



GRANT ANNOUNCEMENT

Notice of Availability of Funds for: Work-based Learning Grant for In-school Youth (Juniors and Seniors) "NextGen Project"

"NextGen Project"

Issuance Date: Friday, July 28, 2023

Q&A Meeting: Tuesday, August 8, 2023

Submittal Deadline: Thursday, September 7, 2023 by 5:00 pm to b-coates@peedecog.org

Funding Authority: Title I- Workforce Innovation & Opportunity Act (Youth)

Funding Available: \$175,000

The Pee Dee Workforce Development Board (PDWDB) announces the availability of **\$175,000** in WIOA funds to provide grants to deliver work-based learning opportunities to WIOA-eligible in-school youth from Chesterfield, Darlington, Dillon, Florence, Marion and/or Marlboro Counties.

Period of Performance:

The period of performance is October 1, 2023 – June 30, 2024. Participants must be certified as eligible for the program, enrolled and ready to begin training by January 2024.

Eligible Applicants:

The following entities are eligible to submit an application to deliver the services detailed in this solicitation:

- Government agencies or governmental units such as: Local or county governments, school districts, State agencies and Federal WIOA partners;
- Indian Tribes, tribal organizations;
- Educational institutions, such as institutions of higher learning, nontraditional public secondary schools such as career and technical education schools;
- Community-based organizations, non-profit entities, or workforce intermediaries;
- Private for-profit entities.

Funding will not be provided to organizations that are debarred or suspended from receiving funds and providing services under federal assistance programs.

WIOA-eligible In-school Youth identified for this project:

High School Juniors or Seniors who are:

1. Residents of Chesterfield, Darlington, Dillon, Florence, Marion or Marlboro Counties;

2. Not younger than 16 or older than 21;
3. Attending School as defined under State Law (Secondary, post-secondary, or alternative school, home-schooled);
4. Low-Income (**Includes Free/Reduced Lunch under the Richard B. Russell National School Lunch Act and Living in High Poverty Area**);
5. And has one or more of the following barriers:
 - a. Basic skills deficient (**reading/math at less than 9th grade level**)
 - b. An English language learner which is a participant who has limited ability in reading, writing, speaking, or comprehending the English language, and whose native language is one other than English; or who lives in a family or community environment where a language other than English is the dominate language);
 - c. An offender (**youth who is or has been subject to any stage of the criminal justice process, for whom services under WIOA may be beneficial or who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction**);
 - d. A homeless, a runaway, in foster care or has aged out of foster care;
 - e. Pregnant or parenting;
 - f. A youth who is an individual with a disability; and/or
 - g. A youth who requires additional assistance to complete an educational program or to secure or hold employment.

More information about the funding opportunity is attached.

 , on behalf of _____
Joette R. Dukes, Interim Executive Director & Workforce Development
Director Pee Dee Regional Council of Governments

Part I: BACKGROUND INFORMATION

The Workforce Innovation and Opportunity Act (WIOA) requires that 75% of its youth allotted funding be spent on disconnected youth, youth who are not attending school or work. For the past several years, the Pee Dee Workforce Development Board has opted to spend 100% of its funding on this population. Recently, the State of South Carolina received a waiver from the USDOL to allow Local Workforce Development Areas (LWDA) to spend 50% of its funding on In-school youth. The Development Board has therefore determined that it will be involved in the delivery of programs to young adults before they leave secondary school.

The NextGen Project is designed to provide soft skills and an opportunity to use those skills in partnership with employers in in-demand sectors/occupations in the Pee Dee Area as detailed at this link: [High Demand Occupations for the Pee Dee](#).

Since the project is funded by WIOA funds, the project must be in compliance with WIOA legislation and regulations. Prospective applicants must be committed to partnering with the Pee Dee Regional Council of Governments' Workforce Staff to be in compliance with the Act and achieve its performance standards.

A. Question & Answer (Q&A) Meeting

A Q&A meeting will be held on Tuesday, August 8th at 10:00 am at Pee Dee Regional Council of Governments at 2314 Pisgah Road, Florence, or via Zoom at <https://us02web.zoom.us/j/83889787993>.

In order to allow for more thorough answers at the Pre-award meeting, please email questions to Bridgette Coates at b-coates@peedeecog.org prior to the meeting.

B. Delivery of Proposals

Proposals must be received by e-mail to b-coates@peedeecog.org by 5:00 pm on Thursday, September 7, 2023.

Part II: OVERVIEW OF WIOA AND THE YOUTH PROGRAM

The Workforce Innovation and Opportunity Act (WIOA) assists job seekers and workers to access employment, education, training and supportive services to succeed in the labor market and matches employers with the skilled workers they need to compete in the global economy. In 2014, Congress passed WIOA, the first legislative reform of the public workforce system in more than 15 years. In doing so, Congress reaffirmed the role of the one stop workforce system, the cornerstone of the public workforce investment system and brought together and enhanced several key employment, education and training programs. Individuals in the Pee Dee Region turn to these programs to obtain good jobs and a pathway to middle-class status. WIOA continues to advance services to these job seekers and employers.

The purposes of WIOA include:

WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. WIOA has six main purposes:

- (1) Increasing access to and opportunities for the employment, education, training, and support services for individuals, particularly those with barriers to employment;
- (2) supporting the alignment of workforce investment, education, and economic development systems in support of a comprehensive, accessible, and high-quality workforce development system;
- (3) improving the quality and labor market relevance of workforce investment, education, and economic development efforts;
- (4) promoting improvement in the structure and delivery of services;
- (5) increasing the prosperity of workers and employers; and
- (6) providing workforce development activities that increase employment, retention, and earnings of participants and that increase postsecondary credential attainment and as a result, improve the quality of the workforce, reduce welfare dependency, increase economic self-sufficiency, meet skill requirements of employers, and enhance productivity and competitiveness of the nation.

Inclusion of Three Elements

WIOA youth programs must include these three elements:

- Providing an objective assessment of the academic levels, skill levels, and service needs of each participant, which assessment shall include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs of such participant, for the purpose of identifying appropriate services and career pathways for participants. [A new assessment of a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent (within 6 months) assessment of the participant conducted pursuant to another education or training program];
- Developing service strategies for each participant that are directly linked to 1 or more of the performance indicators and that shall identify career pathways that include education and employment goals (including, in appropriate circumstances, nontraditional employment), appropriate achievement objectives, and appropriate services for the participant considering the assessment. A new service strategy for a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent service strategy developed for the participant under another education or training program; and
- Providing activities leading to the attainment of a secondary school diploma or its recognized equivalent, or a recognized postsecondary credential; preparation for post-secondary educational and training opportunities; strong linkages between academic instruction and occupational education that leads to the attainment of recognized postsecondary credentials; preparation for unsubsidized employment opportunities, in appropriate cases; and effective connections to employers, including small employers, in in-demand industry sectors and occupations of the local and regional labor markets.

PART III. INSTRUCTIONS AND CONDITIONS

A. Use of Funds

The project funds may be budgeted for program salaries/fringe benefits, participant activities, participant services, operational costs and related indirect costs. Proposed expenditures for participant activities must include funding for work experience and work-based learning.

A minimum of 30% of the contract must be budgeted for work-based learning expenditures. Allowable expenditures that may be counted include:

- Wages paid for participation in a work experience opportunity;
- Staff time working to identify & develop a work experience opportunity, including staff time spent working with employers to identify and develop the work experience opportunity;
- Staff time working with employers to ensure a successful work experience, including staff time spent managing the work experience;
- Staff time spent evaluating the work experience;
- Participant work experience orientation sessions;
- Employer work experience orientation sessions;
- Classroom training or the required academic education component directly related to the work experience;
- Incentive payments directly tied to the completion of work experience; and
- Employability skills/job readiness training to prepare youth for a work experience.

B. Limitations/Exceptions

Equipment: Expenditures for equipment cannot exceed \$10,000. All equipment purchased with project funds are the property of the Pee Dee Regional Council of Governments (COG) at the conclusion of the project. For example, Virtual Reality equipment may be a consideration for equipment that will provide hands-on exposure to particular occupations. Written approval from the COG is required before purchasing equipment.

Uniform Guidance: All proposed costs must be necessary, reasonable, and in accordance with Federal guidelines. The Pee Dee Regional Council of Governments will determine allowable costs in accordance with the Costs Principles, now found in the Office of Management and Budget's Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards, codified at 2 CFR Part 200.

C. Award Type

Awards made in response to this Funding Announcement will be made under a cost reimbursement subaward/contract. A line-item budget, based on all legitimate costs to be incurred by the contractor/subgrantee carrying out the activity, must be presented. The contractor/subgrantee will be reimbursed for actual expenses according to the approved line item budget. If applicable, profit is to be

shown in the line item “Other Operating Expenses” and is limited to no more than 8% of the applicant’s budget. The LWDA reserves the right to attach performance criteria to the payment of profit.

D. Indirect Costs

All applicants that include indirect costs as part of their budget must have an approved indirect cost plan. If an applicant has never negotiated an indirect cost rate, the organization may qualify for the De Minimis Rate of 10% of Modified Total Direct Costs as described in OMB Unified Guidance, 2 CFR Part 200.

E. Documents required of the Selected Applicant(s)

The Standard Assurances and Certifications Form must be delivered with the proposal.

<https://adobe.ly/3KhaLek>

For your information, before contract negotiations are finalized, selected applicant(s) will be required to provide ALL of the following information to the Council of Governments:

1. Federal Identification Number
2. List of Current Board Members of Governing Body
3. Current Fiscal Statement and Copy of Last Audit
4. Copy of Indirect Cost Plan and Approval
5. Grievance Procedures
6. Staff, Personnel, Procurement, and Travel Policies
7. Charter and By-Laws of Organization (if applicable)
8. Evidence of Signatory Authority
9. Banking Arrangements (Bank Name, Address, Account Number)
10. Cost Allocation Plan
11. Lobbying Certification
12. Fidelity Bonding Policy (and invoice showing coverage for current year)
13. Debarment and Suspension Certification
14. Organization’s Mission and Vision Statements

F. Leveraging of Resources

All applicants are encouraged to coordinate and utilize outside resources in securing additional funds, supplies and materials, services, etc. in order to enhance WIOA activities and to demonstrate its capability to do so in its response to this request for proposals. This opportunity does not require matching funds, but applicants are encouraged to present, as leveraged funds, their ability to commit resources from other funding sources in support of their proposed activities. The Pee Dee Regional Council of Governments reserves the right to give priority consideration to applicants presenting leveraged funds.

G. Follow-Up

All youth must be followed-up for a period of one year following their exit from the WIOA program. Because WIOA youth performance standards involve capturing data for participants in the second and fourth quarters after their exit from the program, contractor/subgrantees are required to conduct follow-up contact with participants to assess their status and provide additional services as necessary to aid the participant in securing or maintaining self-sufficient employment.

The Pee Dee Regional Council of Governments can make no guarantees regarding the availability of funds to conduct follow-up activities and the applicant must be able to demonstrate it has a plan to do so in the absence of additional funding.

H. Supportive Services

If the project includes supportive services, the Local Area's Supportive Services policy must be adhered to. The Pee Dee Local Workforce Development Area's supportive services policy can be accessed at this link: [Pee Dee Supportive Services](#). Supportive Services include such things as books/supplies, uniforms/work gear, transportation, childcare, dependent care, housing that are necessary to enable an individual to participate in activities included in their service strategies. Projects are encouraged to budget some supportive services since it is conceivable that low-income participants will have needs that cannot be addressed by other resources and might create a barrier to their participation in grant activities.

I. Reporting Requirements

The selected project provider is required to submit monthly Financial Status Reports, a Quarterly Report narrative and a Final Programmatic Report that summarizes grant-funded activities. Reporting forms will be provided by Pee Dee Regional Council of Governments to the entities chosen for award.

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J. Option to Extend

Based upon funding availability, the Council of Governments and/or Workforce Development Board may extend a grant beyond the initial period of award, if it appears in the best interest of the Workforce Innovation and Opportunity Act and is agreeable with the contractor. A contractor's performance will be evaluated in making a decision to extend a contract/subaward. The extension may be less than but will not exceed three additional years. Similarly, the slot levels and/or number of participants served and/or associated budgets may be adjusted at any time during a contract period.

PART IV: SCOPE OF WORK FOR IN-SCHOOL YOUTH NEXTGEN PROJECT

A. Utilization of SC Works Online System (SCWOS)

SCWOS is a real-time, on-line system for WIOA intake, case management, tracking of services, follow-up and reporting. SCWOS was designed with built-in business rules and user-friendly selection lists to ensure data consistency and reduce the number of data entry errors. The SCWOS system is used to record the application and eligibility determination, Individual Service Plan, training activities, supportive

services, case notes and follow-up activities of participants enrolled in the workforce program. Staff at Pee Dee Regional Council of Governments will provide technical assistance in the utilization of SCWOS.

All youth who receive services under Title I of WIOA must be determined eligible to receive such services. The Contractor/subgrantee will complete the WIOA Program Application utilizing the SC Works Online Services system (SCWOS) WIOA Application.

The following eligibility items shall be documented at the time of application/eligibility determination:

- 1) Social Security Number
- 2) Citizenship/Alien Status
- 3) Residency
- 4) Birth date/age
- 5) Selective Service registration for males 18 and older born after 1959
- 6) Family size
- 7) Family income
- 8) Cash Public Assistance
- 9) Food Stamps
- 10) Education Status
- 11) Disability
- 12) Publicly Supported Foster Child

B. Required Elements of the proposed project

1. At the core of any proposed project must be a Work Experience (WEX) opportunity for each youth participant- WEX, Pre-apprenticeship, Internships Paid or Unpaid and Job Shadowing. Each participant must be involved in at least one of the following opportunities:

Work Experience (WEX) paid

Work experiences (WEX) are planned, structured learning experiences that take place in a workplace for a limited period of time. The participant performs actual job duties with adequate supervision. Work experience may be paid or unpaid, as appropriate. 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. Work experiences provide the youth participant with opportunities for career exploration and skill development.

Work experience must include academic and occupational education. In accordance with [TEGL 21-16](#), the academic and occupational education component refers to contextual learning that accompanies a work experience. It includes the information necessary to understand and work in specific industries and/or occupations. For example, if a youth is in a work experience in a hospital, the occupational education could be learning about the duties of different types of hospital occupations such as a phlebotomist, radiology tech, or physical therapist; whereas, the academic education could be learning some of the information individuals in those occupations need to know such as why blood type matters, the name of a specific bone in the body, or the function of a specific ligament. The educational component may occur concurrently or sequentially with the work experience and may occur inside or

outside the work site. The work experience employer may provide the academic and occupational component, or such components may be provided separately in the classroom or through other means. WEX's may last up to 380 hours.

Pre-apprenticeship programs

Pre-apprenticeship program 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).

Apprenticeship efforts should be coordinated with Apprenticeship Carolina. More information can be found at www.apprenticeshipcarolina.com or by calling Brittany Salley at salleyb@sctechsystem.edu or (803) 205.5409.

A Pre-apprenticeship program should offer training and curriculum that aligns with the skill needs of employers in the region or state, access to educational and career counseling and supportive services, incorporates hands-on interactive learning activities, and offers opportunities to achieve at-least one industry recognized credential. Additionally, there must be evidence of a partnership with one or more registered apprenticeship programs that assists apprenticeship programs that assist in placing individuals who complete the pre-apprenticeship program.

Internships Paid and Unpaid

Internship (Paid or Unpaid) is a structured work experience connected to a participant's area of career interest **and** includes the awarding of **school credit** (may be counted as a separate course for credit or may be a requirement as part of another course). The internship would involve specific skill development and learning goals with career-related learning standards (i.e., demonstrate appropriate workplace behaviors, apply decision-making and problem-solving techniques in workplace situations, and demonstrate effective teamwork). Usually lasts 1-3 months depending on a combination of school/college requirements and local area policy.

Job Shadowing

Job Shadowing is a work experience option where youth learn about a job by walking through the workday as a shadow to a competent worker. The job shadowing work experience is a temporary, unpaid exposure to the workplace in an occupational area of interest to the participant. Youth witness firsthand the work environment, employability and occupational skills in practice, the value of professional training, and potential career options. A job shadowing experience can be anywhere from a few hours, to a day, to a week or more.

Job Shadowing has participants observing employees during regular work hours at a work site. This service is intended to provide participants with exposure to real work environments and observation of work activities in occupations related to their area of interest. Job Shadowing is typically an unpaid service.

2. Prior to participation in any of the Work Experience opportunities described above, the youths must participate in **soft skills/pre-employment skills training** for a minimum of 12 hours. Time sheets must document training time. The completion of soft skills/pre-employment skills training must be documented in a case note and entered in SCWOS. If a youth participant has already participated in soft skills/pre-employment skills training via an in-school activity and the project wants to substitute this participation for the required soft skills training, the substitution must be documented by a school counselor's statement attesting to the student's participation, time sheets and/or grades in such activities. The Pee Dee Regional Council of Governments will make the determination if the substitution is allowed.
3. Projects *may include incentive payments*. Incentives are permitted for recognition of achievement(s) that are directly tied to goals (ISS) of the youth participant including training activities, work experience or follow-up. The Pee Dee Regional Council of Governments must approve the selected proposer's Incentive Plan.
4. As described in Part II, an **assessment** must be conducted and recorded in SCWOS on each participant. The assessment will include information such as review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs of such participant, for the purpose of identifying appropriate services and career pathways for participants.
5. The projects *may also propose* provision of leadership development activities, supportive services, referrals to comprehensive guidance and counseling providers, if necessary, financial literacy activities, adult mentoring, career exploration, activities that help youth transition to post-secondary education and training or entrepreneurial skills training. These activities are further defined below:
 - **Leadership development opportunities**, including community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, such as: exposure to post-secondary education 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 life skills training such as parenting and work behavior training, civic engagement activities which promote the quality of life in the community, and other leadership activities that place youth in a leadership role. Leadership development activities are often referred to as soft skills, which may include, but are not limited to positive attitudinal development, self-esteem building and culture diversity exposure. May include field trips and costs, as needed.
 - **Supportive services** for youth as defined in the Workforce Innovation and Opportunity Act are services that enable an individual to participate in WIOA activities. These services include but are not limited to the following: linkages to community services, assistance with transportation, assistance with housing, needs-related payments, books, educational fees and supplies, reasonable accommodations for youth with disabilities, referrals to health care, and assistance with uniforms or other appropriate work attire and work-related tools, including such items as eyeglasses and protective eye gear.

- **Adult mentoring** for duration of at least 12 months that may occur both during and after program participation. The activity must 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 competence and character of the mentor. It is recommended that mentoring include workplace mentoring where the youth is matched with an employer and employee of a company.
 - **Comprehensive guidance and counseling**, which may include drug and alcohol abuse counseling, as well as referrals to other forms of counseling, as appropriate to the needs of the individual youth.
 - **Financial literacy education:** The financial literacy component element includes activities which help participants to 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. May be accomplished via workshops that support participants in learning how to budget effectively, initiate checking and savings accounts, avoid or get out of debt and manage credit.
 - **Entrepreneurial skills training:** Entrepreneurial skills training provides the basics of starting and operating a small business. Such training must develop the skills associated with entrepreneurship, such as the ability to 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; communicate effectively and market oneself and one's ideas.
 - 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 to help youth make informed educational and occupational choices.** Career awareness may be facilitated through increasing the youth's knowledge of the variety of careers and occupations available, their skills requirements, working conditions and training prerequisites, and job opportunities across a wide range of industry sectors. Career exploration is the process in which youth choose an educational path and training or a job which fits their interests, skills and abilities. Career counseling provides advice and support in making decisions about what career paths to take.
 - Activities that help youth prepare for and **transition to post-secondary education and training.** Includes exploring postsecondary options including technical training schools, technical colleges, 4-year colleges and universities, and Registered Apprenticeship programs. Also includes assistance to prepare for SAT/ACT testing, with college admission applications, searching and applying for scholarships and grants, filling out the proper financial aid applications and connecting youth to postsecondary education programs.
6. **Follow-up services for not less than 12 months after the completion of participation.** All youth participants must receive some form of follow-up services for a minimum duration of 12 months. The types of services may differ for each participant. Examples:
- a) Monthly contact to check on the youth and encourage school completion;
 - b) The leadership development and supportive services activities as described in the work statement,

- c) Regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise;
- d) Assistance in securing better-paying jobs, career development and further education;
- e) Work-related peer support groups;
- f) Adult mentoring; and or
- g) Services necessary to ensure the success of youth participants in employment and/or post-secondary education.

C. Performance Requirements:

1. Placement in a work experience opportunity: 100%

2. Successful completion of WEX: 75%

3. Graduation rate of seniors: 75%

4. Retention of juniors to continue to 12th grade: 75%

5. Placement in Employment, Education, or Training 2nd quarter after exit: 76.6%

Percentage of program participants who are in education or training activities, or unsubsidized employment during second quarter after exit (All exiters are measured).

6. Retention in Employment, Education, or Training 4th quarter after exit: 73.8%

Percentage of participants who are in education or training activities or in unsubsidized employment during fourth quarter after exit (All exiters are measured).

7. Credential Rate: 71%

Percentage of participants who obtain a recognized postsecondary credential, secondary school diploma or equivalent during participation or within one year after exit (Diploma/equivalent counts ONLY if, in addition, have obtained or retained a job or are in an education or training program that leads to a recognized post-secondary credential within one year of exit.)

8. Measurable Skills Gain: 50%

Percentage of participants who during a program year, are in education or training program that leads to a recognized postsecondary credential or employment and who are achieving documented academic, technical, occupational, or other forms of progress, towards such a credential or employment. Not based on exit.

Measurable skills gain is based on attainment of one of the five types of gains:

1. Educational Achievement
2. HSD or Equivalent
3. Secondary/Postsecondary transcript/report card
4. Training Milestone
5. Skills Progression

Numerator- during the applicable reporting period, all participants who are in an education or training program, including secondary education, that leads to a recognized postsecondary credential or employment AND

- Achieved at least one EFL in an education program that provides instruction below the postsecondary level; OR
- Transcript or Report Card for secondary or post-secondary education for one semester (at least 12 credit hours) shows the participant is achieving the state unit’s policies for academic standards (anniversary date), [for part-time students, a total of at least 12 hours over the course of two completed semesters during a 12-month period that shows a participant is achieving the State unit’s academic standards]; OR
- Achieved a satisfactory or better progress report toward established milestones from an employer/training provider who is providing training (e.g., completion of OJT, completion of one year of a registered apprenticeship program, etc. (based on anniversary dates since must complete/complete a year); OR
- Successfully completed 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; OR
- High School Diploma or Equivalent.

D. Partnerships

Partnerships with private or public sector entities involved in the delivery of services as noted above is encouraged. This opportunity encourages and supports strong connections between youth program activities including the SC Works system. The youth can learn early in their development how to access the services of the public workforce system and continue to use those services as necessary throughout their working lives.

E. Application Instructions

Proposers must complete and submit Attachment A. **NextGen Project Request Form**” B. Budget Template, and C. Standard Assurances and Certifications.

Attachment A. *NextGen* Project Request Form

II. Date of Submission:

II. Name and Address of Proposer:

III. Contact Person name:

Phone:

Email address:

IV. Counties to Serve with Project:

V. Budget Amount Requested:

VI. Number of Participants:

VII. Authorized Signature:

Name

Title

III. Narrative for NextGen Project

- A. Please provide information about the students you plan to serve. How many? Their suspected barriers? Their grade level (Junior or senior). Will you serve more than one cohort? How will you manage to serve two cohorts- consecutively/concurrently?
- B. Briefly explain your ability to accomplish an assessment of each of your participants. An in-depth interview will serve to provide much of the information, but if you use other tools such as SCOIS, WIN or other school standardized tests for skills' information, list these tools.
- C. In School Youth activities must take place during school hours, after school or on weekends. What is your plan for program delivery?
- D. You must engage local businesses/industries that are in the Pee Dee's in-demand occupations for the provision of work experience opportunities (WEX) for your participants. Name a minimum of three businesses/industries that have assured you that they will partner in the provision of work experience activities. Which work experience types will you secure for your participants? WEX, Pre-apprenticeships, Internships, Job Shadowing or a mixture?
- E. Describe the provision of soft skills/pre-employment skills training for the participants. How many hours? Outline of training? Workshops? Software? If the students have already completed soft skills training, please describe the training and the proof of participation that can be provided.
- F. Do you plan to include any of the other activities described on pages 9-10 in your program design? Briefly describe your plans.
- G. If you are **not** a school district or private school and you have plans to involve your participants' schools, do you have an agreement with your local school district/school to obtain the information you need to determine the participant's eligibility, barriers, etc.?
- H. How will you accomplish utilization of the SC Works Online system (SCWOS)? Are you budgeting an individual to engage with Pee Dee Regional Council of Governments to train for this purpose?
- I. Describe how you intend to provide 12-months of follow—up.
- J. Describe how you intend to meet the prescribed performance standards.
- K. Submit a job description for your program coordinator whether funded by this grant application or another source. If you have an individual in place or in mind for the position, attach a resume. Will other staff be involved? If so, what duties will they have?
- L. Please indicate if you plan to leverage other funding sources for the implementation of this project and the projected dollar amount of the leveraged resources. Priority consideration will be given to projects that leverage resources, in-kind or cash, but leveraged resources are not required.
- M. Complete budget pages. Include a simple budget narrative.

FYI

The LWDA has Transfer VR headsets which may be utilized by the project without having to make a separate purchase. (<https://transfrinc.com/>).

Asking local businesses to provide equipment is another viable option to avoid budgeting equipment.