

U.S. Department of Labor

**Employment and Training Administration
Sam Nunn Atlanta Federal Center
Room 6M12 - 61 Forsyth Street, S.W.
Atlanta, Georgia 30303**



July 7, 2005

SWA ISSUANCE NO. 05-08

SUBJECT: New Strategic Youth Vision Grant Funds

1. Purpose. To announce the availability of grant funds for development of a model or framework for replicating the New Strategic Youth Vision.

Region 3 is making available to the states in the region a single competitive grant of \$25,000 to provide assistance in development of a model or framework for replicating and implementing the following four key youth-related elements in ETA's national strategic priorities for the New Strategic Vision for Youth:

- a. coordination across youth-serving agencies;
- b. development of a new model of alternative education;
- c. development of a new demand-driven model with business and industry that brings youth into the workforce pipeline with needed skills; and
- d. focus on neediest youth.

The purpose of this grant is to develop a creative and innovative approach to accomplishing these four elements, or any combination of them, and to share that approach with other states. The ultimate impact or outcome through this grant will be development of a model, strategy or framework for a New Strategic Vision for Youth for replication by other states. The award will be given to the state through the state workforce agency director. Points on each proposal will be awarded as follows:

- Supportive of the Strategic Youth Vision encompassing: 20 points
 - 1) coordination across agencies;
 - 2) focus on alternative education;
 - 3) focus on demand-driven models; and/or
 - 4) focus on neediest youth
- Innovation and creativity of the proposal 5 points
- Improved youth performance 10 points
- Transportability of the proposal 10 points
- Leveraging other resources 5 points

A total of 65 points are possible in the evaluation and scoring of the proposals, with 15 of those points being awarded as bonus points. A proposal addressing only one of the four Strategic Youth Vision elements will receive no bonus points; proposals addressing two of the four elements will receive 5 bonus points; proposals addressing three of the

elements will receive 10 bonus points; and proposals addressing each of the four elements will receive the maximum 15 bonus points. A panel of three regional staff will review and score each proposal based on the above criteria and the bonus points. The award will go to the state with the highest total point value. Proposals should include a time frame for completion of the project and a budget.

2. Action. Proposals should be received in the Atlanta Regional Office by COB August 5, 2005, and should be submitted to my attention. They will be reviewed and a selection announced within 30 days. The project should be completed by December 31, 2005.

3. Inquiries. Direct questions to Gary Tyler, tyler.gary@dol.gov or 404-562-2119.

4. Expiration Date. August 5, 2005.

A handwritten signature in dark ink, appearing to read "Helen N. Parker". The signature is fluid and cursive, with a long horizontal stroke at the end.

HELEN N. PARKER
Regional Administrator

Attachment

**Evaluation and Scoring Instrument
For Review of State Proposals for TAT Funding
In Development of a Model or Framework
For Replicating the New Strategic Youth Vision**

I. State Information

Name of State: _____

Name of State Agency: _____

Name of State Contact and Number: _____

Date Application Received: _____

II. Review of State Proposal

A. Coordination Across Agencies

The proposed model or framework is reflective of strategic partnership and collaboration at the state level and includes active participation of each of the key partners; i.e., workforce development, juvenile justice, human services, and education.

Yes _____ No _____

Incorporates how the state will use WIA statewide funds to promote cross-agency collaboration and cross-cutting models of service delivery.

Yes _____ No _____

Reflects a clear connection with business and community college.

Yes _____ No _____

Points : 1 through 5 _____

B. Focus on Alternative Education

Incorporates provision of educational services to economically disadvantaged high school dropouts and out-of-school youth with basic skills deficiencies, some of who may have diagnosed or undiagnosed learning disabilities.

Yes _____ No _____

Includes discussion on adherence to the state standards developed in response to the No Child Left Behind Legislation (NCLB), or reflects partnering with public school system in implementation of state NCLB requirements.

Yes _____ No _____

Incorporates strategy for literacy/numeracy targeted to the at-risk adolescent population.

Yes _____ No _____

Includes an indication of local level workforce investment areas engaging in a “mapping” of alternative education offerings and resources to be used by both the education and workforce systems to help students make smart choices.

Yes _____ No _____

Includes an indication that WIA youth programs work through the One-Stop Career Center system ensuring that alternative education institutions have and use information on local workforce training programs and local labor markets, including national electronic tools such as “Career Voyages,” public and proprietary career information, and state labor market information.

Yes _____ No _____

Includes an indication that local areas ensure that alternative education students will be exposed to job opportunities in growing occupations, including requirements for further education and training and possible career pathways.

Yes _____ No _____

Incorporates use of statewide funds for development of new models of alternative education.

Yes _____ No _____

Points : 1 though 5 _____

C. Meeting the Demands of Business, Especially in High-Growth Industries and Occupations

Incorporates development of a demand-driven model by aligning the workforce system, business/industry, economic development, and education.

Yes _____ No _____

Reflects engagement of leaders of specific and applicable industries.

Yes _____ No _____

Incorporates development of a model of employer-driven youth development into the WIA youth system.

Yes _____ No _____

Reflects that state and local youth professionals are well versed on what high-growth industries/occupations are in their respective areas.

Yes _____ No _____

Incorporate successful or ideal model(s) of employer-driven youth development programs, such as SKILLS USA, Jobs for America's Graduates (JAG), and Automotive Youth Educational Systems (AYES) that combine skill training with instruction in employability skills, including professional development, community service and leadership.

Yes _____ No _____

Reflects a strategic partnership within the workforce system to ensure that resources are invested to help youth gain the skills necessary for jobs and career pathways in high-growth and high-demand industries.

Yes _____ No _____

Seeks to build connections between the workforce system and community colleges to ensure the creation of industry-focused pathway or career ladder programs that are market-responsive.

Yes _____ No _____

Demonstrates partnership between local businesses, local workforce and educational organizations, and community colleges that allows for identification of high-growth and high-demand industries and targets resources for training programs that provide workers, particularly out-of-school youth, the skills required to receive an industry certificate and/or a postsecondary credential.

Yes _____ No _____

Demonstrates that state and local officials in WIA youth-funded programs are well versed on what high-growth industries and occupations are in the state and/or local area(s), what the career pathways are for these type jobs, and what options are potentially available for at-risk youth to access the jobs.

Yes _____ No _____

Incorporates use of WIA statewide funds in development of demand-driven models with business and industry to develop strategies for bringing youth into the workforce pipeline with the right skills.

Yes _____ No _____

Points: 1 through 5 _____

D. Focus of Neediest Youth

Incorporates development of a model program for serving one or more of the neediest youth populations as follows:

- | | | |
|--|-----------|----------|
| Out-of-school youth | Yes _____ | No _____ |
| Youth in and aging out of foster care | Yes _____ | No _____ |
| Youth offenders | Yes _____ | No _____ |
| Children of incarcerated parents | Yes _____ | No _____ |
| Homeless youth | Yes _____ | No _____ |
| Migrant/seasonal farmworker youth | Yes _____ | No _____ |
| Youth with disabilities or special needs | Yes _____ | No _____ |

For proposals that address the youth offender population, the model reflects strong coordination with the state juvenile justice system.

Yes _____ No _____ N/A _____

For proposals that address youth aging out of foster care, the model reflects strong coordination with the state child welfare system.

Yes _____ No _____ N/A _____

The model or framework includes provision of comprehensive services to the neediest youth, such as:

- | | | |
|--|-----------|----------|
| basic skills remediation | Yes _____ | No _____ |
| stay in school or return to school | Yes _____ | No _____ |
| employment | Yes _____ | No _____ |
| internships | Yes _____ | No _____ |
| attaining a high school diploma or GED | Yes _____ | No _____ |
| postsecondary education | Yes _____ | No _____ |
| vocational training | Yes _____ | No _____ |
| apprenticeships | Yes _____ | No _____ |
| placement services | Yes _____ | No _____ |

supportive services

Yes _____ No _____

Reflects partnership between the state and local workforce investment system and the related system(s).

Yes _____ No _____

Includes use of faith- and community-based organizations in the provision of services.

Yes _____ No _____

Includes use of intermediary organizations in connecting employers with the neediest youth, particularly in high-growth industries.

Yes _____ No _____

Points: 1 through 5 _____

E. Focus on Improved Performance

The model or framework has the potential or prospect of leading to higher levels of performance and outcomes for the state and local workforce systems

Yes _____ No _____

Points: 1 through 10 _____

F. Leveraging

Incorporates use of multiple or combined federal/state resources (both financial and non-financial) with the intention of serving the “neediest” youth.

Yes _____ No _____

Points: 1 through 5 _____

G. Potential for Transportability

Points: 1 through 10 _____

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Scoring:

Strategic Coordination Across Agencies _____

Focus on Alternative Education _____

Focus on Neediest Youth	_____
Focus on Demands of Business	_____
Innovation and Creativity	_____
Likely Impact on Youth Performance	_____
Prospects for Transportability	_____
Leveraging of Resources	_____
Bonus	_____
Total Score:	_____

References:

TEGL No. 3-04, The ETA's New Strategic Vision for the Delivery of Youth Services Under the WIA.

ETA Planning Guidance and Instructions for Submission of Two-Year Strategic State Plans for Title I of WIA.

WIA State Plan Strategic Planning Guide for WIA Title I Services to Youth.