

RFP Number: LAB 20 001-OneStopOp**DEFINITIONS**

Adult - Means an individual who is age 18 or older with the exception of WIOA Adult programs. In this case, it means an individual who is not less than age 22 and not more than age 72.

Adult Mentoring -

A. Adult mentoring for youth must:

1. Last at least 12 months and may take place both during the program and following exit from the program;
2. Be a formal relationship between a youth participant and an adult mentor that includes structured activities where the mentor offers guidance, support, and encouragement to develop the competence and character of the mentee;
3. Include a mentor who is an adult other than the assigned youth case manager; and
4. While group mentoring activities and mentoring through electronic means are allowable as part of the mentoring activities, at a minimum, the local youth program must match the youth with an individual mentor with whom the youth interacts on a face-to-face basis.

B. Mentoring may include workplace mentoring where the local program matches a youth participant with an employer or employee of a company.

Age - Participant's age for program eligibility is the age at enrollment and must be documented by date of birth. The following are the ages for eligibility for each program:

1. Blue Collar funded Adult - 18 or older at the time of enrollment
2. In School youth - 14-21 at the time of enrollment
3. Out of School youth - 16 - 24 at the time of enrollment
4. WIOA Adult - 22-72 at the time of enrollment

Age of Compulsory School Attendance (youth 16 years of age), but not attending - 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. For the purpose of this definition the most recent completed school year calendar quarter is being defined as not attending for 45 consecutive school days.

Alternative Secondary School Services or Dropout Recovery Services

Alternative secondary school services, such as basic education skills training, individualized academic instruction, and English as a Second Language training, are those that assist youth who have struggled in traditional secondary education. Dropout recovery services, such as credit recovery, counseling, and educational plan development, are those that assist youth who have dropped out of school. While the activities within both types of services may overlap, each are provided with the goal of helping youth to re-engage and persist in education that leads to the completion of a recognized high school equivalent. This includes services aimed at getting a youth who has dropped out of secondary education back into a secondary school or alternative secondary school/high school equivalency program and preparing them for high school equivalency attainment.

Assessment – refers to a variety of methods or tools that are used to evaluate, measure, and documents academic readiness, learning progress, skills acquisition, interests, service needs, and fit for a particular program. When assessing for academic skills (reading, writing, computing skills), assessments approved by the National Reporting System found here <https://www.federalregister.gov/documents/2016/12/13/2016-29899/tests-determined-to-be-suitable-for-use-in-the-national-reporting-system-for-adult-education> under the “Approved Test, Forms, and Approval Periods” shall be the assessments used. For In School youth programs, assessments provided by the local

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education agency (e.g. Smarter Balance, PSAT, and SAT) may be used. The use of prior assessments may be used if the assessment was completed within the previous 6 months.

Basic Skills Deficient - with respect to an individual:

- A. Who is a youth that, the individual has English reading, writing, or computing skills at or below the 8th grade level as demonstrated on an assessment (accepted standardized test); or
- B. Who is a youth or adult that the individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society.

Behind Grade Level – individuals with educational attainment that is one or more grade levels below the grade level appropriate to the age of the individual.

Career Pathway – In accordance with WIOA 3(7), DWDB generally defines pathways as a set of curricula focused on a specific industry-based “pathway,” paired with opportunities to gain workplace experience while still in high school, graduate with a head start on a college degree, or gain qualifications needed to go to work immediately. Pathways apply to Adult, Youth, and Dislocated Worker training program funding. The ultimate goal for any pathways program is mid-wage employment. A career pathway is a non-duplicative sequence of academic and technical courses that includes secondary- and postsecondary-level content and opportunities for participants to apply knowledge in the classroom and the workplace. Career pathways culminate in industry-based credentials and/or postsecondary degrees and have the following characteristics. The Common Elements of Career Pathways are:

- A. Sector-Based Engagement Strategies: Education and training aligns with the academic and technical skills needed by Delaware employers. Employer engagement occurs within targeted industry sectors, representing high-growth potential to the state or regional economies, to determine prerequisite employment and career progression skill requirements for in-demand occupations.
- B. Stackable Educational and Training Options: Education and training includes the full range of secondary, adult education, and postsecondary education programs, including registered apprenticeships. Career pathways are a non-duplicative progression of courses clearly articulated from one level of instruction to the next and provide opportunities to earn high school credit, adult basic education, and postsecondary credit, culminating in industry-recognized credentials and/or an associate or bachelor's degree.
- C. Contextualized Learning: Education and training focuses on academic and technical content. Curricula and instructional strategies are designed to engage employers through authentic work experiences and to help youth and adults attain work-readiness skills.
- D. Accelerated/Integrated Education and Training: Career pathways combine occupational skill training with adult education services, give credit for prior learning, offer remedial services as needed, and apply strategies that accelerate the educational and career advancement of youth and adults.
- E. Industry-recognized Credentials: Education and training programs lead to the attainment of industry-recognized credentials and/or an associate or bachelor's degree that has value in the labor market.
- F. Multiple Entry and Exit Points: Career pathways provide participants with opportunities to transition between formalized education and training programs and competitive employment, thus allowing participants of varying skill levels to pursue education or training to enter or advance in a specific sector or occupational field.
- G. Wraparound Services: Career pathways incorporate academic and career counseling and support services. Services are targeted at points of transition, provide individualized career plans, and support

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communities that are high poverty. Further, career pathways provide supports for nontraditional learners and individuals with barriers to employment.

For In School Youth Programs, see “Pathways”.

Carry-in Enrollment - An individual who has met the definition of enrollment and has received services by the contractor in the previous contract year.

Case Management / Career Planning - means the provision of a client-centered approach in the delivery of services designed

- A. to prepare and coordinate comprehensive employment plans, such as service strategies, for participants to ensure access to necessary workforce investment activities and supportive services, using, where feasible, computer-based technologies; and
- B. to provide job, education, career counseling, and comprehensive guidance and counseling, as appropriate during program participation and after job placement.

Cash Public Assistance – an individual who is listed on the grant and/or receiving assistance under any of the following programs at any time during participation.

- A. Temporary Assistance to Needy Families (TANF)
- B. General Assistance (GA) (State/local government)
- C. Refugee Cash Assistance (RCA)
- D. Supplemental Security Income (SSI-SSA Title XVI)

[Training and Employment Guidance Letter (TEGL) No. 14-00, Change 1, Attachment E]

Citizenship or Eligible to Work - participation in programs and activities financially assisted in whole or part under DWDB / Delaware Department of Labor, Division of Employment and Training (DET) shall be open to citizens and nationals of the United States, lawfully admitted permanent resident immigrants, lawfully admitted refugees and parolees, and other individuals authorized by the Attorney General to work in the United States.

Commercially Available Off-The-Shelf Training Package means a training package sold or traded to the general public in the course of normal business operations, at prices based on established catalog or market prices. To be considered as sold to the general public, the package must be regularly sold in sufficient quantities to constitute a real commercial market to buyers that must include other than WIOA programs. The package must include performance criteria pertaining to the delivery of the package, which may include participant attainment of knowledge, skills or a job.

Comprehensive Guidance and Counseling - Comprehensive guidance and counseling provides individualized counseling to participants. This includes career and academic counseling, drug and alcohol abuse counseling, mental health counseling, and referral to partner programs, as appropriate. When referring participants to necessary counseling that cannot be provided by the local youth program or its service providers, the local youth program must coordinate with the organization it refers to in order to ensure continuity of service.

Community-Based Organization - means a private nonprofit organization (which may include a faith-based organization), that is representative of a community or a significant segment of a community and that has demonstrated expertise and effectiveness in the field of workforce development.

Competency - means a skill or knowledge to be achieved by an individual in order to achieve a program credential.

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Completion - means the successful achievement of the requirements of training specified in the contract. This is defined as satisfactorily completing 85% of the scheduled hours. Work Experience can be considered successfully completed if the participant obtains an outcome prior to completing 85% of the scheduled Work Experience hours. For Adults, no completion can be obtained after the last day of contract.

Corroborative Witness – a person who personally knows or can identify the applicant and who is reasonably likely to be able to verify the applicant’s statement on the Statement of Family Size Form.

Cost Analysis - means the review and evaluation, element by element, of the cost estimate supporting an organizations proposal for the purpose of pricing the contract.

Cost Reimbursement Contract – means an agreement that provides for the payment of actual costs incurred to the extent prescribed in the agreement. Instead of paying the contractor to meet all the terms and conditions at a specified price, this type of agreement reimburses the awardee for its best efforts to perform up to the total cost and types of costs authorized in the agreement.

Credentials – A recognized postsecondary credential or a secondary school diploma or its recognized equivalent.

1. **Postsecondary credential**- a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal government, or an associate or baccalaureate degree. A recognized postsecondary credential is awarded in recognition of an individual’s attainment of measurable technical or industry/occupational skills necessary to obtain employment or advance within an industry/occupation. These technical or industry/occupational skills generally are based on standards developed or endorsed by employers or industry associations.

Besides degree programs, there are three main types of postsecondary credentials:

- A. Certificate-Certificates are awarded upon the successful completion of a brief course of study, usually one year or less but at times longer, primarily in public or private two-year institutions of higher education, university extension programs or non-degree granting postsecondary institutions like area career and technical education schools. Upon completion of a course of study, a certificate does not require any further action to retain. Certificates of completion for occupations which require a license to work in the field do not count as a certificate in this definition of Credential.
- B. Certifications-Certifications indicate mastery of or competency in specific knowledge, skills or processes that can be measured against a set of accepted standards. These are not tied to a specific educational program, but are typically awarded through assessment and validation of skills in cooperation with a business, trade association or other industry group. After attaining a certification, individuals often must meet ongoing requirements to maintain the currency of the certification.
- C. License-A license is legal permission, typically granted by a government agency, to allow an individual to perform certain regulated tasks or occupations.

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A variety of different public and private entities issue recognized postsecondary credentials. Below is a list of the types of organizations and institutions that award recognized postsecondary credentials (not all credentials by these entities meet the definition of recognized postsecondary credential).

- A. A State educational agency or a State agency responsible for administering vocational and technical education within a State;
- B. An institution of higher education described in Section 102 of the Higher Education Act (20 USC 1002) that is qualified to participate in the student financial assistance programs authorized by title IV of that Act. This includes community colleges, proprietary schools, and all other institutions of higher education that are eligible to participate in Federal student financial aid programs;
- C. An institution of higher education that is formally controlled, or has been formally sanctioned or chartered, by the governing body of an Indian tribe or tribes;
- D. A professional, industry, or employer organization (e.g., National Institute for Automotive Service Excellence certification, National Institute for Metalworking Skills, Inc., Machining Level I credential) or product manufacturer or developer (e.g., recognized Microsoft Information Technology certificates, such as Microsoft Certified IT Professional (MCITP), Certified Novell Engineer, a Sun Certified Java Programmer, etc.) using a valid and reliable assessment of an individual's knowledge, skills and abilities;
- E. ETA's Office of Apprenticeship or a State Apprenticeship Agency;
- F. A public regulatory agency, which awards a credential upon an individual's fulfillment of educational, work experience, or skill requirements that are legally necessary for an individual to use an occupational or professional title or to practice an occupation or profession (e.g., Federal Aviation Administration aviation mechanic license, or a State-licensed asbestos inspector);
- G. A program that has been approved by the Department of Veterans Affairs to offer education benefits to veterans and other eligible persons;
- H. Job Corps, which issues certificates for completing career training programs that are based on industry skills standards and certification requirements.

Note: *Neither certificates awarded by workforce development boards (WDBs), nor work readiness certificates, are included in this definition because neither type of certificate documents the measurable technical or industry/occupational skills necessary to gain employment or advance within an occupation. Likewise, such certificates must recognize technology or industry/occupational skills for the specific industry/occupation rather than general skills related to safety, hygiene, etc., even if such general skills certificates are broadly required to qualify for entry-level employment or advancement in employment. For example, CPR and OSHA 10 and 40 are not considered credentials.*

- 2. Secondary School Diploma: A State of Delaware High School Diploma issued pursuant to 14 Del.C. §152 or an equivalent high school diploma issued by an educational institution that is regionally, state, or nationally accredited. It is recognized by a State and is included for accountability purposes under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA).
- 3. Secondary School Diploma Recognized Equivalent: is defined a GED or high school equivalency diploma recognized by the State. It is an alternative to a high school diploma for those who did not complete the standard high school curriculum. Passing all parts of the GED test is seen as equal to a high school diploma by most colleges and employers.

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Day 1 Outcome -Documentation and entry in DJL of allowable outcome. Unless otherwise defined in an executed contract or policy, outcome for Adult Programs (Blue Collar and WIOA Adult/Dislocated Worker) include:

- A. Unsubsidized employment maintained for one (1) day with an anticipated permanent duration of 180 days or more. This includes Military service and Registered Apprenticeship or
- B. Combined Work Experiencer/Educational Hours- If a participant is working in training related employment and is attending school/advanced training that is training related and the next required educational step along their career pathway, this can count for Outcomes Day 1-90. The combination of weekly hours in employment and school shall not be less than the minimum required hours specified in this policy or Agreement. Employment outcomes are expected to be full time. Full time shall refer to a job placement of 30 hours or more per normal work week that is held for at least one (1) calendar day at the State of Delaware's minimum wage. No placement shall count as an outcome if the weekly hours are less than 24. Hours may be averaged over a month's time.

Outcomes for Youth Programs include:

- A. Post-secondary education enrollment;
- B. Advanced training enrollment (includes Job Corps); or
- C. Unsubsidized employment maintained for one (1) day with an anticipated permanent duration of 180 days or more. This includes Military service and Registered Apprenticeship.

Day 30 Outcome - An outcome maintained for 30 continuous calendar days.

Day 60 Outcome - An individual that has met the Day 60 Outcome definition that has continued until day 60 with no break in employment greater than 15 days. The Day 60 claim date will always be the 60th day.

Day 90 Outcome - An individual that has met the Day 90 Outcome definition that has continued until day 90 with no break in employment greater than 15 days. The Day 90 claim date will always be the 90th day.

Delaware Job Link (DJL) – Delaware Job Link is the case management, data management, reporting system as well as job matching system for jobseekers and employers used by Delaware Department of Labor. It can be located at <https://joblink.delaware.gov>

Dependent Child- is defined as a child: Under age 19 at the end of the previous calendar year; or under age 24 at the end of the previous calendar year and was a student.

A dependent child was a student if he or she was enrolled as a full-time student at a school during any 5 months of the previous calendar year or took a full-time, on-farm training course during any 5 months of the previous calendar year. The course had to be given by a school or a state, county or local government agency. A school includes technical, trade and mechanical schools. It does not include on-the-job training courses or correspondence schools.

Also, regardless of residence and/or citizenship, anyone claimed as a dependent on another person's Federal Income Tax return for the previous year shall be presumed to be part of the person's family for the current year. To negate this assumption, the person who was claimed as a dependent for income tax purposes would be required to provide information that demonstrates the individual is no longer financially dependent. [20 CFR 663.640 – Adult; 20 CFR 664.250 – Youth]

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DET- Department of Labor, Division of Employment and Training

Diploma – See “Credential”.

Direct Benefits- See “Supportive Services”

Documentation - means to maintain physical evidence, which is obtained during the verification process. Documentation to support Eligibility will be uploaded in Delaware Job Link (DJL). Such evidence would be copies of documentation, and signed self-certification statements (with Contract Specialist’s prior approval).

Dropout - an individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent.

DWDB - Delaware Workforce Development Board

Education offered concurrently with workforce preparation and training for a specific occupation-integrated education and training model when workforce preparation activities, basic academic skills, and hands-on occupational skills training are taught within the same time frame and connected to training in a specific occupation, occupational cluster, or career pathway. While programs developing basic academic skills, which are included as part of alternative secondary school services and dropout recovery services, workforce preparation activities that occur as part of a work experience, and occupational skills training can all occur separately and at different times (and thus are counted under separate program elements/services), this program element refers to the concurrent delivery of these services which make up an integrated education and training model.

Emancipated Youth – a youth who at time of eligibility determination was 19 or older and who was 19 or older on the previous January 1, except full time students. At time of eligibility determination was 18 or older and who was 18 or older on the previous January 1, except full time students, that on their tax return for the most recent year, claimed themselves. Other youth may be determined to be emancipated due to their family status, personal income and housing arrangements etcetera. This is subject to a “reasonable person” test, requires documentation, and is solely the responsibility of the contractor (See definition of Family for additional information).

English Language Learner - an individual who has limited ability in reading, writing, speaking, or comprehending the English language, and (A) whose native language is a language other than English; or (B) who lives in a family or community environment where a language other than English is the dominant language.

Enrollment (adult) - Enrollment is completed when (1) documentation to support general eligibility has been obtained, (2) when individual demographics entered into Delaware Joblink (DJL) and (3) initial resume has been entered into the DJL on or before the first day of training. Enrollments will be validated by a monthly query.

Enrollment (youth)- Enrollment is attained when (1) documentation to support eligibility has been obtained, and uploaded into DJL, and (2) when individual demographics entered into Delaware Joblink (DJL) on or before the first day of training. Enrollments will be validated by a monthly query.

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Entrepreneurial Skills Training - Entrepreneurial skills training provides the basics of starting and operating a small business.

- A. Such training must develop the skills associated with entrepreneurship. Such skills include, but are not limited to, the ability to:
1. Take initiative;
 2. Creatively seek out and identify business opportunities;
 3. Develop budgets and forecast resource needs;
 4. Understand various options for acquiring capital and the trade-offs associated with each option; and
 5. Communicate effectively and market oneself and one's ideas.
- B. Approaches to teaching youth entrepreneurial skills include, but are not limited to, the following:
1. Entrepreneurship education that provides an introduction to the values and basics of starting and running a business. Entrepreneurship education programs often guide youth through the development of a business plan and may also include simulations of business start-up and operation.
 2. Enterprise development which provides supports and services that incubate and help youth develop their own businesses. Enterprise development programs go beyond entrepreneurship education by helping youth access small loans or grants that are needed to begin business operation and by providing more individualized attention to the development of viable business ideas.
 3. Experiential programs that provide youth with experience in the day-to-day operation of a business. These programs may involve the development of a youth-run business that young people participating in the program work in and manage. Or, they may facilitate placement in apprentice or internship positions with adult entrepreneurs in the community.

Exit – A participant who has not received a service funded by the program or funded by a partner program for 90 consecutive calendar days, and is not scheduled for future services. The phrase “*and is not scheduled for future services*” applies to participants who voluntarily withdraw or drop out of the program.

Family - Family means two or more persons related by blood, marriage, or decree of court, who are living in a single residence, and are included in one or more of the following categories:

- (1) A married couple and dependent children;
- (2) A parent or guardian and dependent children; or
- (3) A married couple.

See dependent child definition.

Family Income – for the purpose of determining WIOA income eligibility. Family income includes the total income received by you and members of your family from (1) gross wages and salaries (before deductions); (2) net self-employment income (gross receipts minus operating expenses); and (3) other money income from sources such as net rents, social security, pensions, alimony, government and armed forces retirement payments, insurance policy annuities, and other sources of periodic income.

- A. **Inclusions for Family Income**
- Money wages and salaries before any deductions;
 - Unemployment Insurance;
 - Child Support payments;
 - WIOA OJT wage payments to participants;
 - Disaster Relief Employment Wages;

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- Net receipts from non-farm self-employment (receipts from a person's own unincorporated business, professional enterprise, or partnership after deductions for business expense);
- Net receipts from farm self-employment (receipts from a farm which one operates as an owner, renter, or sharecropper, after deductions for farm operating expenses);
- Regular payments from social security, railroad retirement, strike benefits from union funds, worker's compensation (public/private), and training stipends;
- Alimony;
- Military family allotments or other regular support from an absent family member or someone not living in the household;
- Pensions whether private government employee (including military retirement pay);
- Regular insurance or annuity payments;
- College or university grants, fellowships and assistantships;
- Dividends, interest, net rental income, net royalties, periodic receipts from estates or trust;
- Net gambling or lottery winnings;
- Social Security Disability Income (exclusive of SSI).

B. Exclusions for Family Income

- Supplemental Security Income (SSI). Supplemental income for aged, blind, and disabled people based on financial need;
- Cash welfare payments (including TANF, Refugee Cash Assistance, or General Assistance);
- Old Age and Survivors Insurance (OASI) benefits received under Section 202 of the Social Security Act (42 U.S.C. 402);
- Payments from Title V of the Older American Act;
- Foster care payments;
- Needs-based scholarship assistance;
- Financial assistance under Title IV of the Higher Education Act, i.e., Pell Grants, Federal Supplemental Educational Opportunity Grants and Federal Work Study, PLUS, Stafford and Perkins loans like any other kind of loan are debt and not income;
- Income earned while the veteran was on active military duty and certain other veterans' benefits, i.e., compensation for service-connected disability, compensation for service-connected death, vocational rehabilitation, and education assistance;
- Tax refunds, gifts, loans, lump-sum inheritances, one-time insurance payments, or compensation for injury;
- Any assets drawn down as withdrawals from a bank, the sale of property, a house or a car;
- IRA withdrawals;
- Capital gains;
- Non-cash benefits such as employer-paid fringe benefits, health insurance, food or housing received in lieu of wages;
- Medicare, Medicaid, food stamps, school meals, and housing assistance;
- County Step Ahead Child Care Voucher Program
- Housing and Urban Development Rental Assistance;
- Stipends from VISTA, Peace Corp, Foster Grandparent Program, YouthWorks/AmeriCorps or the retired Senior Volunteer Program
- Job Corps payments
- Trade Re-adjustment Act
- WIOA payments to participants (except OJT wages) or other needed based workforce development programs.

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Financial Literacy Education - the financial literacy education program element includes activities 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 how to effectively manage spending, credit, and 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 and to make informed financial decisions;
- E. Educate participants about identity theft, ways to protect themselves from identify 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. Support activities that address the particular financial literacy needs of youth with disabilities including connecting them to benefits planning and work incentives counseling.
- H. 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; and
- I. 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.

Fixed Unit Price Contract – means an agreement that pays a Contractor a specified price for specified deliverables regardless of the Contractors actual costs incurred. This contract type places maximum risk and full responsibility on the contractor for all costs and resulting profit/program income or loss.

Follow-Up Services For Youth – Follow-up services are critical services provided following a youth's exit from the program to help ensure the youth is successful in employment and/or postsecondary education and training. Follow-up services may include regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise.

Follow-up services may begin immediately following the last expected date of service in the Youth program when no future services are scheduled. Follow-up services do not cause the exit date to change and do not trigger re-enrollment in the program.

Allowable Follow-up services for youth include the following program elements: (1) supportive services; (2) adult mentoring; (3) financial literacy education; (4) 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 (5) activities that help youth prepare for and transition to postsecondary education and training. Provision of these program elements must occur after the exit date in order to count as follow-up services. DOL will ensure services provided as follow-up services are coded as follow-up services in the management information systems as opposed to program services provided prior to program exit so that management information systems clearly differentiate follow-up services from those services provided prior to exit. In addition, such follow-up services should be documented in the case file that they were

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provided as follow-up services post exit. All youth participants must be offered an opportunity to receive follow-up services that align with their individual service strategies. Furthermore, follow-up services must be provided to all participants for a minimum of 12 months. DOL recognizes the concerns that some youth may not be responsive to attempted contacts for follow-up, and other youth may be difficult to locate making it impossible to provide follow-up services for such individuals. Local programs should have policies in place to establish how to document and record when a participant cannot be located or contacted. At the time of enrollment, youth must be informed that follow-up services will be provided for 12 months following exit. If at any point in time during the program or during the 12 months following exit the youth requests to opt out of follow-up services, they may do so. In this case, the request to opt out or discontinue follow-up services made by the youth must be documented in the case file. The types of services provided and the duration of services must be determined based on the needs of the individual and therefore, the type and intensity of follow-up services may differ for each participant. Follow-up services must include more than only a contact attempted or made for securing documentation in order to report a performance outcome.

Food Stamps – is a member of a household that receives (or has been determined within the 6-month period prior to application for the program involved to be eligible to receive) food stamps pursuant to the Food Stamp Act of 1977.

Foster Child – An individual who:

- Is in foster care;
- Has aged out of the foster care system;
- Has attained 16 years of age and left foster care for kinship guardianship or adoption;
- Is a child eligible for assistance under sec. 477 of the Social Security Act (42 U.S.C. 677); or
- Is in an out-of-home placement.

This does include youth who were formerly in foster care, but have returned to their families before turning 18.

Foundation Skills Training - Instruction on the basic skills required to achieve a High School Diploma/GED. This training is provided for individuals who lack a high school diploma or GED, or who lack the necessary foundation skills to be successful in training/employment. It will be offered in conjunction with occupational skills training, and/or work activities (such as work experience or OJT).

Full Level Of Staff - The term “Full Level of Staff” refers to the employment of individuals and their assignment to work on the Contract at a level sufficient to occupy all the positions found on the Staff section of the Statement of Work, for the hours specified there. An individual is considered to occupy a position when carrying out the duties of the position or on paid leave, consistent with Contractor personnel policies while assigned to that position.

Higher Education-Postsecondary education at colleges, universities, junior or community colleges, professional schools, technical institutes, and teacher-training schools.

High School Diploma-see “Credential”.

Homeless child or youth-means an individual who lacks a fixed, regular, and adequate nighttime residence and includes a child or youth who: (1) Is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; (2) Is living in a motel, hotel, trailer park, or campground due to the lack of alternative adequate accommodations; (3) Is living in an emergency or

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transitional shelter, is abandoned in a hospital, or is awaiting foster care placement; (4) Has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; (5) Is living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; or (6) Is a migratory child living in circumstances described in this definition.

Homeless individual- means an individual who lacks a fixed, regular, and adequate nighttime residence and includes an individual who: (1) Is sharing the housing of other persons due to loss of housing, economic hardship, or similar reason; (2) Is living in a motel, hotel, trailer park, or campground due to the lack of alternative adequate accommodations; (3) Is living in an emergency or transitional shelter; (4) Is abandoned in a hospital, or is awaiting foster care placement; (5) Has a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodation for human beings; or (6) Is a migratory child living in circumstances described in this definition.

Individual With A Disability - means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).

Individual Service Strategy (ISS) – the individual service plan is an ongoing strategy jointly developed by the participant and the case manager 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.

Job Shadowing - An experience that allows participants to follow an employee during a typical day or period of time in order to observe, reflect and ask questions while developing a better understanding of industry expectations.

Labor Market and Employment Information Services- This element includes 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.

Leadership Development Opportunities - Leadership development opportunities are opportunities that encourage responsibility, confidence, employability, self-determination and other positive social behaviors such as:

- Exposure to post-secondary educational possibilities;
- Community and service learning projects;
- Peer-centered activities, including peer mentoring and tutoring;
- Organizational and team work training, including team leadership training;
- Training in decision-making, including determining priorities and problem solving;
- Citizenship training, including life skills training such as parenting and work behavior training;
- Civic engagement activities which promote the quality of life in a community; and
- Other leadership activities that place youth in a leadership roles such as serving on youth leadership committees.

Leadership Team – One-Stop System Partner program leads or delegates who meet monthly to continue communication and improvement of Delaware’s One-Stop System.

Learning Rich –means training in which a variety of important basic skills are learned in the context of the functional task required to accomplish the work. Learning may occur in a work or training setting. Training is characterized by high expectations, real challenges, real work, and the real world. The learner is continually involved in problem solving, communication, and critical thinking.

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Linkage Team - They represent partnership that provide a value added service to the program that are critical to success. Some examples of youth service agencies are Local Educational Agencies, the Division of Social Services, Department of Services for Children, Youth and their Families, local community centers, faith-based community organizations, etc. Linkage teams will be a key component in the recruitment, retention of youth, and employment skills training. Youth service agencies can be of particular importance in retention of youth by providing community based services that support success along with work experience sites. Linkage Team members would be considered stronger than a partnership. For In School Youth Programs, this must include at least one Local Education Agency (LEA).

Literacy – an individual’s ability to read, write, and speak in English, and to compute and solve problems at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

Local Education Agency (LEA) - is a commonly used synonym for a school district, an entity which operates **local** public primary and/or secondary schools in Delaware.

Low-Income Individual - means an individual who meets any one of the following:

- A. receives, or in the past 6 months has received, or is a member of a family that is receiving or in the past 6 months has received, assistance through the supplemental nutrition assistance program established under the Food and Nutrition Act of 2008 (7 U.S.C. 2011 et seq.), the program of block grant to States for temporary assistance for needy families program under part A of the title IV of the Social Security Act (42 U.S.C. 601 et seq.), or the supplemental security income program established under title XVI of the Social Security Act (42 U.S.C. 1381 et seq.), or State or local income-based public assistance;
- B. is in a family with total income that does not exceed the high of
 - a. the poverty line; or
 - b. 70 percent of the lower living standard income level;
- C. is a homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6))), or a homeless child or youth (as defined under section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)));
- D. receives or is eligible to receive a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.);
- E. is a foster child on behalf of whom State or local government payments are made;
- F. is an individual with a disability whose own income meets the income requirement of clause (B) but who is a member of a family whose income does not meet this requirement; or
- G. used with respect to an individual, also includes a youth living in a high-poverty area as in accordance with [TEGL 21-16](#).

Lower Living Standard Income Level (LLSIL) – the income level (adjusted for regional, metropolitan, urban, and rural differences and family size) determined annually by the Secretary of the U.S. Department of Labor based on the most recent lower living family budget issued by the Secretary.

Measureable Skills Gains are defined as follows:

The Measurable Skill Gains indicator under WIOA is the percentage of participants who, during a program year, are in education or training programs that lead to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment.

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The measurable skill gains indicator is used to measure interim progress of participants who are enrolled in education or training services for a specified reporting period. Therefore, it is not an exit-based measure. Instead, it is intended to capture important progressions through pathways that offer different services based on program purposes and participant needs and can help fulfill the vision for a workforce system that serves a diverse set of individuals with a range of services tailored to individual needs and goals. Depending upon the type of education or training program in which a participant is enrolled, documented progress is defined as one of the following:

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

Military Service -- Active Duty in the United States military.

Needs Additional Assistance Barrier – This is the title of a WIOA youth barrier. This barrier may not be used currently. It is a barrier that is required to be defined by the Delaware Workforce Development Board in Delaware's approved WIOA State Plan. The current approved plan does not include a definition at this time.

New Enrollment- is defined as an individual that has met the definition of enrollment and has not received services by the contractor in a previous contract.

Nontraditional Employment - The term "nontraditional employment" refers to occupations or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

Postsecondary Preparation and Transition Activities- activities that help youth prepare for and transition to postsecondary education and training. Postsecondary preparation and transition activities and services prepare youth for advancement to postsecondary education after attaining a high school diploma or its recognized equivalent. These services include exploring postsecondary education options including technical training schools, community colleges, 4-year colleges and universities, and registered apprenticeship. Additional services include, but are not limited to, assisting youth to prepare for SAT/ACT testing; assisting with college admission applications; searching and applying for scholarships and grants; filling out the proper Financial Aid applications and adhering to changing guidelines; and connecting youth to postsecondary education programs.

Occupational Skills Training (OST) – is occupational specific training as an organized program of study that provides specific vocational/technical skills and information that lead to proficiency in

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performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Occupational skills training shall be designed for occupations for which are considered in-demand or supported by documentation of demand. Skills training will be provided in a contextual manner and will combine classroom and work-based training and where appropriate integrate or incorporate foundation skills training. Occupational skills training programs will emphasize long-term, essential employment through appropriate skills training and remediation to the extent necessary for success. OST can be accomplished through a variety of training methods that include classroom training, On-the-Job Training, and distance learning methods.

Such training must:

- A. be outcome-oriented and focused on an occupational goal specified in the individual service strategy;
- B. be of sufficient duration to impart the skills needed to meet the occupational goal; and
- C. result in attainment of a credential.

Offender - The term "offender" means any adult or juvenile:

- A. who is or has been subject to any stage of the criminal justice process, for whom services under this Act may be beneficial; or
- B. who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.

Older Individual - means an individual age 55 or older.

One-Stop System - brings together workforce development, educational, and other human resource services in a seamless customer-focused service delivery network that enhances access to the programs' services and improves long-term employment outcomes for individuals receiving assistance. One-Stop partners administer separately funded programs as a set of integrated streamlined services to customers. See <https://det.delawareworks.com/one-stop-system/documents/Delaware%20One%20Stop%20Partner%20Program.pdf>

One-Stop System Partner Programs – a full list of the One-Stop partner programs can be found at <https://det.delawareworks.com/one-stop-system>

ONet: Found at www.onetonline.org is the Occupational Information Network is a free online database that contains hundreds of occupational definitions to help students, job seekers, businesses and workforce development professionals to understand today's world of work in the United States. It was developed under the sponsorship of the US Department of Labor/Employment and Training Administration through a grant to the North Carolina Employment Security.

On-The-Job Training - means training by an employer that is provided to a paid participant while engaged in productive work in a job that:

- A. provides knowledge or skills essential to the full and adequate performance of the job;
- B. provides reimbursement to the employer of up to 50 percent of the wage rate of the participant, for the extraordinary costs of providing the training and additional supervision related to the training; and
- C. is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant, as appropriate.

Participant - means an individual who has been determined to be eligible to participate in and who is receiving services (except follow-up services authorized under WIOA) under a program authorized by WIOA. Participation shall be deemed to commence on the first day, following determination of eligibility, on which the individual began receiving subsidized employment, training, or other services.

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Enrollments and students may also be used to mean that same as participant.

Pathway- For in school youth programs, this means Career and Technical Education (CTE) Program of Study in local education agencies. All CTE programs must be state approved and provide youth with the opportunity to earn early college credit, industry credential(s), and participate in meaningful work experiences. More information on in-school career pathways can be found [here](#).

Performance Based Contract – A Fixed Unit Price contract where the contractor agrees to be paid for performance based on outcomes.

Placement – See Day 1 outcome.

Positive Social and Civic Behaviors - Positive social and civic behaviors are outcomes of leadership opportunities, which are incorporated by local programs as part of their menu of services. Positive social and civic behaviors focus on areas that may include the following:

- A. Positive attitudinal development;
- B. Self-esteem building;
- C. Openness to work with individuals from diverse backgrounds;
- D. Maintaining healthy lifestyles, including being alcohol- and drug-free;
- E. Maintaining positive social relationships with responsible adults and peers, and contributing to the well-being of one's community, including voting;
- F. Maintaining a commitment to learning and academic success;
- G. Avoiding delinquency;
- H. Postponing parenting and responsible parenting, including child support education;
- I. Positive job attitudes and work skills; and
- J. Keeping informed in community affairs and current events.

Post Exit Participant - An individual that has met the definition of enrollment, has been exited and entered into required follow-up (6 month Blue Collar funded and 12 months all other). This individual can receive any of the services that were available when active.

Post Secondary Educational Institution - means an institution of higher education, as defined in section 481 of the Higher Education Act of 1965 (20 U.S.C.§1088).

Poverty Guidelines – are issued by the Department of Health and Human Services and are used for administrative purposes – for instance, for determining whether a person or family is financially eligible for assistance or services under a particular Federal program.

Poverty Line - means the poverty line (as defined by the Office of Management and Budget, and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C.§ 9902(2))) applicable to a family to the size involved.

Pre-apprenticeship –A pre-apprenticeship is a program or set of strategies designed to prepare individuals to enter and succeed in a registered apprenticeship program and has a documented partnership with at least one, if not more, registered apprenticeship program(s).

Pregnant or parenting - an individual who is parenting can be a mother or father, custodial or non-custodial. As long as the youth is within the WIOA youth age eligibility, the age when the youth became a parent does not factor into the definition of parenting. A pregnant individual can only be the expectant mother.

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The DWDB further defines promise communities as these geographic areas/zip codes:

Promise Community	Zip Codes	*Low Income Population
City - Eastside	19801, 19802	19,875
City - Westside	19805	19,052
NCC - Rte 40	19701, 19702	19,389
NCC - Rte 9	19720	20,086
Kent - North	19901,19904,19977	30,238
Kent - South	19934, 19943,19952	11,596
Sussex - West	19933, 19956, 19973	17,659
Sussex - Central	19947, 19966	16,111

Public Assistance - means Federal, State, or local government cash payments for which eligibility is determined by a needs or income test. Public assistance recipients may also include participants, who were referred by the TANF agency, participated in the TANF assessment program as a requirement prior to opening a TANF grant, and who received support services from the TANF agency.

Public Assistance Recipient – a participant who is listed on the grant and/or is receiving assistance under any of the following programs at any time during participation:

- A. Temporary Assistance to Needy Families (TANF);
- B. General Assistance (GA) (State/local government);
- C. Refugee Cash Assistance (RCA); or
- D. Supplemental Security Income (SSI-SSA Title XVI).

Qualified Apprenticeship - A program approved and recorded by the ETA/Bureau of Apprenticeship and Training (BAT) or by a recognized State Apprenticeship Agency (State Apprenticeship Council). Approval is by certified registration or other appropriate written credential.

Recognized Postsecondary Credential – means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.

Residency – participation in a program administered by the DET shall be open to all residents of Delaware. Residency is determined at time of application. Exceptions to Delaware residency may be permissible if approved by DET. Approvals will be kept to a minimum. An exception to Delaware residency will be allowed if the youth is enrolled in a Delaware school and lives in a town split by state boundaries: for example, Delmar and Marydel.

Runaway Youth – a youth (14–18) who absents himself or herself from home or place of legal residence without the permission of parents or legal guardian.

School Dropout – see “Dropout”.

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Secondary School - has the meaning given the term in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. § 8801).

Secondary School Diploma-see “Credential”.

Secondary School Diploma Recognized Equivalent - see “Credential”. Also known as high school diploma equivalent.

Selective Service Registrant – participants has registered for Selective Service as required Section 3 of the Military Selective Service Act (MSSA) (50 U.S.C. App. 453).

Self-Certification – an individual’s signed attestation that the information he/she submits to demonstrate eligibility for a program under Title I of WIOA is true and accurate. [20 CFR 660.300]

Simulated Work - means an activity that takes place in a training situation where a work product is produced for the purpose of learning work maturity skills and/or specific occupational skills rather than for the purpose of producing the work product.

Soft Skills - Personality traits, aptitudes, and attitudes that direct how a person interacts and works with others on the job. Can include interpersonal communications, cultural awareness, appearance and ability to dress appropriately, time management, and manners. Does not refer to the technical skills (or hard skills) which are unique to each career. Also known as employability skills.

Supportive Services - services that enable an individual to participate in funded activities. These services include, but are not limited to, the following: (a) linkages to community services; (b) assistance with transportation; (c) assistance with child care and dependent care; (d) assistance with housing; (e) needs-related payments; (f) assistance with educational testing; (g) reasonable accommodations for youth with disabilities; (h) legal aid services; (i) referrals to health care; (j) assistance with uniforms or other appropriate work attire and work-related tools, including such items as eyeglasses and protective eye gear; (k) assistance with books, fees, school supplies, and other necessary items for students enrolled in postsecondary education classes; and (l) payments and fees for employment and training-related applications, tests, and certifications. services that enable the individual to participate in activities. They include but are not limited to transportation, child care, dependent care, housing, uniforms or other appropriate work attire and work-related tools and needs-related payments. Direct benefits is a term that is also used interchangeably with the term Supportive Services.

Training – means a systematic, planned sequence of instruction or other learning experiences on an individual or group basis under competent supervision which is designed to impart skills, knowledge, or abilities to prepare individuals for unsubsidized employment.

Training Related Job – means a job in which a major vocational skill learned in training, as specified in the training plan or curriculum, is a predominant activity.

Tuition Based – means that payments to a vendor educational institution of tuition charges, entrance fees, and other usual and customary fees of an educational institution are not more than the educational institutions catalogue price, necessary to receive specific training, and are for training of participants.

Tutoring, study skills training, instruction, and dropout prevention services-

This service includes 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

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recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential.

Tutoring, study skills training, and instruction that lead to a *high school diploma* are reported under this service. Such services focus on providing academic support, helping a youth identify areas of academic concern, assisting with overcoming learning obstacles, and providing tools and resources to develop learning strategies. Tutoring, study skills training, and instruction can be provided one-on-one, in a group setting, through resources and workshops.

Secondary school dropout prevention strategies intended to lead to a high school diploma are also reported under this service. Secondary school dropout prevention strategies include services and activities that keep a young person in-school and engaged in a formal learning and/or training setting. Strategies include, but are not limited to tutoring, literacy development, active learning experiences, after-school opportunities, and individualized instruction.

Underemployed – occurs when an individual who is working part-time but desires full-time employment, or who is working in employment not commensurate with the individual's demonstrated level of educational attainment. [*Training and Employment Guidance Letter (TEGL) No. 14-00, Change 1*]

Unemployed Individual - means an individual who is without a job and who wants and is available for work.

Verification – to confirm eligibility requirements through examination of official documents (e.g., birth certificates, public assistance records, or speaking with official representatives of cognizant agencies).

Veteran/Recently Separated Veteran

(A) VETERAN - The term "veteran" means an individual who served in the active military, naval, or air services, and who was discharged or released from such service under conditions other than dishonorable.

(B) RECENTLY SEPARATED VETERAN - The term "recently separated veteran" means any veteran who applies for participation under this title within 48 months after the discharge or release from active military, naval, or air service.

Work Experience - A type of work-based learning that is a planned, structured learning experience that takes place in a workplace for a limited period of time. Work experiences must be paid except when the program provides occupational skills training that leads to employment in an occupation that meets the all of the following:

1. A state issued license is required to work in the occupations.
2. That license requires clinical hours.
3. It is common practice that the clinical hours are not paid.

A work experience may take place in the private for-profit sector, the non-profit sector, or the public sector. Labor standards apply in any work experience where an employee/employer relationship, as defined by the Fair Labor Standards Act or applicable State law, exists.

For youth programs, Work experiences provide the participant with opportunities for career exploration and skill development. Work experience should be designed to promote the development of good work habits and basic work skills for individuals who have never worked or who have been out of the labor force for an extended period of time. Work experiences must include academic and occupational education. They include experiences known as internships, clinical, and summer employment.

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Work-Based Learning - The primary purposes of work-based learning are to expose students to future options and provide opportunities for skill development and mastery over time. All work-based learning experiences involve interactions with employers/industry or community professionals. These learning experiences are intentionally designed to help students extend and deepen classroom work and to make progress toward learning outcomes that are difficult to achieve through classroom or standard project-based learning alone. The term “work-based” does not mean the experience must occur at a workplace or during the standard “work day.”

Work Readiness - Refers to the broad skills, aptitudes, personality traits and attitudes employers expect job seekers to have in preparation for the culture and demands of the workplace. This includes workplace competencies needed to relate to and communicate with customers and coworkers, interpersonal communication skills, cultural awareness, appearance and ability to dress appropriately, time management, and manners as well as basic skills, such as reading comprehension and math skills, and technical skills specific to the occupation. “Soft skills” are a part of work readiness but exclude the technical skills specific to the occupation.

Work Readiness skills may be taught that focus on these work behaviors, not necessarily the occupational or technical skills and can be obtained through education or job training programs, employer-sponsored events, work-based learning, and other activities that increase transferable skills.

WIOA - Workforce Innovation and Opportunity Act of 2014