



**Delaware, Knox, Marion, Morrow
Counties**

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**Request for Proposals (RFP)
For
Comprehensive Case Management Employment
Program (CCMEP) Provider for
Workforce Innovation and Opportunity Act (WIOA)
Youth –Funded Activities Services**

For
Delaware, Knox, Marion, and Morrow Counties

PROGRAM DATES:

Initial Service Period: July 1, 2022 – June 30, 2023

First Option Year: July 1, 2023 – June 30, 2024

Second Option Year: July 1, 2024 – June 30, 2025

Third Option Year: July 1, 2025 – June 30, 2026

FUNDING AVAILABLE:

TBD - Estimates Provided

OhioMeansJobs – Delaware, Knox, Marion, and Morrow (hereinafter **DKMM**) shall have the option, upon thirty (30) days written notice to renew this agreement for up to three (3) successive option years thru June 30, 2026, based on successful performance outcomes and the availability of funds.

PROPOSAL DUE DATE FOR ALL COUNTIES:

May 5, 2022



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I. GENERAL INFORMATION

INTRODUCTION

Delaware, Knox, Marion, and Morrow Counties (DKMM) are seeking proposals from qualified and innovative providers to run the CCMEP program funded through WIOA and Temporary Assistance for Needy Families (TANF) Youth funding in their respective counties. Prospective providers are invited to submit proposals for any or all counties to provide the services for in-school and out-of-school youth. Funds available, resources available, numbers of targeted youth to be served, and program and process responsibilities will vary by county.

PURPOSE

The goal of the CCMEP WIOA youth program is to assist youth in making a successful transition to employment and further education. A wide range of activities and services must be available to assist youth, especially those who are disconnected and out-of-school, in making a successful transition to adulthood. The CCMEP WIOA youth program is designed to provide services, employment, and training opportunities to those who can benefit from, and who are in need of such services.

The purpose of the funds allocated to serving in-school youth (ISY), ages 14-21 or out-of-school youth (OSY), ages 16-24 under the CCMEP WIOA program are to provide:

1. Assist eligible out-of-school youth (OSY) and eligible in-school youth (ISY), who are seeking assistance in achieving academic and employment success, with effective and comprehensive services and activities that include a variety of options for improving educational and skill competencies and provide effective connection to educational institutions and employers, including small employers in in-demand industry sectors and occupations in the local and regional labor markets.
2. Implement integrated strategies for career pathway approaches that support post-secondary education, training, and employment.
3. Implement work-based training strategies and employment approaches to help participants develop essential skills that are best learned on the job.
4. Implement progressive levels of education and training approaches that will help individuals with higher skill levels and experience earn marketable credentials.
5. Provide continued support services to individuals who need them to participate and succeed in work investment and training activities.

ESTIMATED FUNDS AVAILABLE FOR THIS GRANT

County	Initial Service Period July 1, 2022-June 30, 2023 12 months	First Option Year July 1, 2023-June 30, 2024 12 months (if exercised)	Second Option Year July 1, 2024-June 30, 2025 12 months (if exercised)	Third Option Year July 1, 2025-June 30, 2026 12 months (if exercised)
Delaware	\$100,000	\$105,000	\$110,000	\$120,000
Knox	\$100,000	\$105,000	\$110,000	\$120,000
Marion	\$350,000 See Note # 2	\$350,000 (Projected) See Note # 2	\$350,000 (Projected) See Note # 2	\$350,000 (Projected) See Note # 2
Morrow	\$240,000 See Note # 1	\$240,000 See Note # 1	\$240,000 See Note # 1	\$240,000 See Note # 1



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Note # 1: For Morrow County, \$40,000 shall be WIOA funds and \$200,000 shall be TANF funds.

Note # 2: For Marion County, \$100,000 shall be WIOA funds and \$250,000 shall be TANF funds.

Not less than 75% of the youth program funds shall be used to provide out-of-school youth services as required by WIOA.

Not less than 20% of the youth program funds shall be used to provide in-school and out-of-school youth with work experience activities as required by CCMEP WIOA.

PROGRAM DESIGN

The program shall be designed to include **Framework Processes** and **Program Elements**.

The table below depicts detail of the processes and elements.

Framework or Element #	Description	Detail
Framework	Outreach	Program publicity in the community. Networking with community school systems and partners Participant recruitment.
Framework	Eligibility	Determination of participant program eligibility in accordance with Workforce Innovation and Opportunity Act Policy Letter 15-03.1, revised September 4, 2018. Potential participants shall be evaluated for program eligibility and suitability
Framework	Assessment	Per section 129 (c)(1)(A) of the WIOA, local areas are required to provide an objective assessment of the academic levels, skill levels, and service needs of each youth participant. The purpose of the objective assessment is to identify the appropriate services, including the identification of career pathways, for each youth participant. The objective assessment shall include a review of all the following information: <ul style="list-style-type: none"> • Basic skills; • Occupational skills; • Prior work experience; • Employability; • Interests; • Aptitudes (including interests and aptitudes for nontraditional jobs); • Supportive service needs; and • Developmental needs. All the information captured as part of the objective assessment must be contained within the participant's case file.



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Framework	IOP / WIOA ISS	<p>Individual Service Strategies (ISS)</p> <p>Per section 129 (c)(1)(B) of the WIOA, local areas are required to develop service strategies for each participant that are directly linked to one or more performance measure and include the identification of a career pathway that includes education and employment goals, appropriate achievement objectives, and appropriate services for the participant. It is a personalized plan for each WIOA youth participant. As such, the ISS/IOP should be completed with the youth participant and periodically reviewed with the participant</p>
Framework	Case Management	<p>Case Management shall include manual hard copy participant case file records and participant case administration records in the State of Ohio’s Workforce Case Management System (OWCMS) application. Case files shall contain documentation required for compliance specified in applicable State of Ohio Youth Program guidance letters.</p>
Framework	ITAs and OJTs	<p>An individual training account (ITA) is one of the primary methods through which training is financed and provided. ITAs are established on behalf of a WIOA participant to purchase a program of training services from eligible training providers. The use of an ITA is allowed for out-of-school youth, ages 18 to 24, using WIOA youth funds when appropriate.</p> <p>As part of the determination of the appropriateness for occupational skills training, a review of "family self-sufficiency" must be completed for those youth participants whose eligibility was not based upon being a low-income individual. In these cases, WIOA youth-funded ITAs may only be approved for those who have been determined to be below a locally defined standard of "family self-sufficiency." This requirement is intended to ensure that participants whose eligibility was not based upon being a low-income individual and who are seeking youth funded ITAs are those whose families lack or have limited ability to pay for training and supportive services needed in order to obtain or retain employment.</p> <p>Guidance and requirements pertaining to the use of ITAs are outlined in WIOAPL No. 15-11, Use of Individual Training Accounts (ITA).</p> <p>On-the-job training (OJT): training by an employer that is provided to a paid participant while engaged in productive work in a job that:</p> <ul style="list-style-type: none"> • Provides knowledge or skills essential to the full and adequate performance of the job;



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		<ul style="list-style-type: none"> Is made available through a program that provides reimbursement to the employer of a percentage of the wage rate of the participant; and <p>Is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, prior work experience of the participant, and the service strategy for the participant.</p>
Element # 1	Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies	These strategies must lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate or attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential
Element # 2	Alternative secondary school services or dropout recovery services.	Alternative school: schools which offer specialized, structured curriculum inside or outside of the public- school system which may provide work/study and/or academic intervention for students with behavior problems, physical/mental disabilities, who are at-risk of dropping out, who are institutionalized or adjudicated youth and/or youth who are in the legal custody of the Ohio Department of Youth Services and are residing in an institution. An alternative school must be approved by the local education agency. Strategies may include services that lead to earning a General Educational Development (GED) High School Equivalency Certification, earning a high school diploma at participant’s home high school, or earning a high school diploma at an online high school recognized by the Ohio Department of Education.
Element # 3	Paid and unpaid work experiences	<p>Work experience helps youth understand proper workplace behavior and what is necessary in order to attain and retain employment. They are designed to enable youth to gain exposure to the working world and its requirements. Work experiences can serve as a stepping stone to unsubsidized employment and is an important step in the process of developing a career pathway for youth. This is particularly important for youth with disabilities.</p> <p>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 employer/employee relationship, as defined by the Fair Labor Standards Act or applicable State law, exists. Work experiences provide the youth participant with opportunities for career exploration and skill development.</p>



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		<p>Work experiences must include academic and occupational education. The types of work experiences include the following categories:</p> <ul style="list-style-type: none"> • Summer employment opportunities and other employment opportunities available throughout the year; • Pre-apprenticeship programs; • Internships and job shadowing; and • On-the-job training (OJT) opportunities. <p>Not less than 20% of the youth program funds shall be used to provide in-school and out-of-school youth with work experience activities. CCMEP WIOA youth programs must track program funds spent on paid and unpaid work experiences, including wages and staff costs for the development and management of work experiences, and report such expenditures as part of the local CCMEP WIOA youth financial reporting. The percentage of funds spent of work experience is calculated based on the total local area youth funds expended for work experience rather than calculated separately for in-school and out-of-school. Local administrative costs are not subject to the 20% minimum work experience expenditure requirement.</p> <p>Guidance and requirements pertaining to paid and unpaid work experiences for youth participants are outlined in Workforce Innovation and Opportunity Act Policy Letter (WIOAPL) No. 15-13, Work Experience for Youth.</p>
Element # 4	Occupational Skills Training	<p>Occupational skills training shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with state and local in-demand industry sectors or occupations. Such training must:</p> <ul style="list-style-type: none"> • Be outcome-oriented and focused on occupational goals specified in the Individual Service Strategy (ISS) and Individual Opportunity Plan (IOP); • Be of sufficient duration to impart the skills need to meet the occupational goal; and • Result in the attainment of a recognized post-secondary credential. <p>An Individual Training Account (ITA) is one of the primary methods through which training is financed and provided. ITAs are established on behalf of a CCMEP WIOA participant to purchase a program of training services from eligible training providers. All ITAs will be approved by the appointed county representative. The use of an ITA is allowed for out-of-school youth, ages 16 to 24, and in-school-youth</p>



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		<p>ages, 14-21, using CCMEP WIOA or CCMEP TANF Youth Funds, when appropriate.</p> <p>As part of the determination of the appropriateness for occupational skills training, a review of "family self-sufficiency" must be completed for those youth participants whose eligibility was not based upon being a low income individual. In these cases, WIOA youth-funded ITAs may only be approved for those who have been determined to be below a locally defined standard of "family self-sufficiency." This requirement is intended to ensure that participants whose eligibility was not based upon being a low income individual and who are seeking youth-funded ITAs are those whose families lack or have limited ability to pay for training and supportive services needed in order to obtain or retain employment.</p> <p>Guidance and requirements pertaining to the use of ITAs are outlined in WIOAPL No. 15-11, WIOAPL No. 17-04.1 (Waivers for Implementation of the Comprehensive Case Management and Employment Program).</p>
Element # 5	Education	<p>This element requires integrated education and training to occur concurrently and contextually with workforce preparation activities and training for a specific occupation or occupational cluster for the purpose of educational and career advancement. This program element describes how workforce preparation activities, basic academic skills, and hands-on occupational skills training are to be taught within the same time frame and connected to training in a specific occupation, occupational cluster, or career pathway. Youth participants will not be required to master basic skills before moving on to learning career-specific technical skills.</p>
Element # 6	Leadership	<p>Leadership development opportunities include:</p> <ul style="list-style-type: none"> • Exposure to post-secondary education opportunities; • Community and services 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



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		<ul style="list-style-type: none"> • Other leadership activities that place youth in a leadership role such as serving on youth leadership committees. <p>Positive social behaviors are outcomes of leadership opportunities. Benefits of leadership development may include:</p> <ul style="list-style-type: none"> • Positive attitudinal development; • Self-esteem building; • Openness to work with individuals from diverse backgrounds; • Maintaining healthy lifestyles; • Maintaining positive social relationships with responsible adults and peers, and contributing to the well-being of one's community; • Maintaining a commitment to learning and academic success; • Avoiding delinquency; • Postponing parenting and responsible parenting; • Positive job attitudes and work skills; or • Keeping informed in community affairs. <p>The purpose of leadership development activities is to develop skills and attitudes that are important in all areas of life. It provides encouragement and support to youth, developing skills, and instilling confidence as they transition to adulthood.</p>
Element # 7	Supportive Services	<p>Supportive services for youth may include, but are not limited to:</p> <ul style="list-style-type: none"> • Linkages to community services; • Assistance with transportation; • Assistance with child care and dependent care; • Assistance with housing; • Needs-related payments; • Assistance with educational testing; • Reasonable accommodations for youth with disabilities; • Referrals to health care; and • Assistance with uniforms or other appropriate work attire and work-related tool costs. <p>Supportive services may be provided to youth both during participation and after program exit.</p>
Element # 8	Adult Mentoring (not less than 12 months)	Adult mentoring for youth must:



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		<ul style="list-style-type: none"> • Last at least 12 months and may take place both during the program and following exit from the program; • 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; • Include a mentor who is an adult other than the assigned youth case manager; and • 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. <p>The purpose of adult mentoring is to build positive, supportive relationships between youth and adults and to provide positive adult role models for youth. High-quality adult mentoring programs include an adult role model who builds a working relationship with a youth and who fosters the development of positive life skills in youth.</p> <p>Mentoring may include workplace mentoring where the local program matches a youth participant with an employer or employee of a company</p>
Element # 9	Follow-Up Services	<p>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 post-secondary education and training.</p> <p>Follow-up services may include:</p> <ul style="list-style-type: none"> • 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 pathway development , and further education or training; • Work-related peer support groups; • Adult mentoring; and/or • Services necessary to ensure the success of youth participants in employment and/or post-secondary education.



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		<p>All youth participants must receive some form of follow-up services for a minimum duration of 12 months. Follow-up services may be provided beyond the 12 months at the local board's discretion. The types of services provided and the duration of services must be determined based on the needs of the youth and therefore, the type and intensity of follow-up services may differ for each participant. However, follow-up services must include more than only a contact attempted or made for securing documentation in order to report a performance outcome.</p>
Element # 10	Comprehensive Guidance & Counseling	<p>Comprehensive guidance and counseling provides individualized counseling to participants. This includes career and academic counseling, drug and alcohol counseling, mental health counseling, and referral to partner programs.</p> <p>The purpose of comprehensive guidance and counseling is to promote growth in each youth's educational, personal, social, and employability skills. Comprehensive guidance and counseling programs impart through counselor-directed learning opportunities that help youth achieve the success through academic, career, personal, and social development.</p> <p>When referring participants to necessary counseling that cannot be provided by the youth program or its service providers, the local youth program must coordinate, including obtaining releases of information to obtain information regarding appropriateness of CCMEP WIOA services, with the organization it refers to in order to ensure continuity of service.</p>
Element # 11	Financial Literacy Education	<p>Financial literacy includes activities which:</p> <ul style="list-style-type: none"> • Support the ability of youth participants to create household budgets, initiate savings plans, and make informed financial decisions about education, retirement, home ownership, wealth building, or other savings goals; • Support participants in learning how to effectively manage spending, credit, and debt, including student loans, consumer credit, and credit cards; • 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;



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		<ul style="list-style-type: none"> • Support a participant's ability to understand, evaluate, and compare financial products, services, and opportunities and to make informed decisions; • Educate participants about identity theft, ways to protect themselves from identity theft, and how to resolve causes of identity theft and in other ways under their rights and protection related to personal identity and financial data; • 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; • 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 • 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 instructions.
Element # 12	Entrepreneurial Skills Training	<p>Entrepreneurial skills training must develop skills associated with entrepreneurship. Such skills include, but are not limited to the ability to:</p> <ul style="list-style-type: none"> • Take initiative; • Creatively seek out and identify business opportunities; • Develop budgets and forecast resource needs; • Understand various options for acquiring capital and the trade-offs associated with each option; and • Communicate effectively and market oneself and one's ideas. <p>Approaches to teaching youth entrepreneurial skills include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Entrepreneurship education that provides an introduction to the values and basics of starting and running a business;



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		<ul style="list-style-type: none"> • Enterprise development which provides supports and services that incubate and help youth development their own business; and • Experiential programs that provide youth with experience in the day-to-day operation of a business.
Element # 13	Labor Market Information	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.
Element # 14	Transition to Post-Secondary Education	<p>Activities that help youth prepare for and transition to postsecondary education and training including:</p> <p>Any schooling that follows graduation from high school or completion of high school equivalency, including community colleges, four-year colleges and universities, and technical and trade schools.</p>

Additional Program Requirements

Additional program requirements include:

- The successful service provider must be able to provide innovative, high-quality services, document and establish linkages with local school systems, community agencies and local OhioMeansJobs-Centers.
- The successful service provider must have a process for collecting/evaluating their clients’ satisfaction with all aspects of the program to ensure needs are being met and report results to the appropriate DKMM representative.
- Providers are encouraged to link youth to local services, community involvement in which the youth resides and leverage partner and community resources to provide some of the readily available program elements. However, if a program element is not funded by CCMEP WIOA or CCMEP TANF, an agreement must be in place with the partner or community organization to ensure the program element will be offered. The program element must be closely connected and coordinated with CCMEP.
- The successful service provider must provide services in the DKMM County in a location suitable for the program and the targeted participants. Online services for some program elements is acceptable.
- The successful service provider will track participant attendance through the County Financial Information System Customer Registration web-based application.



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Responsibilities For Framework Processes and Program Elements

Responsibilities assigned for Framework Processes and Program Elements will vary by county. Some will be completed by the county Job and Family Services Agency and others completed by contract resulting from this RFP.

Providers have the option of submitting proposals for any program element or all program elements for a given county that are designated as “Contracted Provider” for that specific county.

Framework or Element #	Description	Delaware	Knox	Marion	Morrow
Framework	Outreach	In-House	In-House	In-House	In-House
Framework	Eligibility	In-House	In-House	In-House	In-House
Framework	Assessment	In-House	In-House	In-House	In-House
Framework	IOP / WIOA ISS	In-House	In-House	In-House	In-House
Framework	Case Management	In-House	In-House	In-House	In-House
Framework	ITAs and OJTs	In-House	In-House	Contracted Provider	In-House
Element # 1	Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies	Contracted Provider	In-House	Contracted Provider	Contracted Provider
Element # 2	Alternative secondary school services or dropout recovery services.	Contracted Provider	In-House	Contracted Provider	Contracted Provider
Element # 3	Paid and unpaid work experiences	Contracted Provider	Contracted Provider See Note # 1	Contracted Provider	Contracted Provider
Element # 4	Occupational Skills Training	In-House	In-House	Contracted Provider	In-House
Element # 5	Education	In-House	In-House	Contracted Provider	Contracted Provider
Element # 6	Leadership	Contracted Provider	Contracted Provider	Contracted Provider	Contracted Provider
Element # 7	Supportive Services	In-House	In-House	Contracted	Contracted



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				Provider	Provider
Element # 8	Adult Mentoring (not less than 12 months)	Contracted Provider	Contracted Provider	Contracted Provider	Contracted Provider
Element # 9	Follow-Up Services	In-House	In-House	In-House	Contracted Provider
Element # 10	Comprehensive Guidance & Counseling	Contracted Provider	Contracted Provider	Contracted Provider	Contracted Provider
Element # 11	Financial Literacy Education	Contracted Provider	Contracted Provider	Contracted Provider	Contracted Provider
Element # 12	Entrepreneurial Skills Training	Contracted Provider	Contracted Provider	Contracted Provider	Contracted Provider
Element # 13	Labor Market Information	In-House	In-House	Contracted Provider	Contracted Provider
Element # 14	Transition to Post-Secondary Education	Contracted Provider	In-House	Contracted Provider	Contracted Provider

NOTES:

#1 Providers for Knox County agree to the following additional requirements for the Work Experience element:

- **Provider agrees to maintain relationships with current and new Knox County worksites developed by the KCDJFS staff**
- **The existing and newly developed inventory of worksites shall be used when suitable for the youth participant**
- **Provider agrees to collaborate with the youth Employment Services Specialist in career path and suitability of worksite prior to placement**

YOUTH ELIGIBILITY REQUIREMENTS

In-School Youth Eligibility Requirements

Eligibility for in-school youth, who at the time of enrollment, is:

- a. Attending school;
- b. Not younger than 14 or (unless an individual with a disability who is attending school under state law) older than age 21;
- c. Is a low-income individual; and
- d. Has one or more of the following barriers:
 - Basic skills deficient;
 - An English language learner;
 - An offender;



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- 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))), a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under the John H.Chafee Foster Care Independence Program, or in an out-of-home placement;
- Pregnant or parenting;
- An individual with a disability; or
- An individual who requires additional assistance to complete an education program or to secure or hold employment as defined by the local area.

Out-of-School Youth Eligibility Requirements

Eligibility for out-of school youth, who at the time of enrollment, is:

- Not attending any school;
- Not younger than 16 or older than age 24; and
- Has one or more of the following barriers:
 - A school dropout;
 - A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter;
 - A recipient of a secondary school diploma or its recognized equivalent who is a low income individual and is basic skills deficient or an English language learner;
 - An individual who is subject to the juvenile or adult justice system;
 - 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))), a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under the John H. Chafee Foster Care Independence Program, or in an out-of-home placement;
 - An individual who is pregnant or parenting;
 - A youth who is an individual with a disability; or
 - A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment as defined by the local area.

ESTIMATED NUMBER OF YOUTH TO BE SERVED

The table below summarizes the targeted number of youth to be served.

Estimates depicted include carry-over enrollments from previous service year plus new enrollments for current service year.

County	Initial Service Period July 1, 2022-June 30, 2023 12 months	First Option Year July 1, 2023- June 30, 2024 12 months (if exercised)	Second Option Year July 1, 2024-June 30, 2025 12 months (if exercised)	Third Option Year July 1, 2025-June 30, 2026 12 months (if exercised)
Delaware	In School – 20 Out of School - 65	In School – 20 Out of School - 65	In School – 20 Out of School - 65	In School – 20 Out Of School - 65



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Knox	In School – 13 Out Of School - 36	In School – 13 Out Of School - 36	In School – 13 Out Of School - 36	In School – 13 Out Of School - 36
Marion	In School – 25 Out Of School - 55	In School – 25 Out Of School - 55	In School – 25 Out Of School - 55	In School – 25 Out Of School - 55
Morrow	In School WIOA– 2 Out Of School WIOA- 10 TANF - 40	In School WIOA – 2 Out Of School WIOA - 10 TANF – 40	In School WIOA– 2 Out Of School WIOA- 10 TANF - 40	In School WIOA – 2 Out Of School WIOA - 10 TANF - 40

RESOURCES TO BE PROVIDED BY THE DKMM COUNTIES

The table below summarizes what resources will and will not be made available to the provider at no cost by the specific DKMM counties. Resources required for the program but not included in the table should be included in the provider’s budget proposal.

Description	Delaware	Knox	Marion	Morrow
Facilities	Provider responsible for obtaining a suitable site in the 43015 (Delaware City) zip code. The Delaware Ohio Means Jobs Employment Center shall be available as needed but will not act as a substitute for the Provider to obtain a suitable facility in Delaware.	Provider responsible for obtaining a suitable site in the 43050 (Mount Vernon City) zip code. The Knox OhioMeansJobs Employment Center shall be available as needed but will not act as a substitute for the Provider to obtain a suitable facility in Mount Vernon.	Provider responsible for obtaining a suitable site in the 43302 (Marion County) zip code.	None Provider responsible for obtaining site and its related rent and utility cost
Furniture	None Provider responsible	None Provider responsible	None Provider responsible	None
Information Technology	Limited to the Delaware Ohio Means Jobs assets. The Delaware Ohio Means Jobs Employment Center shall be available as needed. Computers, printers, photocopier, fax, and phone available.	Limited to the Knox OhioMeansJobs assets. The Knox OhioMeansJobs Employment Center shall be available as needed. Computers, printers, photocopier, fax, and phone available.	None Provider responsible	None
Classroom Staffing	None Provider responsible	None Provider responsible	None Provider responsible	None Provider Responsible

EXPECTED OUTCOMES



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CCMEP WIOA requires that DKMM achieve performance outcomes for its CCMEP WIOA/TANF-funded youth programs. As a result, DKMM will require all providers to achieve these same performance outcomes for their individual CCMEP WIOA/TANF-funded programs. The required performance outcomes will be set forth in the contract. Those selected through this process will be expected to coordinate and/or implement one or more of the fourteen (14) CCMEP WIOA elements, to meet the state-negotiated (TBD) outcomes listed below:

CCMEP WIOA Performance Outcomes
Percentage of program participants that are in unsubsidized employment, education, or training activities at exit.
Percentage of program participants that are in unsubsidized employment, education, or training activities during the second quarter after exit.
The percentage of program participants that are in unsubsidized employment, education, or training activities during the fourth quarter after exit
The percentage of program participants that were in an education or training program while enrolled in CCMEP who obtain a recognized post-secondary credential, or a secondary school diploma or its recognized equivalent during participation in or within one year after exit from CCMEP. A program participant who has attained a secondary school diploma or its recognized equivalent can only be included in this measure if the program participant is also employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program.
The median earnings of program participants who are in unsubsidized employment during second quarter after exit.
The effectiveness in serving employers
The percentage of program participants who are in an education or training program that leads to a recognized postsecondary credential, a secondary school diploma or its recognized equivalent, or employment and who are achieving measurable skill gains toward such a credential or employment. Measurable skill gains are documented academic, technical, occupational, or other forms of progress. If measuring educational functioning level (EFL) gains after program enrollment, an approved department of education national reporting system assessment must be used for both the EFL pre-test and post-test to determine an individual’s educational functioning level.

II. Proposal Administration, Requirements, and Award

Providers are informed the following expectations regarding submitting proposals to any or all of the four (4) DKMM counties:

- Providers have the option of submitting proposals to any one county, two counties, three counties, or all four DKMM counties.
- A separate proposal must be submitted to each county the provider desires to contract with.
- Each county will review and score proposals and award a contract(s) separately.
- Proposal administration , proposal content, and proposal requirements may be different for each county and are detailed in the appendices listed below.
- **Appendix A** defines proposal administration, proposal content, and proposal requirements for **Delaware County**.
- **Appendix B** defines proposal administration, proposal content and proposal requirements for **Knox County**



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- **Appendix C** defines proposal administration, proposal content, and proposal requirements for **Marion County**.
- **Appendix D** defines proposal administration, proposal content, and proposal requirements for **Morrow County**.

Providers must meet the following minimum standards to have their proposal(s) evaluated by the counties:

- The proposal was submitted before the closing time and date.
- The proposing organization is not on a Federal or State Debarment List.
- The proposing organization is fiscally solvent.
- The proposing organization has additional funding sources and will not be dependent on WIOA funds alone for ongoing operations
- The person signing the proposal as the submitting officer has the authority to do so.
- The proposing organization agrees to meet all Federal, State, and local EEO and WIOA program and fiscal compliance requirements

III. General Reference Information

[State of Ohio Policy Letter WIOAPL 15-10 Youth Program Services](#)

[State of Ohio Policy Letter WIOAPL 15-13 Work Experience for Youth](#)

[State of Ohio Policy Letter WIOAPL 17-04.1 Waivers For CCMEP Implementation](#)

[5101:14-1-01 Comprehensive Case Management and Employment Program: Definitions](#)

[5101:14-1-04 Comprehensive Case Management and Employment Program: Referral, Comprehensive Assessment, Individual Service Strategy and Individual Opportunity Plan](#)

[5101:14-1-05 Comprehensive Case Management and Employment Program: Case Management](#)

[5101:14-1-06 Comprehensive Case Management and Employment Program: Program Exit and Follow-Up Services](#)

[5101:14-1-07 Comprehensive Case Management and Employment Program: Primary Performance Measures](#)