



Innovation Committee

November 2, 2021

3:00 P.M.

[Click here for Zoom Link](#)

Meeting ID: 862 1422 2888

Passcode: 493514

Telephone Number: +1 312 626 6799

Agenda

Welcome

Call the Meeting to Order

Approval of Minutes

Business Reports:

1. Career Service Provider-Performance Review
 - a. EDSI
 - b. MAC
2. Eligible Training Provider Requests
3. NMTWB Policy Considerations
 - a. Youth Incentives
 - b. Youth Eligibility-Needs Additional Assistance
4. Innovative-Grant Opportunities
 - a. GIVE Grant
 - b. EDA Good Jobs Challenge
 - c. TANF Opportunity Planning Grant

Members:

Seth Thurman (Chair)

Anne Fugate

Tony Adams

Richie Brandon

Tylesha McCray

Dan Ryan

John Alexander

Greg Jones

Adjourn

Complete zoom link: <https://us02web.zoom.us/j/86214222888?pwd=WVc4Q2dkWWYwcHpsZ1BsNmVhUWdNUT09>



**Northern Middle Tennessee Workforce Board
Innovation Committee
Meeting Minutes
August 3, 2021, via Zoom 9:00 AM**

Members Attending	Members Absent	Staff & Guests Attending
Seth Thurman	Dan Ryan	Marla Rye
Anne Fugate	Beth Duffield	Freda Herndon
Tony Adams	Richie Brandon	Andrea Dillard
Tylesha McCray		John Watz
John Alexander		

The Northern Middle Tennessee Workforce Board Innovation Committee met via Zoom on August 3, 2021. Attendance was taken, and a quorum declared. Seth Thurman, committee chair called the meeting to order.

Seth called for approval of the minutes, with Tylesha McCray motioning and Anne Fugate seconding. With no other discussion, the minutes were approved unanimously.

Career Service Provider-Performance Review

Marla updated the committee on the performance of the CSPs. Both contractors had met their performance goals and MPCR goal set for June. While they met the goals and objectives set by the board for June, they did not meet cumulative performance goals and are deficient in their work experience and in-school youth requirements. The Executive Committee met to give them feedback on meeting their goals and what their new objectives will be moving forward. Chairman Zobl sent a letter outlining goals to achieve for the quarters ending September 30 and December 31. They must continue meeting their enrollment goals, MPCR, and achieve the 40% in-school youth requirement and the 25% work experience requirement.

Both contractors have been asked to attend the board meeting on August 11 and be prepared to continue their corrective action plan and inform us specifically on how they are going to improve their youth services.

Eligible Training Provider Requests

Freda presented programs for approval as an Eligible Training Provider. She then reviewed the list of new programs and their courses, requesting approval to be added to the list. Then she reviewed the programs requiring approval for a cost increase. Marla explained that some programs cost more than the funding amount allowed. When a student picks that course, they are informed that they get a certain amount of money for the class, but they are responsible for the remaining balance. Freda then clarified that programs removed from the list have to be off for a year, but if there is a reason they need to be added prior to the end of that year, then the board could make that decision.

Seth then asked for a motion to approve the staff recommendations on the Eligible Training Providers List. John Alexander made the motion, and Tylesha seconded the motion. With no further discussion, the board voted in favor unanimously.

Justice-Involved Individuals

John Watz communicated to the committee that we have been conducting an Industrial Readiness training with the Houston County Jail for the past two weeks. The students have been attending classes on a variety of topics taught by Nashville State. Some of the men have also received their HiSet. Once this training is over, another one will take place with the women in the Houston County Jail, and women from the Steward County Jail will be brought in as well. Then the Industrial Readiness Training will be moved to the Stewart County Jail for a male training program. The next step is to work with both sheriff's departments on a work-release program trying to get the students employed in the area utilizing their training. Marla added that a pre-apprenticeship program had been conducted in the Dickson and Davidson County Jails. The classes have been linked together through a virtual instructor providing the training program.

Innovative Concepts

Marla updated the committee about the American Rescue Plan, which is being awarded to county government. She has been in touch with many of the county mayors to see if we can use this to create workforce programs that will allow us to expand the eligible populations that we serve.

Marla then informed the board that she and Beth Duffield put in a grant through the Department of Education for an Innovative High School Grant. It was awarded and is set to kick off this fall. The plan is to put an American Job Center inside a couple of the high schools in Rutherford County (Riverdale and Laverne), enabling EDSI to be inside the school to capture youth who really need our services and allow us to focus on work experience.

Adjourn

With no other questions, Seth Thurman adjourned the meeting.

Name (Original Name)	User Email	Join Time	Leave Time	Duration (↑ Guest	
Marla Rye	mrye@workforceessentials.com	8/3/2021 8:43	8/3/2021 9:33	50	No
Freda Herndon	fherndon@workforceessentials.com	8/3/2021 8:45	8/3/2021 9:33	48	No
iPhone		8/3/2021 8:49	8/3/2021 9:33	44	Yes
John Alexander# TDLWD		8/3/2021 8:56	8/3/2021 9:33	38	Yes
Tylesha McCray	tylesha.mccray@tn.gov	8/3/2021 8:57	8/3/2021 9:33	37	Yes
Seth Harper Thurman		8/3/2021 8:58	8/3/2021 9:33	35	Yes
Tony Adams	tadams@benefits-inc.com	8/3/2021 9:06	8/3/2021 9:33	28	Yes

EDSI Incentive Quarterly Benchmarks																
Matrix:		Quarter Ending:														
		March 31				June 30				Sept. 30				Cumulative September 30		
		Goal	Actual*	%		Goal	Actual	%		Goal	Actual	%		Goal	Actual	
Enrollments	A/DW	200	152	76%		255	303	119%		299	249	83.3%		754	704	93.4%
	Youth	50	31	62%		62	88	142%		81	66	81.5%		193	185	95.9%
Exits (50% of new enrollments)	A/DW	100	204	204%		128	99	78%		150	127	84.9%		377	430	114.1%
	Youth	25	86	344%		31	44	142%		41	32	79.0%		97	162	167.9%
		Positive	Total	Percent		Positive	Total	Percent		Positive	Total	Percent		Positive	Total	Percent
Positive Placement Rate Target 85%	A/DW	166	204	81.4%		91	99	91.9%		126	127	99%		383	430	89.1%
	Youth	51	86	59.3%		43	44	97.7%		28	32	88%		122	162	75.3%
Placement Wage	A/DW	\$ 15.00	\$ 20.83	139%		\$ 15.00	\$ 20.59	137%		\$ 15.00	\$ 22.24	148%		\$ 15.00	21.33	142%
	Youth	\$ 10.00	\$ 14.53	145%		\$ 10.00	\$ 13.56	136%		\$ 10.00	\$ 13.89	139%		\$ 10.00	14.04	140%
MPCR:	A/DW	50%	16.6%	33%		50%	45%	90%		50%	59.9%	120%		50%	46%	92%
	Youth	50%	14%	28%		50%	45.5%	91%		50%	64.5%	129%		50%	49%	98%
Work Experience	Youth	25%	0%	0%		25%	4%	16%		25%	17%	68%		25%	9%	36%
In-School Youth Ratio	Youth	25%	1%	4%		25%	3%	12%		25%	7%	28%		25%	4%	16%

MAC Quarterly Benchmarks																
Matrix:		Quarter Ending:														
		March 31				June 30				Sept. 30				Cumulative September 30		
		Goal	Actual*	%		Goal	Actual	%		Goal	Actual	%		Goal	Actual	%
Enrollments	ISY	15	1	7%		50	24	48%		10	2	20.0%		75	27	36.0%
	OSY	20	3	15%		30	85	283%		35	12	34.3%		85	100	117.6%
	Total	35	4	11%		80	109	136%		45	14	31.1%		160	127	79.4%
# of Exits (Target-50% of Enrollments)	Total	18	10	57%		40	14	35%		23	1	4.4%		80	25	31.3%
Placement Rate (Target 85%)	Total	Positive	Total	Percent		Positive	Total	Percent		Positive	Total	Percent		Positive	Total	Percent
		9	10	90%		8	14	57%		-	1	0%		17	25	68.0%
Placement Wage	Total	\$ 10.00	\$ 12.21	122%		\$ 10.00	\$ 15.22	152%		\$ 10.00	\$ -	0%		\$ 10.00	13.56	136%
MPCR:	Youth	50%	17%	34%		50%	35%	70%		50%	50%	100%		50%	38%	76%
Work Experience	Youth	25%	9%	36%		25%	6%	24%		25%	22%	88%		25%	14%	56%
In-School Youth Ratio	Youth	25%	4%	16%		25%	11%	44%		25%	21%	84%		25%	14%	56%

New Providers Requiring Board Approval for addition to the ETPL							
Provider Name	Provider Main Address	Approval Documented	Approval Agency	Years in Business	Site Viist	Sector Strategy	Notes
Staff Recommendation: Approval							
Armored Trucking Academy LLC	Clarksville	Yes	Tennessee Higher Education Commission	1	Nov. 4, 2021	Transportation and Logistics	Has operated under APSU

New Programs Requiring Board Approval for addition to the ETPL								
Provider Name	Provider Main Address	Program ID	Program Name	Total Cost	Job Outlook	Credential Earned	Program Length	Sector Strategy
Staff Recommendation: Approval								
Austin Peay State University	Clarksville	1009411	PMI-ACP Boot Camp (Project Management)	\$ 1,455.00	Bright Outlook Locally & Nationally	PMI-ACP Certificate of Completion	24 hours	Multiple Sectors
Staff Recommendation: Approval								
Nashville State Community College	Nashville	1009443	Associate Professional in Human Resources (aPHR) Exam Prep with Exam Voucher	\$ 974.00	Bright Outlook Locally & Nationally	HRCI Associate Professional in HR	135 hours	Multiple Sectors
Nashville State Community College	Nashville	1009440	Code X Front End Developer IT Bootcamp	\$ 4,000.00	Bright Outlook Locally & Nationally	HTML Certification	480 hours	Information Technology
Nashville State Community College	Nashville	1009438	Project Management Professional (PMP Exam Prep with Exam Voucher)	\$ 1,694.00	Bright Outlook Locally & Nationally	PMP	130 hours	Multiple Sectors
Staff Recommendation: Approval								
Armored Trucking Academy LLC	Clarksville	1009447	Commercial Truck Driver License Training Class A	\$ 4,800.00	Bright Outlook Locally & Nationally	CDL A	168 hours	Transporation and Logistics

Existing Programs Requiring Board Approval for Cost Increase and Program Extension									
Provider Name	Provider Main Address	Program ID	Program Name	Total Cost	Job Outlook	Credential Earned	Program Length	Sector Strategy	Cost Increase
Staff Recommendation: Board Approval of Cost increase. Board approval of one-year extension due to no WIOA enrollments in first year.									
Austin Peay State University	Clarksville	1008185	Customer Service Representative (CSR) Exam Prep Online with Exam (PTBUS3005)	\$764.00	Bright Outlook Locally & Nationally	HDI Customer Service Representative Certificate	200 hours	Multiple Sectors	32% \$575.00 to \$764.00
Staff Recommendation: Board Approval of Cost increase. Board approval of two year extension due to meeting performance standards.									
Volunteer State Community College	Gallatin	97544	RESPIRATORY CARE TECHNOLOGY - AAS	\$16,900.00	Bright Outlook Locally & Nationally	AAS Degree	Two Years	Health Care	29% \$14,404.00 to \$16,900.00
Staff Recommendation: Board Approval of Cost increase. Board approval of one year extension due to one enrollment with unsuccessful completion.									
Volunteer State Community College	Gallatin	98508	Sleep Diagnostic Technology - Certificate	\$7,900.00	Bright Outlook Locally & Nationally	Certificate	One Year	Health Care	44% \$5,500.00 to \$7,900.00
Staff Recommendation: Board Approval of Cost increase. Board approval of one year extension due to one enrollment with completion and employment, but no credential attainment.									
Volunteer State Community College	Gallatin	98640	Health Information Management - AAS	\$16,400.00	Bright Outlook Locally & Nationally	AAS Degree	Two Years	Health Care	36% \$12,000.00 to \$16,000.00
Staff Recommendation: Board Approval of Cost increase. Board approval of one year extension due to one enrollment with unsuccessful completion.									
Volunteer State Community College	Gallatin	98976	VETERINARY TECHNOLOGY - AAS	\$17,200.00	Bright Outlook Locally & Nationally	AAS Degree	Two Years	Health Care Animal Care	32% \$13,000.00 to \$17,200
Staff Recommendation: Board Approval of Cost increase. Board approval of one year extension due to two enrollments, one with successful completion. No credentials. One employed in non-related field.									
Volunteer State Community College	Gallatin	97982	EMT-EMERGENCY MEDICAL TECHNICIAN	\$4,200.00	Bright Outlook Locally & Nationally	Technical Certificate	Six Months	Health Care	40% \$3,000.00 to \$4,200.00



Northern Middle Tennessee Workforce Board Inc.

November 10, 2021

Executive Summary

Youth Incentives Policy

1. What is the general purpose of this policy?

This is a new policy to address Concern 6 of the Youth federal monitoring report. This policy establishes the standards of achievement tied to training activities and work experiences for the issuance of incentive payments to eligible WIOA Title I youth participants.

2. What are the notable guidelines conveyed within this policy?

Defines the nine (9) incentive awards available and the documentation required for each.

3. What are the modifications to this policy? Changing the benchmark incentive for “retaining unsubsidized employment” from maintaining employment 90 days, 6 months, 9 months, and 12 months to employed at 1st, 2nd, 3rd, and 4th quarter follow-up.



Youth Incentives Policy

Purpose

The purpose of this policy is to provide guidance and establish the Northern Middle Tennessee Workforce Board (NMTWB) standards of performance for the issuance of incentive payments to Workforce Innovation and Opportunity Act (WIOA) Title I Youth program eligible and enrolled participants.

Background

20 CFR 681.640 states that “incentive payments to youth participants are permitted for recognition and achievement directly tied to training activities and work experiences.” Such incentive payments must be tied to the goals of the specific program, outlined in writing before the commencement of the program that may provide incentive payments; align with local program organizational policies; and are in accordance with the requirements contained in 2 CFR part 200.

Policy & Instructions

Youth incentives must be connected to the achievement of milestones or outcomes in the program linked to work experience, education, or training activities as defined in the participants Individual Service Strategy (ISS). Incentives are not an entitlement and should be awarded as appropriate. All incentive awards will be subject to the availability of WIOA youth funds.

- A. **High School Diploma (\$250.00)** – participants enrolled in education at the date of participation or at any point during the program and earn a high school diploma *after* the date of participation are eligible to receive an incentive award. In order to receive the incentive, documentation in the form of a copy of the diploma or transcripts will be submitted.
- B. **Educational Functional Level Gains (\$50-\$100)** - participants, whose initial TABE results demonstrate basic skills deficiency, as defined as an Educational Functional Level (EFL) of 4.0 or lower (< 9.0 grade level equivalency) in one or more of the three functional areas (math, reading or language), at the date of participation or at any point during the program are eligible to receive an incentive for increasing one or more EFL in any deficient area. In order to receive the incentive, documentation in the form of the WIOA co-enrollment form signed by Adult Education verifying the EFL gain will be submitted.
 - Participants are eligible to receive a \$50 incentive for each attainment of a full one point increase in an EFL previously determined basic skill deficient.
 - Those participants who achieve an EFL of 5.0 or higher (9.0 or higher grade level equivalency) in one of the three functional areas, previously determined basic skill deficient, will be eligible for a one time incentive of \$100 in that area in lieu of the \$50 incentive.

- C. **HiSET Voucher (\$100.00)** – participants enrolled in Adult Education classes at the date of participation or at any point during the program and earn a full voucher for the HiSET *after* the date of participation are eligible to receive an incentive award. In order to receive the incentive, documentation in the form of the WIOA co-enrollment form signed by Adult Education verifying voucher attainment will be submitted.
- D. **HiSET Diploma (\$250.00)** – participants enrolled in education at the date of participation or at any point during the program and earn the HiSET *after* the date of participation, are eligible to receive an incentive award. In order to receive the incentive, documentation in the form of a copy of the HiSET transcript or Comprehensive Score Report indicating scores will be submitted.
- E. **Post-Secondary GPA (\$25-\$40)** - participants, enrolled in education at the date of participation or at any point during the program, are eligible to receive an incentive award for GPA earnings, in each subject, at the end of each formal grading period. This award shall be given no more than once per school quarter, trimester, or semester if on a quarter, trimester, or semester system. Participants will be eligible to receive: \$40 for 4.0, \$35 for 3.5-3.9, \$30 for 3.0-3.49, \$25 for 2.5-2.9. In order to receive the incentive, documentation in the form of a copy of the transcript will be submitted.
- F. **Post-Secondary Training Completion (\$100)** - participants, enrolled in education at the date of participation or at any point during the program, are eligible to receive to receive a \$100 incentive for completing a post-secondary training program. In order to receive the incentive, documentation in the form of a copy of the certificate of completion, transcript, diploma, or certificate will be submitted.
- G. **Post-Secondary Credential Attainment (\$200)** – participants, enrolled in education at the date of participation or at any point during the program, who complete training and obtain one of the recognized credentials listed below are eligible to receive an incentive award. In order to receive the incentive, documentation in the form of a copy of the transcript, degree, diploma, certification, or license will be submitted.
- Associate's Degree
 - Bachelor's Degree
 - Occupational Certificate, including Registered Apprenticeship and Career and Technical Education educational certificates
 - Occupational License (e.g., EMT, LPN, Registered Dental Assistant, etc.)
 - Industry Certification (e.g. ASE certification, NIMS certification, Microsoft Certified IT Professional, etc.)
- H. **Obtaining Unsubsidized Employment (\$100)** – participants who obtain unsubsidized employment *during* program participation are eligible to receive a onetime placement incentive award. In order to receive the incentive, documentation in the form of a pay stub, third party employment verification printout, or employer telephone verification form will be submitted.
- I. **Retaining Unsubsidized Employment (\$100)** - participants who retain unsubsidized employment *after* program participation are eligible to receive an incentive award. In order to receive the incentive, documentation in the form of a pay stub, third party employment verification printout, or employer telephone verification form will be submitted.

Participants are eligible to receive a \$100 incentive for each attainment listed below. Employment does not have to be with the same employer.

- Employed 1st quarter after exit
- Employed 2nd quarter after exit
- Employed 3rd quarter after exit
- Employed 4th quarter after exit

Note: Youth may be eligible to receive quarterly incentives even if not awarded in consecutive order. (Example: Youth is not working at 2nd quarter follow up no incentive is awarded. However, youth is working at 3rd quarter follow up and eligible to receive incentive.)

References

20 CFR 681.640; 2 CFR part 200; TEGL 21-16

Authorized by:

Approved by:

Marla Rye, Executive Director Date

John Zobl, Chairman Date



Northern Middle Tennessee Workforce Board Inc.

November 10, 2021

Executive Summary

Youth Eligibility Policy

1. What is the general purpose of this policy?

The Youth Eligibility policy outlines eligibility requirements for the youth program, identifies the criteria for basic skills deficient, explains the five (5) percent exception provisions, and identifies the criteria for determining if a participant requires additional assistance to enter or complete an educational program or to secure and hold employment.

2. What are the modifications to this policy?

WIOA requires that either the SWDB or the LWDB establish a policy for the “requires additional assistance” criterion. Previously the SWDB had defined the “requires additional assistance” criterion. On September 15, 2020, the TDLWD issued a memorandum now requiring that the LWDB define the “requires additional assistance” criterion for In-School Youth (ISY) and Out-of-School Youth (OSY) eligibility.

This modification is to add additional barriers to both the In-School Youth (ISY) and Out-of-School Youth (OSY) “requires additional assistance” criterion in an effort to qualify and provide more services to youth in need.



Youth Eligibility Policy

Purpose

This policy provides guidance on WIOA Title I Youth program eligibility requirements, policies, and procedures consistent with state and federal requirements and to define “requires additional assistance to enter or complete an educational program, or to secure or hold employment.”

Background

WIOA outlines a broad youth vision that supports an integrated service delivery system and a commitment to providing high-quality services for youth, including career exploration and guidance, continued support for educational attainment, opportunities for skills training such as pre-apprenticeships or internships for in-demand industries and occupations, enrollment in postsecondary education, or a Registered Apprenticeship.

Policy & Instructions

Youth must meet eligibility requirements. WIOA establishes separate eligibility criteria for out-of-school youth (OSY) and in-school youth (ISY).

1. Out-of-school Youth is defined as:

- A. Not attending any school at the time of enrollment;
- B. Not younger than 16 or older than 24 at the time of enrollment (participants may continue to receive services beyond the age of 24 once they are enrolled in the program (20 CFR 681.210); and
- C. Meets one or more of the following conditions:
 - School dropout
 - Within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter. School year calendar is based on how a local school district defines its school year quarters.
 - Recipient of a secondary school diploma or its recognized equivalent who is low-income and basic skills deficient or an English language learner
 - An offender who has been subject to any stage of the criminal justice process
 - A homeless individual, aged 16 to 24 who meets the criteria defined in Violence Against Women Act of 1994 Section 41403(6), a homeless child or youth aged 16 to 24 who meets the criteria defined in the McKinney Vento Homeless Assistance Act Section 725(2), or who is a runaway
 - An individual in foster care, or who has aged out of the foster care system, or who has attained 16 years of age and left foster care of kinship, guardianship, or adoption, a child eligible for assistance under Social Security Act, or in an out-of-home placement;
 - Pregnant or parenting;
 - An individual with a disability;
 - Low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

2. In-school Youth is defined as:

- A. Attending school at the time of enrollment;
- B. Not younger than 14 or older than 21 (unless an individual with a disability who is attending school under State law) at the time of enrollment (participants may continue to receive services beyond the age of 24 once they are enrolled in the program 20 CFR 681.220);
- C. Low-income; and
- D. Meets one or more of the following conditions:
 - Basic skills deficient;
 - An English language learner;
 - An offender who has been subject to any stage of the criminal justice process
 - A homeless individual, aged 14 to 21 who meets the criteria defined in Violence Against Women Act of 1994, a homeless child or youth aged 14 to 21 who meets the criteria defined in the McKinney Vento Homeless Assistance Act, or who is a runaway
 - An individual in foster care, or who has aged out of the foster care system, or who has attained 16 years of age and left foster care of kinship, guardianship, or adoption, a child eligible for assistance under Social Security Act, or in an out-of-home placement;
 - Pregnant or parenting;
 - An individual with a disability;
 - Requires additional assistance to complete an educational program or to secure or hold employment.

Note: Youth with disabilities who have an Individualized Education Account may be enrolled as ISY after the age of 21 but no older than 22.

US Citizenship or Authorization to Work in the United States

Eligible youth must also be a citizen or national of the United States, lawfully admitted permanent resident alien, refugee, asylee, and parole, and other immigrant authorized by the Attorney General to work in the United States (WIOA Section 188(a)(5)).

Selective Service Registration Requirement for Males Under Age 26

Before enrollment in WIOA Title I funded services, all males who are not registered with Selective Service and have not reached their 26th birthday must register through the Selective Service website at www.sss.gov.

If a male turns 18 while participating in any applicable services, registration with Selective Service must be completed no later than 30 days after he becomes 18 in order to continue to receive WIOA Title I funded services. If a man under the age of 26 refuses to register with Selective Service, WIOA Title I funded programs must be suspended until he registers. For transgender customers, compliance with selective service is predicated on the individual's gender as assigned at birth/as recorded on a birth certificate.

Documentation for Participant Eligibility

Documentation is required to support WIOA Title I youth eligibility (see Attachment I Youth Eligibility Criteria and Documentation). Local Workforce Development Boards must conduct program oversight and monitoring of the career service provider and local youth workforce investment activities as outlined in WIOA Section 107(d)(8). Documentation will be stored electronically by uploading the documents into the participant's file in Jobs4TN. Documentation must be available to program staff, fiscal monitors, and auditors for monitoring purposes. A case note may be added with the documentation indicating the eligibility requirements that the document is supporting.

Determining School Status

To determine school status for youth participants, service provider staff must follow the definitions below.

School - Any secondary or postsecondary school as defined by the applicable State law (TCA 49-6-301, 49-6-401, and 49-7-2003) for secondary and postsecondary institutions. For purposes of WIOA, the Department does not consider providers of adult education under Title II of WIOA, Youth Build programs, the Job Corps program, high school equivalency programs, or dropout re-engagement programs to be schools. Youth attending high school equivalency programs funded by the public K-12 school system who are classified by the school system as still enrolled in school are an exception; they are considered in-school youth.

Attending School - An individual is considered to be attending school if the individual is enrolled in a secondary school or registered for credit-bearing courses at a postsecondary institution. Such schools and/or institutions include, but are not limited to Tennessee Colleges of Applied Technology, community colleges, 4-year college/university, traditional K-12 public and private, and alternative (e.g., continuation, magnet, charter, and home) schools. Service provider staff must evaluate the following at the time of enrollment:

- If the youth is enrolled in the WIOA youth program during the summer and is in between school years, the youth is considered in-school youth if they are enrolled to continue school in the fall.
- If a youth is enrolled in the youth program between high school graduation and postsecondary education, the youth is considered an in-school youth if they are registered for postsecondary credit-bearing courses, even if they have not yet begun postsecondary classes at the time of enrollment.
 - If the youth does not follow through with attending post-secondary education, then such a youth would be considered an out-of-school youth if the eligibility determination is made after the point that the youth decided not to attend postsecondary education.
- Post-secondary courses must be credit-bearing classes. An individual attending non-credit bearing, post-secondary classes (e.g. remedial courses) are to be considered out-of-school youth.

Not Attending School – An individual who is not attending a secondary or postsecondary institution.

Alternative School – A non-traditional academic program or school designed to meet the student's educational, behavioral, and social needs for students in grades seven (7) through twelve (12).

Determining Basic Skills Deficiency

An individual that has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test or 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, is considered basic skills deficient.

Testing for basic skills deficiency is recommended to be done through Tennessee Department of Adult Education when applicable. When testing through TN Department of Adult Education is not applicable, local service providers are permitted to administer testing. Formalized testing instruments that are valid, reliable, appropriate, fair, cost effective, and easy to administer and interpret results must be used with approval of the Board. Assessment instruments must be appropriate for the target population, and provide reasonable accommodation in the assessment process, if necessary, for individuals with disabilities.

If the individual is found to be basic skills deficient, this must be recorded in the State management information system.

Term of the Individualized Education Account

For in-school youth and purposes of continuity of educational attainment, a student who enrolls in the program shall remain eligible until the participating student meets one of the following, whichever occurs first:

- A. The student enrolls full-time in a public school in the local education agency in which the parent or student who has attained the age of majority resides
- B. The student graduates from high school. The student may continue in the program until such time as he or she receives a high school diploma, or receives a passing score on all subtests of the HiSET.
- C. The student reaches twenty-two (22) years of age. The student may complete the school year in which he or she reaches the age of twenty-two (22), provided a student shall not be enrolled in the program past August 15 of the next school year after they have reached twenty-two (22).

Determining Low-Income Status

A low-income individual is someone who:

- 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 (SNAP), the supplemental security income program established under Title XVI or the Social Security Act, or State or local income-based public assistance
- B. Is in a family with total income that does not exceed the higher of:
 - The poverty line, or
 - 70 percent (70%) of the lower living standard income level. (For additional guidance, see Low Income Guidelines policy)
- C. A homeless individual
- D. Receives or is eligible to receive free or reduced price lunch
- E. A foster child on behalf of whom State or local government payments are made
- F. An individual with a disability whose own income meets the low-income level for eligibility purposes
- G. Youth who reside in a high poverty area

Five (5) Percent Low-Income Eligibility Exception

WIOA allows a low-income exception where five (5) percent of WIOA youth may be participants who ordinarily would be required to be low-income for eligibility purposes and meet all other eligibility criteria for WIOA youth, except for the low-income criteria. A program must calculate the five (5) percent based on the percent of newly enrolled youth in the local area's WIOA youth program in a given program year who would ordinarily be required to meet the low-income criteria. It is not based on all youth since many of the OSY categories do not require low-income status. Because not all OSY are required to be low-income, the five (5) percent low-income exception under WIOA is calculated based on the five (5) percent of youth enrolled in a given program year who would not ordinarily be required to meet the low-income criteria.

Determining Additional Assistance for OSY and ISY Criteria

The following criteria are used to determine if a youth meets the definition of requiring additional assistance.

A. Requiring Additional Assistance for OSY only

- Has not enrolled in postsecondary school or entered a career path within one year of completion of secondary school to include lack of full-time employment or history of employment with earnings below self-sufficiency guidelines
- Is required to enroll in remedial or developmental coursework in postsecondary
- Has dropped out of a postsecondary educational program as documented by school records

- Has never held a full-time job (30+ hours per week) for more than 13 consecutive weeks (age 18 or older only)
- Has been referred to, is being treated by, or has previously been treated by an agency for substance abuse
- Potential first generation postsecondary student
- Lives in public housing
- Has currently or formerly incarcerated parent(s) or guardians

B. Requiring Additional Assistance for ISY only

- Has poor attendance patterns, including truancy and chronic absenteeism, in an educational program during the last 12 calendar months;
- Has been expelled from school within the last 12 calendar months;
- Has been suspended from school within the last 12 calendar months;
- Has a grade point average of less than 2.0;
- Is deemed at risk of dropping out of school by a school official
- Is required to enroll in remedial or developmental coursework in postsecondary
- Potential first generation postsecondary student
- Lives in public housing
- Has currently or formerly incarcerated parent(s) or guardian(s)
- Has repeated at least one secondary grade level
- Has an ACT/SAT score below the college readiness range
- Little or no successful work experience or has never held a job (as documented on participant's application)

Note: All items must be documented by school records

Five (5) Percent Additional Assistance Barrier Limitation for ISY

WIOA states that each local area must ensure, no more than five (5) percent of ISY enrolled in the program year are eligible only based on the "needs additional assistance" criterion. The five (5) percent limitation criterion for additional assistance applies to ISY only.

References

WIOA Section 129(a), 20 CFR 681.230-250, TEGL 21-16

Authorized by:

Approved by:

Marla Rye, Executive Director Date

John Zobl, Chairman Date

EDA: AMERICAN RESCUE PLAN

GOOD JOBS CHALLENGE

Getting Americans Back to Work



EDA's American Rescue Plan **Good Jobs Challenge** aims to get Americans back to work by building and strengthening systems and partnerships that bring together employers who have hiring needs with other key entities to train workers with in-demand skills that lead to good-paying jobs.

Through the Good Jobs Challenge, EDA is allocating \$500 million to collaborative skills training systems and programs. EDA encourages efforts to reach historically underserved populations and areas,

communities of color, women, and other groups facing labor market barriers such as persons with disabilities, disconnected youth, individuals in recovery, individuals with past criminal records, including justice impacted and reentry participants, serving trainees participating in the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF) and Women, Infants and Children (WIC), and veterans and military spouses.

These systems and partnerships will create and implement industry-led training programs, designed to provide skills for and connect unemployed or underemployed workers to existing and emerging job opportunities. Ultimately, these systems are designed to train workers with the skills to secure a union job or a quality job that provides good pay, benefits, and growth opportunities.

EDA will fund proposals within the following three phases, as applicable to regional needs:

1 **System Development**

Help establish and develop a regional workforce training system comprised of multiple sector partnerships

2 **Program Design**

Develop the skills training curriculum and materials, and secure technical expertise needed to train workers

3 **Program Implementation**

Implement non-construction projects needed to provide workforce training and connect workers with quality jobs, including wrap-around services



WHO SHOULD APPLY

The Good Jobs Challenge is designed to support the needs of an applicant's identified regional workforce system through a single integrated award. EDA will make awards to either the System Lead Entity of a regional workforce system or the Backbone Organization of a sectoral partnership as the lead applicant. These organizations may make subawards to other eligible recipients as necessary to the proposed project and as approved by EDA.

Eligible applicants for EDA's Good Jobs Challenge include a(n):

- District Organization of an EDA-designated Economic Development District
- Indian Tribe or a consortium of Indian Tribes
- State, county, city, or other political subdivision of a State, including a special purpose unit of a State or local government engaged in economic or infrastructure development activities, or a consortium of political subdivisions
- Institution of higher education or a consortium of institutions of higher education
- Public or private non-profit organization or association acting in cooperation with officials of a political subdivision of a State

Individuals or for-profit entities, including for-profit institutions of higher education, are not eligible.



APPLICATION DEADLINE

→ Application deadline:
January 26, 2022



CONTACTS

- Please send email inquiries about the American Rescue Plan Good Jobs Challenge to GoodJobsChallenge@eda.gov.
- For additional questions, please visit www.eda.gov/contact to find contact information for your Economic Development Representative.



To learn more about EDA's American Rescue Plan **Good Jobs Challenge**, visit eda.gov/arpa/good-jobs-challenge/.

TENNESSEE OPPORTUNITY PILOT INITIATIVE

Transforming Tennessee Together

Overview

The Tennessee Opportunity Pilot Initiative creates the space for us to come together at the community level to answer the question, “How do we grow economically, socially, and developmentally vulnerable Tennesseans beyond the life challenges that require their utilization of our system of public supports?”

There will be several different components of our transformative efforts.

The General Assembly, Governor Lee, and TDHS joined together to craft the TANF Opportunity Act. This landmark piece of legislation has allocated approximately \$180 million in Temporary Assistance for Needy Families (TANF) funds for innovative pilot programs that aim to transform the lives of Tennesseans living in poverty. This ambitious, revolutionary approach to transforming our state takes all our efforts combined.

If we partner with all sectors of Tennessee to plan, implement, and rigorously evaluate the outcomes of these pilots, our collective work will be some of the most impactful and transformative efforts in the history of the social services space. Through the Tennessee Opportunity Pilot Initiative, Tennessee will be able to demonstrate with measurable data those strategies that are most effective at reducing dependency and growing the capacity of our most vulnerable citizens.

The Tennessee Opportunity Pilot Initiative Planning Grants offer an entry point for collaborations – large and small – that are dedicated to taking on the challenge of poverty in our state by partnering with other important sectors to make the whole greater than the sum of its parts in the objective of furthering our efforts to have a state where ALL can thrive. The work will not be performed in silos, but with the support of state leadership, the Families First Community Advisory Board, the Tennessee Department of Human Services, research partners and professionals, and, most importantly, collaborations like yours that see firsthand the challenges that vulnerable Tennesseans face.

PROCESS Flow Chart



Planning

Organizations interested in participating in the pilot program must first apply for and be approved during the Planning Grant phase.

Planning Grants of up to \$500,000 will be awarded to assist organizations with technical assistance, visioning, program design, budgeting, and partnership development during a 90-day planning phase, in preparation for submitting a pilot proposal to be considered for an Implementation Grant.

- Planning Grant Applications Open | September 1 – October 15, 2021
- TDHS Mandatory Review Phase | Fall 2021
- Families First Advisory Board Review Phase | Fall 2021
- Planning Grant Awards Announced | Winter 2021
- Planning Grants Contract Term (90 days) | Winter 2022



Tennessee Opportunity Pilots

The Families First Community Advisory Board will select 6 pilot grantees (2 in each grand division) from the organizations who are awarded planning grants and submit pilot proposals. TDHS will operate one pilot as well.

- Advisory Board Review Phase | Spring 2022
- After the 90-day Planning Grant period, applicants then will submit proposals.
- Pilot Awards Announced | Spring 2022
- The Families First Community Advisory Board will select 6 pilots in Spring of 2022 to receive Implementation Grants.
- Pilot Implementation | Winter 2022 – Winter 2025
- Pilots will begin implementation in Winter of 2022.



Research Partner Procurement

The TANF Opportunity Act requires the Department of Human Services and the Families First Community Advisory Board to select a research partner that will support the research and program evaluation of the Tennessee Opportunity Pilot Program. This research partner will be responsible for regularly gathering and presenting research and data to pilot program leaders and the Advisory Board to aid continuous improvement as well as producing regular reports and a final report to present to the Advisory Board at the conclusion of the pilot implementation period. Each pilot will be expected to work closely with the research partner, ensuring that pilots are subject to the rigorous program evaluation prescribed by the legislation.

- RFP Issued | Fall/Winter 2021
- Contract Term Expected to Begin | Summer 2022



Training & Technical Assistance (Hub) Partner Procurement

The Department of Human Services will procure a third-party vendor to provide technical assistance to the 7 pilots through a suite of shared services. To support implementation and reduce redundancy in technical assistance services, this vendor, commonly referred to as the "Hub" partner, will work with each of the pilots to customize scopes of work to address each pilot's community-specific needs.

- RFP Issued | Fall/Winter 2021
- Contract Term Expected to Begin | Summer 2022



Sector Based Conversations





The department has been and will continue to facilitate sector-based conversations statewide to discuss the vision of transforming the safety net.

- Fall 2021 – Winter 2021/2022

TANF OPPORTUNITY ACT

Components

The Tennessee Department of Human Services is committed to ensuring its investments in communities statewide are supported with the resources they need to successfully move families from crisis to and through career pathways. The implementation of the TANF Opportunity Act will include the following components.

 Initiative Partners	The procurement of third-party vendors to provide technical assistance, research and initiative evaluation, and other needed supportive services for the TANF Opportunity Act (TOA).
 Advisory Board	The establishment and ongoing convening of the Families First Community Advisory Board.
 Planning Grants	The creation and administration of Planning Grants, which will prepare collaboratives to submit proposals to be selected for the TN Opportunity Pilot Initiative.
 Pilots	The creation, administration, and monitoring of the Tennessee Opportunity Pilot Initiative, which will include 6 pilots statewide to be selected by the Advisory Board and 1 pilot operated by TDHS. (3 Years)
 Sector-Based Conversations	The convening of various stakeholders through Sector-Based Conversations to engage a broad range of partners to communicate the vision for using TANF Opportunity Act (TOA) as a catalyst to redesign the safety net and encourage partnership opportunities aligned with TANF Opportunity Act (TOA)
 Community Grants	The administration of the Families First Community Grants program. The TANF Opportunity Act also established the Families First Community Grants Program. This program will be smaller, one-time grants. More details and applications for this program will be released in early 2022