUPATIONAL SKILLS TRAINING

All occupational skills training must be for high wage, high demand occupations for which there are employment opportunities in the region or State and the participant is willing to relocate. As noted above, priority consideration for training programs is to be given to training that leads to recognized post-secondary credentials that align with in-demand industry sectors or occupations locally.

Occupational skills training for youth program participants may be provided by a training sub-recipient (such as a community college or vocational school) as long as it results in a career-enhancing credential that is industry-recognized, stack-able, portable, and accredited. In addition, the training sub-recipient and training must be listed on the Pure Michigan Training Connect (MiTC) which can be found at <http://www.mitalent.org/>. Training not on the MiTC must be approved by the CEO of CAMW! or designee.

INTERNSHIPS

WIOA permits "internships" for youth who are enrolled in a secondary school or institution offering a certified high school equivalency program.

WORK EXPERIENCE

WIOA requires that 25% of funding must be spent on work-based learning, although CAMW! may require a higher percentage from selected sub-recipients to ensure local percentages are met. Work experiences are planned, structured learning experiences that take place in a workplace for a limited period of time. Work experiences may be paid or unpaid. Work experiences are designed to enable youth to gain exposure to the working world and its requirements. Work experiences should help youth acquire the personal attributes,

knowledge, and skills needed to obtain a job and advance in employment. The purpose is to provide the youth participant with the opportunities for career exploration and skill development and is not to benefit the employer, although the employer may benefit from the activities performed by the youth. Work experiences may be subsidized or unsubsidized and may include the following elements:

- Summer employment opportunities and other employment opportunities available throughout the school year;
- Pre-apprenticeship programs;
- Internships and job shadowing;
- On-the-job training;
- The integration of basic
- Instruction in employability skills or generic workplace skills;
- Exposure to various aspects of an industry;
- Progressively more complex tasks;
- The integration of basic academic skills into work activities;
- Supported work, work adjustment, and other transition activities;
- Entrepreneurship; and
- Other elements designed to achieve the goals of work experience.

Work experience should assist youth who need assistance in becoming accustomed to basic work requirements including basic work skills in order to be able to compete successfully in the labor market and can be for youth who have never worked, those who need to develop a positive work history, or those youth who have no definite employment goals.

CAMW! WORK EXPERIENCE REQUIREMENTS

- ☐ Each participant's work experience must be combined with a classroom or other training activity that shall be recorded in the participant's ISS. A copy of the training curriculum outline shall be included with the ISS.
- ☐ Make a conscientious effort to secure available job sites from private-for-profit, public or private non-profit employers that will enable a participant who is placed in a job site to gain valuable work experience.
- ☐ Coordinate all job prospecting, solicitation and site selection with other WIOA funded agencies, where appropriate.
- ☐ Place work experience participants only at job sites that pay the Federal Minimum Wage and work no more than thirty (30) hours per week except as provided below for holidays.
- ☐ Written concurrence must be requested from the appropriate bargaining agent where a collective bargaining agreement exists with the participating employer covering occupations in which the work experience training agreement is proposed (prior to the execution of the work experience training agreement). Such concurrence shall apply to the elements of the proposed activity that affects the bargaining agreement, such as wages and

benefits. If no response is received within five days after written notification to the collective bargaining agent, the program may proceed in signing the work site training agreement. Such written notification shall include a deadline date for any response. The evidence shall be maintained on file of all such communication.

- ☐ Provide each participant at least two weeks written notice of termination due to maximum duration.
- ☐ The sub-recipient shall use the CAMW! Work Experience Worksite Training Agreement.
- ☐ Each participant shall have his or her Worksite Training Agreement completely executed prior to starting work experience.
- ☐ No participant can work more hours than allowed by child labor laws.
- ☐ No participant in work experience shall be placed in or remain working in any position if any person in the same or substantially equivalent position is on layoff at the work site.
- ☐ All work experience participants shall receive some form of written evaluation of their work experience monthly during their work experience participation.
- ☐ Job sites must be occupational in nature. For example, participation in or, production of drama (plays or musicals), Glee Clubs, athletics, or similar activities, are not vocational in nature and shall not be used as work sites.
- ☐ No participant may be placed at a religious school or church. Participants may be placed at religiously affiliated community service programs such as food banks, day care or free lunch programs that are not connected with religious schools, where participants are working on the community service activity and are not involved in sectarian instruction or religious worship. Maintenance, custodial or clerical positions at religious schools are examples of unallowable work activities.
- ☐ Participants shall only be paid for actual hours worked. Participants shall not be paid holiday pay, sick leave pay or vacation pay.
- ☐ Ensure that participants receive adequate supervision and have sufficient meaningful work.

FOLLOW-UP SERVICES

Follow-up services must be provided for youth participants for twelve months after program exit. Case notes are required to be entered into the OSMIS on at least a monthly basis during the year of follow-up. Quarterly performance outcomes are also required to be entered into the OSMIS.

SUPPORTIVE SERVICES

Appropriate supportive services shall only be provided when they are necessary to enable individuals to participate in WIOA activities. The selected bidder will adhere to the limitations established for the provision of supportive services found in State and local policy. Any supportive service provided to remove a barrier(s) to enable an individual to participate in program activities including job acquisition and retention shall be documented clearly in the program participant's ISS. These services may include, but are not limited to: transportation,

clothing, and housing. Bidders should include a discussion on the type of supportive services that will be made available as it correlates to the tiers of services.

PERFORMANCE MEASURES

WIOA Sub-recipients will be required to document follow-up activity every month for twelve months after exiting the program. CAMW! locally expects that career coaches will manage no less than 50 active cases per career coach for the WIOA Youth program.

The Performance Measures that will be tracked in the One-Stop Management Information System for WIOA Youth programs include: Entered Employment, Retained Employment, and Credential Attainment. The CAMW! Boards have set the goal for CAMW! to exceed the WIOA performance measures. Meeting the measures is not satisfactory.

These three measures are defined as follows:

- **Employment Rate - 2nd Quarter After Exit**
The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program. For Title I Youth, the indicator is the percentage of participants in education or training activities, or in unsubsidized employment during the second quarter after exit.
- **Employment Rate - 4th Quarter After Exit**
The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program. For Title 1 Youth, the indicator is the percentage of participants in education or training activities, or in unsubsidized employment during the fourth quarter after exit.
- **Credential Attainment**
The percentage of those participants enrolled in an education or training program (excluding those in OJT and customized training) who attain a recognized post-secondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within four quarters after exit from the program. A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage of participants who have attained a secondary school diploma or its recognized equivalent only if the participant also is employed within four quarters after exit or is enrolled in an education or training program leading to a recognized post-secondary credential within 365 days of exit from the program.

Based on the performance levels negotiated between CAMW! and the TIA/WDA for Program Year (PY) 2019, CAMW! must achieve the following performance levels for our **WIOA Youth programs**:

PERFORMANCE INDICATOR	PERCENTAGE
Employment Rate - 2 nd Quarter After Exit	78.8%
Employment Rate - 4 th Quarter After Exit	75.0%
Median Earnings - 2 nd Quarter After Exit	70.0%

Partnership. Accountability. Training. Hope. (PATH)

Program Design

The PATH Program is designed to establish and maintain a connection to the labor market for individuals referred from the Michigan Department of Health and Human Services (MDHHS) while offering educational and training opportunities and Job Search/Job Readiness (JSJR) activities to increase the participant's income, therefore, reducing or eliminating a family's need for public assistance.

As recipients of federal funds, CAMW! and program sub-recipients are required to comply with various regulations relating to non-discrimination, equal opportunity, and inclusion. The most critical of these regulations are:

- Implementation of the Nondiscrimination and EO Provisions of the WIOA of 2014;
- Section 504 of the Rehabilitation Act of 1998, as amended;
- Titles I and II of the Americans With Disabilities Act (ADA); and
- The ADA Accessibility Guidelines or the Uniform Federal Accessibility Standards.

In addition, priority will be given to assuring that throughout the system persons with physical, mental, cognitive, and sensory disabilities will have programmatic and physical access to all CAMW! American Job Center services and activities. The commitment to adequately serving persons with disabilities extends beyond the specialized services of vocational rehabilitation.

For all activities, a reasonable workplace/training environment must be provided and must comply with applicable health and safety standards. All work/training placements must be non-discriminatory in nature and provide equal opportunity for all participants.

The primary focus of the PATH Program is to meet work participation and assist participants with reducing their dependence on public assistance and movement toward increased self-sufficiency. This is to be accomplished through participation in core and non-core activities as

outlined in current PATH policy. Life-skills instruction, training or education, and other work-readiness activities that promote employability skills may also be utilized.

Participation in the subsequently described activities can begin upon an individual’s referral to a Sub-recipient. Unlike previous program requirements, participants are not required to test the labor market prior to placement in other PATH activities.

The MDHHS establishes the minimum required hours of participation for each individual upon referral to the Sub-recipient based upon appropriately corresponding federal and state criteria. The federal minimum required weekly hours for each family size are as follows:

Single-parent family <u>with</u> a child under the age of six	20
Single-parent family <u>without</u> a child under the age of six.....	30
Two-parent family <u>not using</u> federally funded child day care.....	35
Two-parent family <u>using</u> federally funded child day care	55

The **State of Michigan’s** work participation requirement for PATH participants is **up to** 40 hours per week, allowing flexibility to require hours of participation beyond federal minimum requirements when appropriate. CAMW! and program sub-recipients must focus on ensuring that as many participants as possible are meeting **federal** work participation requirements, in order to meet Michigan’s overall participation rates requirement to avoid significant fiscal penalties.

The sub-recipient agency must have single parent families (with or without a child under the age of six) assigned to PATH complete 20 hours of participation each week in at least one of the eight “core activities” described in the PATH Manual, to be counted as meeting federal participation requirements. For two-parent families *not* receiving federally funded child day care assistance, a total of 30 hours per week of the required 35 hours per week must be spent participating in core activities. For two-parent families that *are* receiving federally funded child day care assistance, a total of 50 hours per week of the required 55 hours per week must be spent participating in core activities. Any remaining hours of weekly participation requirements may be met through participation in “non-core activities” or core activities. The core or non-core designation of each activity is included in its description.

Actual hours of participation are averaged over the course of a reporting month to determine participation rates. For example, in a four-week month, a participant with a 20-hour per week participation requirement who completes 30 hours of core activities per week for two of the weeks and 10 core hours per week for the remaining two weeks (an average of 20 core hours per week) will be considered to have met their federal participation requirement for that reporting month. The beginning and end dates for the reporting months will be included in monthly Data Validation requests.

CAMW! is seeking creative proposals with strategies for accomplishing these goals. With a few exceptions, all adults referred to the PATH program are required to participate up to 40 hours per week to satisfy the state work participation requirements.

The State of Michigan requires Family Independence Program (FIP) applicants to successfully complete a 21-Day Application Eligibility Period (AEP) at a Michigan Works! agency, as a condition of eligibility for FIP benefits. Upon successful completion of the 21-Day AEP, applicants continue with PATH participation. The 21-Day AEP consists of three weeks' worth of assignments individualized for each applicant's needs.

Week one begins the day the applicant attends PATH orientation at the MWA. If PATH orientation is held on Tuesday, week one extends from Tuesday to Monday.

- Weeks one and two assignments are for barrier identification and resolution activities, work readiness instruction, and Core and Non-Core Allowable Activities appropriate to the applicant's circumstances.
- Week three assignments are for Core and Non-Core Allowable Activities, plus any further barrier resolution activities and work readiness instruction which applicants may still need.
- FIP applicants need to complete all weekly assignments in order to fulfill the requirements of the AEP.

Upon successful completion of the 21-Day AEP, applicants continue with PATH participation. Please note, FIP applicants participating in the 21-Day AEP at a MWAs will not be included in the State of Michigan's measurement and reporting of Temporary Assistance for Needy Families (TANF) work participation rates.

ALLOWABLE ACTIVITIES

Appropriate assessments and evaluation must be developed and conducted in conjunction with the MDHHS. Participation in basic skills education may only be counted under the following allowable activities: Job Skills Training Directly Related to Employment (non-core); Education Directly Related to Employment (non-core); or Vocational Educational Training (VET) (core). Please note that basic skills education may only be counted as VET *if* the basic skills education is embedded as a minor element of the VET Program, is of limited-duration, and is deemed necessary by the educational institution, who must provide supporting documentation for its need. Participants in basic skills education programs must meet the required minimum number of hours in core activities to meet participation requirements.

Case management procedures including entry of actual hours of participation into the OSMIS, documentation requirements for substantiating actual hours recorded, and guidelines

regarding excused absences and holidays may be found in Chapter 10: PATH Case Management of the TIA/WDA PATH Manual. The allowable activities, including descriptions, are listed below.

Unsubsidized Employment is a Core Activity. This means full- or part-time employment in the public or private sector that is not supported by TANF or State of Michigan General Fund/General Purpose (GF/GP) funds. Participation in unsubsidized employment is the fundamental goal for all PATH Program participants to prepare them for self-sufficiency and public assistance case closures.

Self-employment may count as unsubsidized employment. Self-employment may include, but is not limited to, domestic work and the provision of childcare. The following formula must be used to determine if a self-employed participant meets or exceeds required minimum hours of employment necessary to report as unsubsidized employment.

$$\text{Monthly net business sales (gross revenues – expenses) divided by the federal minimum wage} = \text{total monthly hours.}$$

The weekly-calculated average hours must equal or exceed the minimum required hours of participation.

Hours of participation in barrier removal or other supportive activities, such as substance abuse treatment, mental health treatment, and rehabilitation activities, may count as unsubsidized employment if the activities are an integrated part of the unsubsidized employment and if the participant is paid for all hours of participation in such activities.

Guidelines used for determining allowable self-employment activities and allowable self-employment expenses must be consistent with the countable self-employment income guidelines used by the MDHHS in determining TANF eligibility.

Subsidized Private and Public Sector Employment is a Core Activity. Subsidized Employment is employment for which the employer receives a subsidy from TANF or GF/GP funds to offset some or all of the wages and costs of employing a participant. Work-study programs sponsored by educational institutions may be included in this activity.

While there is no time limit to this activity, it is to be used only on a limited basis for placement of participants who may have barriers to employment. Subsidized private or public sector employment allows an employer the opportunity to observe how the participant functions in a work environment. Participants in this activity must be supervised on an ongoing basis, no less frequently than once each day in which the individual is scheduled to participate.

While a participant is enrolled in this activity, sub-recipients must provide the necessary supportive services to ensure that the participant is able to successfully complete the

probationary period. Subsidized private or public sector employment may be arranged directly through the employer or through a placement agency. Program funds may be used to reimburse the employer for the actual wages or salary earned by the participant. The subsidy is not to be used to provide fringe benefits.

Hours of participation in barrier removal or other supportive activities, such as substance abuse treatment, mental health treatment, and rehabilitation activities may count as subsidized employment if the activities are an integrated part of the subsidized employment and if the participant is paid for all hours of participation in such activities. If the MDHHS closes the participant's FIP case, and the placement of the participant into this activity was the result of efforts made by the sub-recipient, the participant may remain in this activity for the remaining balance of their limitation under the PATH Program.

On-the-Job Training (OJT) is a Core Activity. This activity consists of training in the public or private sector that is given to a paid employee while he or she is engaged in productive work. The training should provide the knowledge and skills essential to the full and adequate performance of the job. Any paid training, whether provided off-site or at the work-site may be considered an OJT.

Participants receiving OJT will normally have contractual training periods. An OJT contract must be limited to the period of time required for a participant to become proficient in the occupation for which the training is being provided. In determining the appropriate length of the contract, consideration should be given to the skill requirements of the occupation, the academic and occupational skill level of the participant, prior work experience, and the participant's individual employment plan. Reimbursement of training costs may be provided to the employer from external funding sources, which may cover up to 50 percent of a participant's salary. All participants must be supervised by an employer, work site sponsor, or other responsible party no less frequently than once each day in which the individual is scheduled to participate.

In the event of TANF case closure, payment may continue to be paid to the employer until the OJT contract expires or is terminated by any party. The OJT standards under Subpart B, Section 663.700 through 663.710 of the Federal WIOA Regulations will apply for all PATH participants. An employer, work site sponsor, or other responsible party must supervise OJT daily.

CAMW! has a local OJT policy, Policy Issuance 06-00, Change 5, which can found on the CAMW! website for additional information.

Job Search/Job Readiness (JSJR) Assistance is a Core Activity. This activity consists of the act of seeking or obtaining employment, preparation to seek or obtain employment, including life skills training, and substance abuse treatment, mental health treatment, or rehabilitation

activities. JSJR activities must be supervised by the sub-recipient on an ongoing basis no less frequently than once each day in which the individual is scheduled to participate.

The “Job Search” aspect means “the act of seeking or obtaining employment,” which should encompass all reasonable job search initiatives. Job searching includes making contact with potential employers by telephone, in person, via the Internet, submitting resumes or e-mail applications to apply for job openings and/or vacancies, and interviewing for jobs.

“Job Readiness” involves any activity that prepares individuals to obtain and maintain employment. This entails activities that assist participants in becoming familiar with general workplace expectations, and learning behaviors and attitudes necessary to compete in the labor market. This includes preparing resumes or job applications, training in interviewing skills, instruction in work place expectations, and training in effective job seeking. Please note that personal activities such as seeking childcare, seeking housing, or seeking transportation are **not** countable work activities under JSJR or any other allowable activity.

Job Readiness may also involve substance abuse treatment, mental health treatment, or rehabilitation activities. In order to count such activities as part of JSJR, a qualified medical, substance abuse, or mental health professional, must provide written documentation of the need for participation in such activities.

Travel time between interviews may be counted as JSJR participation time, but not the travel time to the first job search interview or the time spent returning home after the last one. As with all allowable activities, hours spent in substance abuse treatment, mental health treatment, or rehabilitation activities must be documented.

If an individual does not have a sufficient number of hours of participation in substance abuse treatment, mental health treatment, or rehabilitation activities alone to comply with his/her required number of work participation hours, a participant must combine the substance abuse treatment, mental health treatment, or rehabilitation activities with other allowable activities to meet their work participation requirement.

A maximum of 240 hours of JS/JR per proceeding 12 month period (a rolling 12 month period) may be counted toward the participation requirements of single custodial parents with a child under age six, and a maximum of 360 hours of JS/JR may be counted toward the participation requirements for all other individuals. Please note that a maximum of 360 JS/JR hours per proceeding 12 month period may be counted for **each** work eligible individual in a two parent family. The total hourly JS/JR time countable for a two parent family may not be combined and applied to one parent (i.e., one parent may not do all 720 JS/JR hours).

Participation in JS/JR is also limited to four consecutive weeks and then a one-week break is required. A week is the seven-day period from Sunday through Saturday and *any* amount of

time spent participating in JS/JR during a week would exhaust one full week of the four-consecutive week JS/JR time limit. Hours of participation in JS/JR in the fifth consecutive weeks will not count towards participation requirements, nor apply towards the individual's 240/360 hours 12 month limit.

The JS/JR participation time must be tracked by the sub-recipient to ensure that countable participation time limits are not exceeded. The OSMIS will provide a warning when reported JS/JR time approaches the participant's hourly limit for the 12 month period. Total JS/JR participation time recorded may also be found on the Family Self-Sufficiency Plan (FSSP), under the Countable Hours Option in the Main Menu.

Caution should be used in reporting hours of JS/JR above participants' average weekly federal participation requirements. Reported hours of JS/JR that are over the participant's core federal participation requirement will still exhaust hours of the participant's 240/360 hour limit for the 12 month period. In addition, reported hours of JS/JR that are above the participant's total number of countable JS/JR hours (240/360) for the 12 month period will still subtract time from a participant's total annual countable JS/JR participation time in future 12 month periods, due to the rolling 12 month period.

When a participant has exceeded the annual JS/JR limit, additional time spent in the activity should be reported as "other non-countable hours" (ONCH) on the OSMIS. The Countable Hours Limits History Report, found in the FSSP, may be used to determine when countable hours of JS/JR will be available.

Sub-recipient case management staff is required to supervise JSJR activities no less frequently than once each day in which the individual is scheduled to participate. In order to count job search activities that a participant engages in **outside of the American Job Center or other service provider location**, participants must maintain a daily record of all employers visited in person or contacted via telephone, fax, or Internet, and must list the time spent engaged in making the contacts.

The record must include the name and location of the employer, and the name and telephone number of the person who received the employment application or who handled the job search contact. The sub-recipient must conduct random reviews of the listed employers on each job search record submitted by the participant (one of which should be submitted no less than every two weeks) to ensure the validity of the reported participation hours. If travel time between interviews is included in reported JSJR time, the sub-recipient must verify that the time is an accurate representation of the time required to travel between the locations.

Please note that actual hours spent in JSJR that exceed countable time limits may be counted as excused absences if the participant's excused absences have not been used for the month.

As stated above, sub-recipients should use caution in reporting JSJR participation hours. However, sub-recipients should be informed that JSJR hours that are not countable in a month (JSJR hours over the individual's 240/360 hour annual limit and JSJR hours that occur during the fifth consecutive week) will still be collected and may be beneficial in federal assessments of the state's overall work participation status, as these hours contribute information about the overall engagement levels of participants.

Unpaid Work Activities

Unpaid work activities are work assignments performed in return for welfare. These assignments are not intended to create employee-employer relationships. An MWA shall take into account the prior training, experience, and skills of a participant along with employment and training objectives when making appropriate assignments. The MWAs must negotiate the terms for placement of participants and approve assignment location(s). Participants in these activities must be supervised by a work site supervisor or another responsible representative on an ongoing basis, at least once each day in which the individual is scheduled to participate.

The sub-recipient shall periodically evaluate the effectiveness of these assignment(s) to assess the participant's readiness for full-time Unsubsidized Employment.

A participant's combined monthly hours of participation in Work Experience Programs (WEP), Community Service Program (CSPs) and Providing Childcare Services to an Individual who is participating in a Community Service Program may not exceed the amount of cash assistance the participant receives per month divided by the state's minimum wage, in accordance with the Fair Labor Standards Act (FLSA). The OSMIS will provide a warning if the combined actual hours entered for WEP participation and CSP participation in a month exceed the number of allowable hours determined by the above formula. If the allowable monthly hours of CSPs/WEPs do not satisfy monthly core activity participation requirements, a core activity other than CSP or WEP must be used to meet the remainder of the core activity participation requirement.

The State of Michigan is the worker's compensation insurer for FIP clients while they are assigned to these unpaid work-related activities through the MWA, per MDHHS Program Bridges Eligibility Manual 232 at <http://www.mfia.state.mi.us/olmweb/ex/BP/Public/BEM/232.pdf>.

Work Experience Program (WEP) is a Core Activity that is usually best suited for individuals lacking previous employment experience and/or Job Readiness skills that prohibit direct placement into Unsubsidized Employment. The goal of the WEP is to improve skills, attitudes, and the general employability of these individuals in order to maintain employment once job placement occurs. This activity may include work associated with the refurbishing of publicly

assisted housing. WEPs may be created with public sector, private sector, community-based, faith-based, or nonprofit employers or work-site sponsors. If participants are placed into sites with faith-based or political organizations, participation must be voluntary on the part of the participant, and the work activity must be nonsectarian and nonpartisan in nature.

Community Service Program (CSP) is a Core Activity where individuals perform work for the direct benefit of the community under the auspices of public or nonprofit organizations. CSPs must be designed to improve the employability of participants otherwise unable to obtain full-time employment. Time counted in CSPs may include training that is an integral, embedded part of the CSP and of limited duration.

A sub-recipient shall only place participants into nonsectarian or nonpartisan activities. If participants are placed into sites with faith-based or political organizations, participation must be voluntary on the part of the participant, and the work activity must be nonsectarian and nonpartisan in nature.

Providing Childcare Services to an Individual who is participating in Community Service Program is a Core Activity that consists of providing childcare to enable another participant to engage in a CSP. This is an unpaid activity and must be a structured program designed to improve the employability of individuals who participate in it. Training, certification, or mentoring will help make the activity meaningful and may be a first step toward the participant's attainment of employment in the childcare field.

Educational Activities

Participation in educational activities may be performed at the educational institution or through distance learning. Hours counted for participation through distance learning may not exceed the hours required or advised by the educational institution.

Participants in educational activities must be supervised on an ongoing basis at least once each day in which the individual is scheduled to participate.

A standard for measuring progress should be developed by the training/educational institution in order to monitor participants' progress. Progress should be judged by mediums such as progress reports, report cards, grade point average, or a period within which a participant is expected to complete such education.

Study time may count toward participation requirements for educational activities as long as the MWA obtains documentation from the educational institution stating the homework/study expectations of the program. Study time can include both supervised and unsupervised time. Unsupervised study time is limited to one hour for each hour of class time. In addition, participants may complete supervised study time up to the maximum recommended

expectation provided by the school. Supervised study time must be performed in a formal study hall at the MWA or educational institution where an MWA staff person or appropriate representative of the educational institution can verify the participant's hours of study. Total study time (including unsupervised and supervised time) cannot exceed the hours required or advised by the particular educational program. For example, an individual who is enrolled in a training program that consists of four hours per week of classroom seat time, whose educational institution recommends three hours per week of study time per credit hour/classroom hour, may not count more than 12 total hours of study time (no more than four of which may be unsupervised) towards their participation requirement.

Vocational Educational Training (VET) is a Core Activity that is outlined in the following categories: Vocational Occupational Training; Condensed Vocational Training; and Internships, Practicums, and Clinicals.

A. Vocational Occupational Training (VOT) - An occupationally relevant training component, directly related to a specific occupational field or specific job, which may combine classroom, laboratory, and other related activities.

B. Condensed Vocational Training (CVT) - A short-term (not to exceed six months) vocational training program requiring a minimum of 30 hours of classroom seat time per week.

C. Internships, Practicums, and Clinicals - Full-time Internships, Practicums, or Clinicals required by an academic or training institution for licensure, professional certification, course credit, or degree completion.

All VET programs must be provided by education or training organizations. Such organizations include vocational-technical schools, public and private universities and colleges, community colleges, postsecondary institutions, proprietary schools, non-profit organizations, and secondary schools that provide facilities for a vocational educational provider's use.

All VET activities should be organized educational programs that are directly related to the preparation of individuals for employment in current, emerging, or in demand occupations, as determined by the MWA. VET programs should be limited to activities that provide individuals the knowledge and skills to perform a specific trade, occupation, or other particular vocation.

VET activities may include basic and remedial education and English-as-a-Second Language (ESL) components. The educational or training organization providing the services must determine such activities to be a necessary part of the training, and provide supporting documentation for its need. Such education must be embedded within the VET activity as a minor element of the program. Participation time in a baccalaureate or advanced degree program may also be included in this activity.

A maximum of 12 months of participation in VET per participant per lifetime can be counted towards federal participation requirements. The months of VET participation reported may be found on the Countable Hours Limits History Report in the OSMIS.

VET activities that meet the definitions of other activities may be defined as such, in order to maximize countable participation time. For example, clinical training in a hospital that is part of a licensed practical nurse training program could meet the definition of a CSP or WEP and reporting participation in baccalaureate and advanced degree programs as Job Skills Training Directly Related to Employment would avoid exhausting the 12-month VET limit.

Please note that any amount of VET time reported in a month will be counted as one month of the 12-month lifetime VET limit. Thus, if the 12 month lifetime limit of VET *has not yet been exceeded*, and VET hours of participation in a month are minimal, it may be beneficial to record the hours in OSMIS as ONCH or Job Skills Training Directly Related to Employment (unless those hours were required for the person to meet their participation requirement that month).

Hours of participation spent in VET that have *exceeded* the 12-month lifetime limit should be reported on the OSMIS, despite not counting towards participation requirements. This information will be collected and may be beneficial in federal assessments of the state's overall work participation status, as these hours contribute information about the overall engagement levels of participants.

Non-Core Activities

Job Skills Training Directly Related to Employment is a Non-Core Activity. It consists of training and education for job skills required by an employer to provide individuals with the abilities to obtain or advance in employment or adapt to changing workplace demands. Job skills training can include customized training to meet the needs of a specific employer or it can be general training that prepares individuals for employment. This can include literacy instruction or language instruction when such instruction is explicitly focused on skills needed for employment or combined in a unified whole with job training.

Education Directly Related to Employment is a Non-Core Activity. This activity is for work eligible individuals who have not received a high school diploma or a certificate of high school equivalency. It involves education related to a specific occupation, job, or job offer. The activity includes courses designed to provide the knowledge and skills for specific occupations or work settings, but may also include adult basic skills education and ESL. Where required as a prerequisite for employment by employers or occupations, this activity may also include education leading to a General Educational Development (GED) or high school equivalency certificate.

Satisfactory Attendance at Secondary School or in a Course of Study Leading to a Certificate of General Equivalence is a Non-Core Activity. Unlike “education directly related to employment,” this activity need not be restricted to those for whom obtaining a GED is a prerequisite for employment. The activity consists of regular attendance, in accordance with the requirements of the secondary school or course of study at a secondary school, or in a course of study leading to a certificate of general equivalence, in the case of a participant who has not completed secondary school or received such a certificate. The former is aimed primarily at minor parents still in high school, whereas the latter is aimed at participants of any age. This activity may not include other related educational activities, such as adult basic education or language instruction, unless it is linked to attending a secondary school or leading to a GED.

Prohibition

In all such instances where participants are placed into any of the allowable work activities, they shall not be placed into vacancies created as of the result of layoffs, strikes, or bona fide labor disputes. While participants cannot displace employees who were involuntarily terminated due to staffing reductions, they may fill positions that occur due to attrition, as in cases where former employees voluntarily vacated positions. Concurrence must be obtained from the union prior to placement into vacancies if there is union representation.

PATH Allowable Activities in Meeting the Required Hours of Participation
(Applies to all Participants)

X – ANY SINGLE OR COMBINATION OF THOSE ACTIVITIES IDENTIFIED WITH AN “X” CAN BE USED TO MEET THE WEEKLY MINIMUM 20 REQUIRED AVERAGE HOURS OF PARTICIPATION IN CORE ACTIVITIES. O – THOSE ACTIVITIES MARKED WITH AN “O” ARE CONSIDERED “NON-CORE ACTIVITIES” AND THEY ASSIST PARTICIPANTS WITH WEEKLY REQUIRED AVERAGE HOURS GREATER THAN 20 TO MEET PARTICIPATION, IN CONJUNCTION WITH CORE ACTIVITIES, AND HELP PROMOTE SELF-SUFFICIENCY FOR ALL PARTICIPANTS.

<p>1. Unsubsidized Employment (Core Activity, 20 hr./week minimum)</p> <ul style="list-style-type: none"> • Full or part-time employment in the public or private sector, not supported by Temporary Assistance for Needy Families (TANF) funds, state General Fund/General Purpose (GF/GP) funds, or any other public program. • Hours in barrier removal or other supportive activities, such as substance abuse treatment, mental health treatment, and rehabilitation activities may count as unsubsidized employment if the activities are an integrated part of the unsubsidized employment and if the participant is paid for all hours of participation in such activities. • Self-employment may count as unsubsidized employment. • The following formula must be used to determine actual hours of participation for the self-employed: Monthly net business sales (gross revenues minus expenses) divided by the federal minimum wage equals monthly actual hours. Guidelines for determining allowable self-employment activities and allowable self-employment expenses can be found in Department of Human Services Bridges Eligibility Manual 502, at http://www.mfia.state.mi.us/olmweb/ex/bem/502.pdf 	X
<p>2. Subsidized Public or Private Sector Employment (Core Activity, 20 hr./week minimum)</p> <ul style="list-style-type: none"> • Job creation through public or private sector employment wage subsidies. • Work-study programs sponsored by educational institutions may be included in this activity. • Hours of participation in barrier removal or other supportive activities, such as substance abuse treatment, mental health treatment, and rehabilitation activities may count as subsidized employment if the activities are an integrated part of the subsidized employment and if the participant is paid for all hours of participation in such activities. • If the participant’s FIP case closes, and the placement of the participant into this activity was the result of efforts made by the MWA, the participant may remain in the activity for the remaining balance of their subsidized employment agreement. 	X
<p>3. On-the-Job Training (OJT) (Core Activity, 20 hr./week minimum)</p> <ul style="list-style-type: none"> • Training is conducted while participants are employed. Employer may be reimbursed for the training costs, which may cover up to 50 percent of a participant’s salary. • An OJT contract must be limited to the period of time required for a participant to become proficient in the occupation for which the training is being provided. • Payment may continue to be paid to the employer until the OJT contract expires or is terminated by any party even if the FIP case closes. 	X

<p>4. Job Search and Job Readiness (JS/JR) Assistance (Core Activity)</p> <ul style="list-style-type: none"> • The act of seeking or obtaining employment, or preparation to seek or obtain employment. • Job Readiness activities may include substance abuse treatment, mental health treatment, or rehabilitation activities if determined to be necessary by a qualified medical or mental health professional. • Personal activities such as seeking childcare, seeking housing, or seeking transportation are not countable work activities under JS/JR or any other allowable activity. • A maximum of 240 hours of JS/JR per preceding 12-month period (a rolling 12 month period) may be counted toward the participation requirements of single custodial parents with a child under age six, and a maximum of 360 hours of JS/JR may be counted toward the participation requirements of all other individuals. A maximum of 360 JS/JR hours per preceding 12-month period may be counted for each work eligible individual in a two-parent family. • Participation in JS/JR is limited to four consecutive weeks and then a one-week break is required. A week is the seven-day period from Sunday through Saturday and, <i>any</i> amount of time spent participating in JS/JR during a week would exhaust one full week of the 4-consecutive week JS/JR time limit. • Hours of participation in JS/JR in the fifth consecutive weeks will not count towards participation requirements, nor be applied towards the individual's 240/360 hour 12 month limit. • Participation time spent in JS/JR prior to an individual becoming a FIP recipient will not count towards the JS/JR time limit. 	X
<p>5. Work Experience Program (WEP) (Core Activity)</p> <ul style="list-style-type: none"> • An unpaid work assignment, performed in return for welfare. May include work associated with the refurbishing of publicly assisted housing. • No specific time limit, but intent is for short-term participation that improves skills and general employability of participants. • A participant's combined monthly hours of participation in WEPs and Community Service Programs (CSPs) may not exceed the number of hours indicated in either the "FIP CS/WE Hrs." field or the "FIP/FAP CS/WE Hrs." field in OSMIS, in accordance with the Fair Labor Standards Act (FLSA). • The combined monthly participation of both parents in a two-parent family may not exceed the hours displayed in either parents "FIP CS/WE Hrs." field in OSMIS. 	X
<p>6. Community Service Program (CSP) (Core Activity)</p> <ul style="list-style-type: none"> • CSPs must be structured programs in which individuals perform work for the direct benefit of the community under the auspices of public or nonprofit organizations. CSPs must be designed to improve the employability of participants otherwise unable to obtain full-time employment. • Time counted in CSPs may include training that is an integral, embedded part of the CSP and of limited duration. 	X

<ul style="list-style-type: none"> • A participant's combined monthly hours of participation in CSPs and WEPs may not exceed the number of hours indicated in either the "FIP CS/WE Hrs." field or the "FIP/FAP CS/WE Hrs." field in OSMIS in accordance with the FLSA. • The combined monthly participation of both parents in a two-parent family may not exceed the hours displayed in either parents "FIP CS/WE Hrs." field in OSMIS 	
<p>7. Providing Childcare Services to Individuals Participating in Community Service Programs (Core Activity)</p> <ul style="list-style-type: none"> • Providing childcare to individuals participating in a community service program. • This is an unpaid activity and must be designed to improve the employability of individuals who participate in it. • Training, certification, or mentoring will help make the activity meaningful and may be a first step toward the participant's attainment of employment in the childcare field. • In a two-parent family, one parent cannot count as participating by providing child care for his or her own child while the other parent participates in a community service program. 	X
<p>8. Vocational Educational Training (VET) (Core Activity, 20 hr./week minimum)</p> <ul style="list-style-type: none"> • Organized educational programs that prepare individuals for employment in current, emerging, or in demand occupations. • Participation in the educational activity may be performed at the educational institution or through distance learning. Hours counted for participation through distance learning may not exceed the hours required or advised by the educational institution. • Participation time in a baccalaureate or advanced degree program may be included in this activity. • Basic and remedial education and English-as-a-Second Language (ESL) may only count as part of a VET activity if they are a minor component of the program and deemed to be necessary by the educational institution, which must provide supporting documentation for its need. • Any participation time in this activity exceeding 12 months per individual shall not be counted towards federal participation requirements or shall be recorded as Job Skills Directly Related to Employment. • Study time may be counted toward participation requirements for educational activities as long as the MWA obtains documentation from the educational institution stating the homework/study expectations of the program. Study time can include both supervised and unsupervised time. Unsupervised study time is limited to one hour for each hour of class time. In addition, participants may complete supervised study time up to the maximum recommended expectation provided by the school. Total study time (including unsupervised and supervised time) cannot exceed the hours required or advised by the particular educational program. <ul style="list-style-type: none"> A. Vocational/Occupational Training is an occupationally relevant training component, directly related to a specific occupational field or specific job, which may combine classroom, laboratory, and other related activities. B. Condensed Vocational Training (CVT) is a short-term (not to exceed six months) vocational training program requiring a minimum of 30 hours of classroom time per week. C. Internships, Practicums, & Clinicals area activities required by an academic or training institution for licensure, professional certification, or degree completion, etc. 	X

<p>9. Job Skills Training Directly Related to Employment (Non-Core Activity)</p> <ul style="list-style-type: none"> • Job skills training focuses on educational or technical training that specifically helps individuals obtain employment or advance in the workplace. • Remedial Ed/basic math/ESL is allowable if it relates directly to employment or job training. • Baccalaureate and advanced degree programs may be defined as Job Skills Training Directly Related to Employment. Such programs must be applicable to an occupation that the MWA has determined to be in-demand. • Study time may be counted toward participation requirements for educational activities as long as the MWA obtains documentation from the educational institution stating the homework/study expectations of the program. Study time can include both supervised and unsupervised time. Unsupervised study time is limited to one hour for each hour of class time. In addition, participants may complete supervised study time up to the maximum recommended expectation provided by the school. Total study time (including unsupervised and supervised time) cannot exceed the hours required or advised by the particular educational program. • Participation in the educational activity may be performed at the educational institution or through distance learning. Hours counted for participation through distance learning may not exceed the hours required or advised by the educational institution. 	O
<p>10. Education Directly Related to Employment (Non-Core Activity)</p> <ul style="list-style-type: none"> • Education related to a specific occupation, job, or job offer. • For work-eligible individuals who have <i>not</i> received a high school diploma or certificate of high school equivalency. • Remedial education/basic math/ESL and GED preparation is allowable if it is related to a specific occupation, job, or job offer. • Study time may be counted toward participation requirements for educational activities as long as the MWA obtains documentation from the educational institution stating the homework/study expectations of the program. Study time can include both supervised and unsupervised time. Unsupervised study time is limited to one hour for each hour of class time. In addition, participants may complete supervised study time up to the maximum recommended expectation provided by the school. Total study time (including unsupervised and supervised time) cannot exceed the hours required or advised by the particular educational program. • Participation in the educational activity may be performed at the educational institution or through distance learning. Hours counted for participation through distance learning may not exceed the hours required or advised by the educational institution. 	O

<p>11. Satisfactory Attendance at Secondary School or in a Course of Study Leading to a Certificate of General Equivalence (Non-Core Activity)</p> <ul style="list-style-type: none"> • Activity may not include other related educational activities, such as adult basic education or language instruction unless it is linked to attending a secondary school or leading to a GED. • Study time may be counted toward participation requirements for educational activities as long as the MWA obtains documentation from the educational institution stating the homework/study expectations of the program. Study time can include both supervised and unsupervised time. Unsupervised study time is limited to one hour for each hour of class time. In addition, participants may complete supervised study time up to the maximum recommended expectation provided by the school. Total study time (including unsupervised and supervised time) cannot exceed the hours required or advised by the particular educational program. • Participation in the educational activity may be performed at the educational institution or through distance learning. Hours counted for participation through distance learning may not exceed the hours required or advised by the educational institution. 	O
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****Attendance must documented.** Clients who fail to participate will be referred back to MDHHS for sanctioning. Sub-recipient staff may have to appear at MDHHS sanction hearings.

ASSESSMENTS

Beginning Fiscal Year (FY) 2019, the Test of Adult Basic Ed (TABE) will be the required assessment tool the PATH program. The O*NET is used for career information and exploration.

SUPPORTIVE SERVICES

Supportive Services may be provided to participants to enable them to participate in required activities in order to obtain and/or maintain employment. Support services may include bus passes, auto purchases, auto-related expenses, purchase of clothing for interviewing or work, and other work-related expenses. CAMW! may provide transitional support payments. Further information on the CAMW! Supportive Service Policy Issuance 05-00, Change 4 can be found on the CAMW! website.

TRIAGE MEETINGS

For instances of work participation-related non-compliance, a triage meeting must be scheduled with the participant, the FIS worker, and the sub-recipient staff to determine if “good cause” circumstances exist for the non-compliance.

The format of the triage meeting (i.e., in-person, via telephone conference call, or other means of communication that allow for immediate exchange of ideas) is a local decision, as long as the FIS worker, sub-recipient staff, participant, and if appropriate, participate in the communication.

Special Note: All agencies awarded contracts will be required to accommodate any and all changes that may occur from time to time in program design, performances and policies.

PERFORMANCE MEASURES

CAMW! is interested in funding proposals that will assist us in obtaining the following benchmarks (subject to change):

- Meeting work participation
- # of participants enrolled
- Cost per employment,
- Average wage at placement
- % of participants placed in education programs and
- Employment rate.

However, the priority is to meet the 50% federal work participation requirement.

PROPOSED PERFORMANCE OUTCOMES FOR PATH

Work Participation Rate	Attended Orientation Data Entry Timeliness	Triage Data Entry Timeliness	Participant Assessment	Entered Employment Rate	Percentage of Work Experience/Community Service Positions Filled
50%	95%	95%	95%	55%	50%

CAMW! locally expects that career coaches will manage no less than 35 cases per career coach for the PATH program.

Definitions

Work Participation Rate (WPR) – Work participation will be determined by the TIA/WDA QG-160 report.

Attended Orientation Data Entry Timeliness – Determined by Table C-1 of the monthly TIA/WDA Welfare Reform Performance Report.

Triage Data Entry Timeliness – Determined by Table C-2 of the monthly TIA/WDA Welfare Reform Performance Report.

Participant Assessment – Determined by Table C-4 of the monthly TIA/WDA Welfare Reform Performance Report.

Entered Employment – This measure is calculated by using the provider query reports Welfare Reform Active Count by Date Range and Welfare Reform Obtained or Entered Employment. Program year to date total will be used as a benchmark.

The State definition has the following requirements tied to this measure: A participant with an activity code of unsubsidized job entry. The job should: (1) last 180 days, or more, (2) pay at or above minimum wage, (3) last for at least the minimum number of hours required to meet participation requirements, and (4) fall within the period covered by the report.

Percentage of Work Experience/Community Service Positions Filled – This measure will be determined using the OL-Comp 2 Report in the OSMIS and total participants enrolled.

FUNDING PARAMETERS

Agencies and organizations will be expected to participate in the operation by contributing basic management and supervisory services to the maximum extent feasible. Once a contract is

issued to a bidder, that sub-recipient becomes fully responsible for administration of the program, activities and expenditures according to the legislation, regulations, state policy and local policy. No subcontracting of funding from the grant applicant is allowed unless such plans for subcontracting are fully disclosed in the proposal.

Food Assistance Employment and Training Program

PROGRAM DESIGN

The Food and Nutrition Act of 2008 provides that state agencies be given maximum flexibility in designing Employment & Training (E&T) programs for individuals receiving food assistance, including determining the service delivery areas. Even though the E&T program is voluntary, there is an individual work requirement, and Food Assistance Program (FAP) benefits are time-limited for able-bodied adults without dependents (ABAWDs.). The MDHHS is responsible for determining eligibility if the ABAWD is subject to Time-Limited Food Assistance (TLFA), and if so, will refer individuals to FAE&T.

The FAE&T Program is an employment and training preparation program designed to help an individual obtain or improve employment and work towards self-sufficiency. With the partnership of the MDHHS, TIA/WDA, and CAMW! Agency, the FAE&T Program will provide a framework for assisting able bodied adults without dependents in succeeding in the labor market.

ELIGIBILITY

The MDHHS is responsible for determining who is eligible to be served under the program and to facilitate the electronic referral process via Bridges to the OSMIS. The sub-recipient is responsible for assessing the employment and educational needs of ABAWDs who volunteer to participate in the FAE&T Program.

FAE&T funds may only be used to provide employment and training and support services to individuals who are referred by MDHHS. **FAE&T funds cannot be used for Food Assistance program recruitment and outreach activities.**

There are three referral types for FAE&T participants:

- **“ABAWD TLFA”** - an ABAWD who is not deferred or working more than 20 hours a week.
- **“ABAWD Volunteer”** - an ABAWD who is deferred or working more than 20 hours a week but requests to be referred to an MWA.

- **“Volunteer”** – an ABAWD not yet subject to TLFA who asks to be referred to an MWA

The ABAWDs referred to the MWA may fulfill their work requirement by one of the following:

- Participating in and complying with the requirements of the program activities (except workfare) for 80 hours per month.
- Any combination of working and participating in program activities (except workfare) for 80 hours per month.
- Participating in and complying with the workfare activity to the extent of the maximum allowable hours calculated by the MDHHS.

At any time, the participant can choose to return to the MDHHS to meet the work requirement by engaging in Self-Initiated Community Service (SICS) or working 80 hours per month.

Eligible participants must be 18 through 49 years old (beginning the first calendar month after the 18th birthday through the last calendar month before the 50th birthday) and **not** deferred from employment for any of the following reasons, including but not limited to:

- Medically certified as physically or mentally unfit for employment,
- Participating in a Michigan Rehabilitative Services program as a State Disability Assistance recipient,
- Pregnancy,
- Participating regularly in a substance abuse treatment and rehabilitation program,
- Responsible for the care of an incapacitated person on the same Food Assistance case,
- Receiving or applied for unemployment compensation, or
- A victim of domestic violence.

PARTICIPANT FLOW

All referrals will be made by the MDHHS.

- The MDHHS will refer eligible participants to the sub-recipient, via Bridges to the OSMIS.
- FAE&T participants may also obtain eligibility documentation from their local MDHHS offices and then contact the MWAs directly as self-referrals
- The sub-recipient schedules the participant for the Food Assistance Employment Program Orientation

- The sub-recipient completes the Individual Service Strategy with the participant.
- Unless a participant is placed directly into an education/training activity, Job Search/Job Search Training followed by Workfare will be the primary activity for all FAE&T participants.
- The sub-recipient retains the participant until notified by the MDHHS of the participant's FA ineligibility, the participant's refusal to continue participation, or the participant's choice to be referred back to the MDHHS for participation in Self-Initiated Community Services (SICS) Program.

PROGRAM ACTIVITIES

Program Orientation

A program orientation must be available to participants within five days of their referral from the MDHHS. The participant's case remains open up until the last date to attend the Program introduction as referenced on the OSMIS. If any ABAWD referred to the sub-recipient does not attend an orientation prior to their LDTA as indicated in the OSMIS, a new electronic referral will need to be approved by the MDHHS and sent via the State of Michigan Bridges system. The Orientation should consist of an overview of the program, responsibilities of the participant, and the consequences for noncompliance.

The sub-recipient is responsible for ensuring each participant receives a thorough assessment to evaluate the participant's skills, educational levels, prior work experience, barriers to employment, employability, and whether the participant speaks English as a second language before assigning appropriate activities.

An Individual Service Strategy (ISS) is required electronically in the OSMIS for all participants and includes the results of the completed assessment process. In addition, the ISS should include the individual's career goals and the steps that will be taken to help participants overcome all identified career barriers while supporting the participant's strengths and goals. The ISS must be updated and revised as the participant's circumstances change, but not less than once per year.

The time spent in the orientation session and initial assessment process must be documented on the OSMIS in the Orientation activity. Time spent in additional assessment processes would be documented in the assessment that is specifically related to the E&T activity. Example: When a participant completes an assessment process, to determine readiness for vocational training, the actual hours would be entered into the vocational training activity.

All FAE&T activities permit a stronger emphasis on case management. Intensive case management must be provided on a continuing basis throughout participation in all FAE&T

activities. The hours spent in case management activities are to be included as participation in the assigned activities. Participation in all activities must be documented and entered into the OSMIS.

PROGRAM ACTIVITIES

Job Search is the act of seeking or obtaining employment and requires job seekers to make a pre-determined number of inquiries to prospective employers over a specified period of time. This activity may be designed so that the job seeker conducts his/her job search independently or within a group setting. This activity should not begin until the participant is ready to actively search for employment and is employment-ready.

Job Search Training assists individuals to become familiar with general workplace expectations, and learn behaviors and attitudes necessary to compete successfully in the labor market. Job search training may include, but is not limited to the following:

- Job skills assessments.
- Job finding clubs.
- Teaching participants how to read maps and bus schedules.
- Resume writing, interview skills.
- Instruction related to seeking employment.
- Career planning tool or the Pure Michigan Talent Connect system.

Job search and job search training **are not qualifying** activities, related to the work requirement that is necessary to maintain FAP eligibility for ABAWDs.

If the Time Limited Food Assistance (TLFA) field in the OSMIS displays “No”, the participant **does not** have a work requirement and can be **enrolled solely** in job search and/or job search training for the month for which the field represents.

If the TLFA field in the OSMIS displays “Yes”, the participant **does** have a work requirement for the month displayed. In order for TLFA participants to meet their monthly work requirement through FAE&T, time spent job searching or in job search training must be done in conjunction with another allowable activity and total countable hours in job search and job search training must be less than half of the monthly hours requirement (i.e., 80 hours).

If the participant is dual-enrolled in Title I of the WIOA or Section 236 of the Trade Adjustment Assistance (TAA) Act, the limitation on the number of hours of participation in job search and/or job search training does not apply. In addition, job search and job search training as part

of the WIOA or TAA **are considered qualifying** activities relating to the participation requirements necessary to maintain FAP eligibility for ABAWDs.

Dual Program Enrollment A FAE&T participant may be enrolled in this component if he/she is dually enrolled in other employment and training programs, such as WIOA or other state/local projects/programs. Individuals may meet their 20-hour-per-week participation requirement by participating in other employment and training programs such as high school or equivalent education programs; remedial education programs to achieve a basic literacy level; instructional programs, such as English as a Second Language; basic computer skills training; basic literacy skills training; vocational training; and WIOA programs.

The sub-recipient will coordinate placement in employment and training programs through other allowable funding sources and ensure that the participant meets the eligibility requirements of the other employment and training program and that the other program meets the participation requirements under the FAE&T Program. *Note: FAE&T participants may not participate in programs funded under Temporary Assistance for Needy Families.* Intensive case management services designed to support the ABAWDs' efforts toward employability may be provided, as appropriate, throughout participation in any additional component. Dual program enrollment may not exceed 12 months. A direct connection between the training and employability must be established.

Unpaid Work Activities are work assignments where participants receive compensation in the form of their monthly FAP allotment in lieu of wages. These assignments are not intended to create employee/employer relationships. A sub-recipient shall take into account the prior training, experience, and skills of a participant, along with E&T objectives when making appropriate assignments. **The sub-recipient must negotiate the terms for placement of participants into unpaid work activities and must approve assignment location(s).** A participant may identify a worksite that has not yet been established by the sub-recipient. However, the participant cannot be assigned to the worksite until an agreement with the site has been executed by the sub-recipient.

Workfare is a work component in which FAP recipients perform work in a public service capacity. The primary goal of workfare is to improve employability and encourage individuals to move into unsubsidized employment while returning something of value to the community. Workfare must take place with a public or private non-profit agency.

A participant should not be assigned to other E&T activities while assigned to workfare to meet the ABAWD work requirement; however, they may choose to participate in other activities. The sub-recipient must enter a case note if a participant volunteers for additional workfare hours, however, the additional hours must not be entered in OSMIS as actual hours for the activity.

The participant will remain in the workfare slot, and continue to be served by the sub-recipient, until he or she obtains unsubsidized employment, is placed in another FAE&T activity, chooses to be referred back to the MDHHS for participation in Self-Initiated Community Service, appears to meet deferral criteria, or refuses to continue participation.

Work Experience is designed to improve the employability of participants through actual work experience and/or training. The goal of this experience is to enable participants to move into regular employment. In contrast to the workfare component, work experience placements can be negotiated with private, for-profit companies, as well as the public or private non-profit agencies.

Workfare and work experience must comply with these conditions:

- Must not provide any work that has the effect of replacing or preventing the employment of an individual not participating in workfare or work experience. Vacancies due to hiring freezes, terminations, or layoffs must not be filled by workfare or work experience participants.
- Participants must be provided the same job-related benefits and working conditions that are provided at the job site to employees performing comparable work for comparable hours. These are benefits related to the actual work being performed, like workers' compensation, and not to the employment by a particular agency, such as health benefits. Of the benefits required, any elective benefit that requires a cash contribution by the participant will be optional at the discretion of the participant. Participants are covered by workers' compensation as outlined in the MDHHS Bridges Eligibility Manual (BEM) 232.
- The provisions of Section 2(a)(3) of the Service Contract Act of 1965 (PL 89-286) relating to health and safety conditions apply to the workfare and work experience activities.
- Workfare or work experience jobs must not, in any way, infringe upon the promotional opportunities that would otherwise be available to regular employees.
- Workfare or work experience jobs must not be related, in any way, to political or partisan activities.
- Assigned participation in workfare or work experience may not exceed the number of hours transmitted from Bridges for display in the OSMIS as "Household Workfare/Work Experience" hours. However, the participant can volunteer to engage in more hours. Participants are not eligible to participate in workfare or work experience until an hourly value is displayed in the OSMIS "Household Workfare/Work Experience" field.

EDUCATION AND TRAINING ACTIVITIES

Employment Enhancement Skills Training - The goal of employment enhancement skills training is to increase or develop participants' motivation to begin and continue participation activities relating to employment. It is designed to stabilize participants' living circumstances and facilitate successful participation in the program. This may include activities such as improving self-image; motivational activities, which include prioritizing work and building or improving self-esteem; time and money management; improving interpersonal relationships; referrals to address health-related issues; information about and referral to service agencies in order to access housing, food, and clothing assistance; and information about how to access other community resources.

Participants are not required to be placed into Job Search/Job Search Training prior to their placement into employment enhancement skills training and there are no time limits on participation in this activity. The sub-recipient/Career Coach will determine how long participants need to remain in this activity.

Basic Literacy Individuals may participate in educational activities to meet their 20-hours-per-week requirement (for a monthly average of 80 hours). There are no time limits on participation in literacy. It is left to the discretion of the sub-recipient to determine how long individuals are to remain in literacy and academic skill training.

Educational/training programs expand the job search abilities or employability of those subject to the program. Allowable educational activities may include, but are not limited to, high school or equivalent education programs; remedial education programs to achieve a basic literacy level; instructional programs, such as English as a Second Language; basic computer skills training; and basic literacy skills.

Only educational components that directly enhance the employability of participants are allowable. A direct link between the educational program and job readiness must be established for the component to be approved by CAMW! study time can be counted as participation for Basic Literacy, Self-Employment Training and Vocational Training activities. Intensive case management services designed to support the ABAWDS' efforts toward employability may be provided, as appropriate, throughout the participation in educational programs.

Self-Employment Training Participants may meet their 20 hours per week participation requirement (for a monthly average of 80 hours) by participating in a Self-Employment Training activity. This is an activity that improves the employability of participants by training them to design and operate a small business or another self-employment venture. Please note this activity is a training component and not for self-employment.

Vocational Training Participants may meet their 20 hours per week participation requirement (for a monthly average of 80 hours) by participating in a Vocational Training activity. Vocational training improves the employability of participants by providing training in a skill or trade, allowing the participant to move directly into employment. Intensive case management services designed to support the ABAWDs' efforts toward employability may be provided throughout participation in vocational training programs. All vocational training activities should be organized educational programs that are directly related to the preparation of individuals for employment in current, emerging, or in-demand occupations, based on local labor market information data.

Non-Participating ABAWD – Multiple ABAWD Household Member A participant shall be placed in the Non-Participating ABAWD – Multiple ABAWD Household Member activity when a multiple ABAWD household is assigned to the workfare component, and one participant chooses to complete the required hours. The other participant(s) who choose not to participate should be entered in the Non-Participating ABAWD activity in the OSMIS, unless the other ABAWD volunteers for an activity.

Pending Deferral Determination is designed as a placeholder for when an ABAWD TLFA referral type chooses to no longer participate with the MWA and requests MDHHS for a deferral from ABAWD work requirements.

Unsubsidized Employment Prior to Referral is employment in the public or private sector that is not supported by TANF, State General Fund/General Purpose (GF/GP) funds, or any other public program. This activity may also include self-employment. Please note participants employed prior to referral must be enrolled in another E&T activity before opening this employment activity in the OSMIS. In addition, **supportive service funds may not be used** to support the participant's employment, and the **participant may not enroll in job retention services (JRS)**.

Unsubsidized Employment Participants may meet their 20 hours per week participation requirement (for a monthly average of 80 hours) by participating in an Unsubsidized Employment activity. The activity is full or part-time employment in the public or private sector that is not supported by TANF, State GF/GP funds, or any other public program. **Only participants who obtain employment after engaging in other FAE&T activities may be enrolled in this activity.**

Participation in unsubsidized employment is the fundamental goal for all participants to prepare for self-sufficiency and public assistance case closure. Employed participants should be encouraged to engage in other E&T activities to increase the likelihood of achieving self-sufficiency.

Job Retention Services

Participants shall be placed in the Job Retention Services activity when they secure employment after receiving other employment or training services under the FAE&T Program.

The Job Retention Services activity provides case management and supportive services for up to 90 days in order to reduce barriers and help the participant maintain employment.

The sub-recipient must place the participant in *Job Retention Services* within OSMIS to track participants' involvement in this activity. The OSMIS will track the number of days each participant is enrolled in JRS to ensure that 90 days are not exceeded in any one referral. At the end of the 90 days, the participant must be engaged in another E&T activity if their FAP case is still open. The start date for the new E&T activity in the OSMIS must be the same date as the end date of the JRS activity or an earlier date. If the FAP case is closed, the participant shall be terminated in OSMIS with the reason "Completed Program Objectives."

Program Operation Costs Per TIA/WDA Policy Issuance 18-34, program operation costs are not to exceed an average of four thousand dollars (\$4,000) per participant. Marketing expenditures are excluded from this calculation.

PERFORMANCE MEASURES

CAMW! is interested in funding proposals that will assist us in obtaining the following benchmarks (subject to change):

- # of participants enrolled
- Average wage at placement
- Employment rate.

CAMW! locally expects that career coaches will manage no less than 50 cases per career coach for the FAE&T program.

SUPPORTIVE SERVICES

Supportive Services are services designed to assist participants in overcoming barriers that prevent them from engaging in E&T activities. Participants may receive a maximum of \$960 per year. You can also provide supportive services to participants after they have obtained

employment. The annual maximum of \$960 is the combination of regular supportive services and job retention supportive services.

One-Stop Operator

BACKGROUND

The Workforce Innovation and Opportunity Act (WIOA) requires each local Workforce Development Board to solicit a One-Stop Operator through a competitive bid process. The role of the One-Stop Operator, per WIOA, is to provide coordination of the various service providers within the American Job Centers. In alignment with WIOA Section 121 and per the USDOL Training and Guidance Letter 15-16, the One-Stop Operator must at a minimum:

- Disclose any potential conflicts of interest arising from the relationships of the One-Stop Operator with particular training service providers or other service providers, including but not limited to, career service providers;
- In coordinating services and serving as a One-Stop Operator, refrain from establishing practices that create disincentives to providing services to individuals with barriers to employment who may require longer-term services, such as intensive employment, training and education services; and
- Comply with Federal regulations and procure policies relating to the calculations and use of funds.

PROPOSED SCOPE OF WORK

CAMW! has identified the following as potential roles and activities for the selected One-Stop Operator:

- Facilitate integrated partnerships that incorporate services for the common customers served by program partners.
- Coordinate and facilitate all center staff trainings to ensure all staff are equipped with the skills and knowledge to provide excellent service to job seekers and businesses consistent with partner program requirements.
- Coordinate center staff cross training, as appropriate, to increase staff expertise so that staff from differing programs can better understand other partner programs' services. This will ensure that center staff are routinely trained so that they are aware of how their work functions support and contribute to the overall vision of CAMW!.
- Facilitate monthly all centers staff meetings to be held onsite for CAMW! program staff and partners, as well as facilitate CAMW! system improvement work group meetings, as needed.
- Provide an annual assessment of the effectiveness of inter-program referrals and deliver recommendations for continuous improvement for referrals between CAMW! programs

and partner programs such as Adult Education, Veterans' Services and Michigan Rehabilitation Services.

- Assist in creation of and evaluation of survey tools for use in CAMW! workshop offerings and employer presence at CAMW! (Employer of the Day), as well as interest and satisfaction surveys.
- Assist in the refinement of operational policies, as requested by CAMW!

ELIGIBLE ONE-STOP OPERATORS

One One-Stop Operator is being sought to provide services under this RFP for all three centers, since they operate as a unified system. **It is expected that the one-stop operator staffing will be no more than a 1/2 FTE staff position.**

The following types of organizations are allowed to bid to become a One-Stop Operator:

- ☐ Government agencies or governmental units, such as local or county governments, school districts, state agencies, and federal WIOA partners;
- ☐ Employment Service State agency established under the Wagner-Peyser Act, as amended by Title III of WIOA;
- ☐ Indian Tribes, tribal organizations, Alaska Native entities, Indian-controlled organizations serving Indians, or Native Hawaiian organizations (collectively referred to herein as "Indian Tribes");
- ☐ Educational institutions, such as institutions of higher education, nontraditional public secondary schools such as night school, and area career and technical education schools (however, elementary and other secondary schools are not eligible to become a one-stop operator);
- ☐ Community-based organizations, nonprofit entities, or workforce intermediaries;
- ☐ Other interested organizations that are capable of carrying out the duties of the one-stop operator, such as a local chamber of commerce, other business organization, or labor organization;
- ☐ Private for-profit entities;
- ☐ Local WDBs, if approved by the Chief Elected Official (CEO) and the Governor as required in WIOA sec. 107 (g)(2).

Female-owned, minority-owned, and small business are encouraged to apply. Entities selected and serving as one-stop operators are sub-recipients of a federal award and thus are required to follow the Uniform Guidance, 2 CFR 200 and the WIOA.

PERFORMANCE

Local performance measures are required to be established in order to evaluate program effectiveness and achieve continuous improvement for the one-stop operator. The following chart depicts performance goals for the CAMW! one-stop operator metrics for PY19:

Topic	Outcome	Measure
Employer Presence	Capture the number of employers represented within the AJCs on a monthly basis at employer of the day table or hiring events	One-Stop calendars, employer feedback (survey)
Workshop Offerings	Effective career-related workshops (interview techniques, resumes development, mock interviewing, etc.) and topical workshops (Pure Michigan Talent Connect, social media, etc.) will be offered across AJCs.	One-Stop calendars, attendance and survey tracking, evaluation survey at completion of workshops
Interest Surveys	Surveys will be conducted at least bi-annually to gain insight into the needs and goals of those coming to the AJCs. The survey results will be used to drive programming and services.	Survey results will be reported out on bi-annually and shared with CAMW! and shared with necessary parties (based on survey results).
Satisfaction Survey	Surveys will be conducted to gain feedback from the customers (job seekers and employers) on the quality of services they receive from AJC staff. The results of these surveys will be used as quality improvement.	Survey results will be reported out to CAMW! and shared with necessary parties (based on survey results).
Functional Teams	Monthly meetings will be held on-site for CAMW! partners, as well as system workgroups convened as necessary towards system improvements. These meetings will help ensure that partners are working together to maximize collective impact on the communities we serve.	Meeting minutes

*CAMW! reserves the right to negotiate performance benchmarks.

FUNDING PARAMETERS

Once a contract is issued to a bidder for any of the programs listed above, that organization becomes fully responsible for administration of the program, activities and expenditures according to the legislation, regulations, state policy and local policy. No subcontracting of funding from the grant applicant is allowed unless such plans for subcontracting are fully disclosed in the proposal.