

**Exhibit B**

- Budget • Indirect Approval Letter (if applicable)
- Cost Allocation Plan • Stand-in Costs

Contract number	320301
Program Year	2021-2022
Funding	
Modification #	

<b>Name of Agency</b>	<b>EQUUS WORKFORCE SOLUTIONS</b>
<b>Name of Program:</b>	<b>WIOA URBAN YOUTH</b>

<b>Line Item</b>	<b>Operational Budget Summary</b>	<b>Out of School</b>	<b>In School</b>	<b>Total Agreement Amount</b>
1	Staff Salaries	\$474,697.79	\$118,674.45	\$593,372.23
2	Payroll Taxes	\$79,559.35	\$19,889.84	\$99,449.19
3	Fringe Benefits	\$46,235.56	\$11,558.89	\$57,794.46
4	Operational Costs	\$115,141.53	\$28,785.38	\$143,926.91
5	Indirect Costs (cannot exceed 10%)	\$64,785.14	\$16,196.29	\$80,981.43
6	Profit (cannot exceed 10%)	\$35,631.83	\$8,907.96	\$44,539.78
7	<b>TOTAL FUNDING</b>	<b>\$816,051.20</b>	<b>\$204,012.80</b>	<b>\$1,020,064.00</b>

## Exhibit A

- Work Statement
- Performance Management Plan

### 1. What will be done?

Arbor E&T, LLC dba Equus Workforce Solutions (Equus) proposes to continue our successful program for youth in the Urban North. Throughout our proposal, we demonstrate an unwavering commitment to success for the region's next generation of skilled workers and a deep knowledge of the Fresno Regional Workforce Development Board (FRWDB) priorities for business growth and requirements for program integrity.

**Leadership** - We are a full partner in the Fresno County Young Adult Services (YAS) System initiative to support youth becoming productive workers for local businesses. We lead our team with integrity, passion, and a commitment to succeed for youth. We coach, mentor, and develop our staff so they are the best in the industry at engaging with young people to provide the assessment, planning, and career development skills needed to thrive in the Fresno County labor market. We deliver on our promises to youth of a bright future and to the FRWDB for exceptional performance.

**Collaboration** - We use our strong existing networks of community-based, educational, employer, and One-Stop partners to bring synergy to services that increases capacity and reduces duplication. Partners are engaged with youth in ways that improve their ability to live healthy lives, make strong career choices, develop plans to pursue their goals, and be successful in long-term careers.

**Innovation** - We constantly identify and implement new ways to get and keep young people engaged. We describe a number of these innovations in our proposal, including everything from letting youth choose their own Academic and Career Advisor to improve connections and outcomes to incorporation of Equus's tools and resources to build skills, engage with in-demand employers, and increase employment placements.

**Performance** – We believe that every youth can be successful, and we celebrate their accomplishments with them as they move through the program. Our priorities are your priorities – we prepare youth to be productive citizens ready to contribute to the region's in-demand industry sectors. We use continuous quality improvement methods that go well beyond looking back to see how we did. We PLAN, DO, and REVIEW every aspect of the program and maintain an unwavering focus on the end game – youth who can succeed today and for the rest of their lives.

### 2. Who will do it?

Equus's team of committed professional staff, all residents of Fresno County, will deliver program services for youth. They are led by Joseph Oaxaca, our Project Director, who has dedicated his entire career to mentoring, teaching, supporting, and managing programs to serve the region's most disenfranchised young people. Academic and Career Advisors are supported by a Supervisor and other skilled team members who focus on outreach and recruitment of youth; facilitating workshops that help youth understand the regional economy and how they fit in; development of work-based learning and job placement relationships with targeted industry employers; and documenting and reporting activities and outcomes. In our proposal, our staff tell about their personal dedication to our mission. This team has achieved outstanding results for youth, exceeding all goals for placement of youth into employment or education and the percentage of youth who gain academic skills and valuable credentials to support their career pathway.

### 3. Who will receive the services?

We serve youth from all walks of life in the County. They are in school but are struggling to continue their education. They are out of school and have either dropped out or graduated, but have been unable to put

together meaningful plans for their future. They are disconnected from school and work. They are parents of young children, youth who have been involved with the justice system, who have disabilities, are on public assistance, foster youth without family supports, and those who are struggling to make ends meet every day.

#### 4. Where will it be done?

Our youth program is strategically located in the Manchester Mall, home to the One-Stop Career Center and one of our strongest partners, Learn4Life. This location is central within the area, provides easy access for youth, and is known in the community as the place young people can go for assistance. It includes all the amenities necessary to run a successful program, such as classrooms, common areas, computer labs, and staff space to work privately with youth. However, we are not constrained by office walls. We are also at Learn4Life alternative education sites in Clovis and the Northwest area, recruiting and supporting youth. We are out in the community every day and collaborating efforts with the South Program for cross referrals. We organize and manage offsite community service and business engagement events; take youth on school and industry tours; conduct outreach at Fresno, Central, and Unified schools districts, Fresno, Clovis and Central Adult Education programs, and in the community; meet with partners at their offices; take youth to partner locations to access services, and more. Our staff lives in the communities they serve, have connections that support youth, and use them every day to engage youth so they will be successful.

## Mandated Youth Program Components

1. Describe how you will utilize non-traditional service delivery models, such as co-location at community sites and facilities or mobile services, to provide a comprehensive array of services to all eligible youth throughout the area; include a list of the proposed sites.

Equus has developed many relationships that support non-traditional service delivery in the Urban region, including our Memorandum of Understanding (MOU) with Learn4Life (Crescent View) schools to provide several supports for delivery:

<b>Recruitment</b> of both In-School and Out-of-School youth from among Learn4Life applicants and enrollees
<b>Co-Orientation</b> to both Learn4Life alternative education and WIOA for school drop outs age 19 and older
<b>Dual Enrollment</b> of Learn4Life applicants who can benefit from WIOA
<b>Co-location</b> of Learn4Life schools at the Manchester Center, where Equus youth services are housed. They are also co-located with North West/Central Unified Area and Clovis schools.
<b>Alternative Delivery</b> methods, including online learning for home-base study are offered by Learn4Life
<b>Credit Recovery Options</b> are available for youth over 18 years old by gaining credit for successful completion of WIOA activities, such as soft skills development and professional skills

Learn4Life will continue to be a strong partner for Equus. Their commitment to youth who have failed in the regular school system provides non-traditional, alternative pathways to earn diplomas and aligns perfectly with the goals of our program. This win-win collaboration provides valuable alternatives for youth. We will also continue activities at non-traditional locations throughout the region, such as:

2. **Outreach/Recruitment:** Describe your plan to conduct on-going outreach/recruitment to ensure you meet WIOA youth enrollment goals. Include how you plan to recruit out-of-school youth to meet the 75% out-of-school youth enrollments and expenditures.

We know the value of the services we can provide to disconnected youth; our outreach procedures are designed to engage with them where they are and sell them on the benefits of the program to help them get where they want to be...we want to see all the region's young adults be successful. Our Outreach Specialist is successful connecting with youth by constantly attending and participating in various community and educational events to advocate for Equus and other providers in the FRWDB YAS. All our staff live in the County, are invested in the community, and have connections to outreach to youth. Our outreach is successful because we deliver messages about the program that matter to young adults.

The Project Director assigns/monitors weekly In-School/Out-of-School outreach and enrollment goals to ensure we are always on track to exceed targets. To ensure we are always at or above the requirement that 75% of enrollments be Out-of-School Youth, our target is 80%. Activities are adjusted as needed to maintain enrollment and meet our goals.

Our services are in the Manchester Center, which helps us exceed enrollment goals; the Center is centrally located in the area, is next to the One-Stop Resource Center, and One-Stop staff often refer youth to our office, when appropriate for youth activities. It is also adjacent to the Fresno Area Express (FAX) bus line, making it easier for youth to get to us. Strong partner relationships also support our ability to enroll youth, particularly those from targeted populations (e.g. drop-outs, justice involved, teen parents, youth with disabilities). As the chart here indicates, we are successful in exceeding goals for enrollment.

3. **Orientation:** Describe your process for facilitating one-on-one and group orientations to provide youth with information on WIOA services, such as activities and expectations, and requirements for completing academic and work readiness components

We accommodate youth needs to ensure they can begin their journey to success quickly. We conduct orientation daily in group settings and one-on-one for youth who cannot attend group sessions. We use FRWDB materials to ensure every youth is engaged with the YAS. We also provide orientation at schools,

partner locations, and in the community. As part of orientation, we complete individual entrance interviews with all youth who want to participate in YAS, using the applicant questionnaire. The interview is designed to ensure youth are willing and able to commit to and complete YAS requirements. If a youth is not suitable for YAS, we refer them to appropriate partners for services. For youth who are a good fit for YAS, we immediately begin the WIOA eligibility process.

**4. Eligibility:** Describe your eligibility process; how you will ensure that all WIOA eligibility criteria are met, all required documentation needed to substantiate WIOA eligibility are gathered, and all youth are certified as WIOA eligible prior to enrollment into the program.

Equus staff want to help youth succeed quickly, so we do everything possible to help youth navigate and complete the eligibility process. After the entrance interview, we explain the purpose of the eligibility process and assist youth to obtain required documents (as identified in the Technical Assistance Guide). Our goal is to collect required documents, certify eligibility, and complete basic skills assessment within three to five days of beginning the process, which maintains youth engagement. We use checklists that provide youth information on required documents and collaborate with them on where/how to acquire documents, using third-party sources to the maximum extent possible (e.g. TANF agency verify family size/income; school records to verify drop-out status). We take a hands-on approach to collecting documents to expedite the process, and immediately complete CASAS® to begin providing services. Our staff know that determining which youth are best positioned to benefit from services goes beyond determining whether they are WIOA eligible. As a result, our staff are also trained to review potential enrollments for appropriateness, and the Project Director conducts a second-level review for this standard before youth receive further services.

**5. Objective Assessment:** Describe the process you plan to use to conduct an Objective Assessment interview.

Our company is intensely focused on positive connections that build trusting relationships with youth, which we reinforce by letting youth select the Academic and Career Advisor (ACA) who will support them to pursue their goals. Following eligibility, the Outreach Specialist assists the youth to select their “best-fit” ACA by providing them a detailed background of each ACA (strengths, personality traits, tenure) and then introducing them to each ACA to decide which is best suited to assist him/her. Youth then have a structured workplace-type interview with their selected ACA to further determine their need for/ability to benefit from services. Each ACA uses a suitability tool to guide this interview and collects information about the young person’s basic skills, education, occupational skills, prior work, vocational interests, support service needs, accommodations needed, potential barriers to participation, housing situation, medical status, and information about his/her expectations from the program.

**6. Assessment:** Describe your process to utilize locally approved assessment tools to ensure that each enrolled youth are provided basic skills assessments and career assessments to determine academic skill levels, career interest and goals.

Our intense focus on ensuring all youth we serve are successful begins with assessment as the foundation of good career planning. We administer assessment in alignment with FRWDB requirements, and our staff know that the most important element of assessment is understanding the benefit of each tool as it applies to workplace skills. **Basic Skill Assessment:** The basic skills assessment begins at orientation, when a staff person who is a certified proctor introduces and reinforces the importance of accurate test results for program eligibility and to customize the YAS program experience. We use CASAS® for basic skills assessment; provide youth information about the test, define the benefits of taking it, our expectations for academic excellence, and explain how basic reading and math apply to all forms of employment. We want all youth to understand the importance of academic achievement in relation to the program and their employment and training options. The proctor also provides guidelines for test-taking etiquette and completing the assessment accurately. We will continue to use reading and math skill attainment to meet the Measurable

Skills Gain measure under WIOA and state goals. **Career Assessments:** We ensure that all participants take specialized career/occupational assessments that assist us to provide appropriate career guidance. We help youth navigate these tools so they can select an appropriate career pathway goal. Assessment tools include:

O*NET Interest Profiler	180 questions that help youth determine their interests and how they relate to the world of work. After completion, youth know what they “like to do”.
O*NET® Work Importance Profiler	Assesses vocational and work values and helps youth identify which values are most important to them and the occupations that align with those values.
WorkKeys® Mathematics, Workplace Documents, Graphic Literacy	Measure critical thinking, mathematical reasoning, and problem-solving techniques for the workplace; the skills people use when they read and use written text and the skills needed to locate, synthesize, and use information from workplace graphics.

**7. Individual Services Strategy (ISS):** Describe how you will provide effective academic/career guidance to youth to ensure their successful completion of the program and obtaining their academic and/or career goals. Include a description of your process for developing an ISS for each youth. Describe how the ISS will be used as a guide to ensure that specific service delivery strategies and activities are provided to each youth to assist them in reaching their career and academic goals. Describe how you will engage the youth to participate in all planned services.

We believe a solid ISS is critical to youth success and take great care to ensure youth have strong plans that support their career pursuits. ISS development is also a powerful mentoring tool; we empower youth to deal with their circumstances in practical, healthy ways to gain planning and decision-making skills. After assessment, youth work individually with their ACA to develop the ISS, which determines goals they will achieve aligned with the program goals and their Career Track application. The ACA and youth determine the most appropriate career choice, based on their knowledge, skills, and abilities related to region’s in-demand employment. The ACA also discusses whether they have the physical, emotional, and functional abilities to perform their chosen occupation. If they have chosen a career for which they lack abilities, we discuss services to enhance their success. The ISS includes:

**Academic Goals:** CASAS® scores/any improvement needed in reading and math to meet academic goals. Providers/programs that youth will participate in to complete remediation and attain goals. May include partner programs as well as Equus academic tutoring. **Occupational Goals:** O\*NET and WorkKeys® scores, identification of gaps between the youth’s career goals and skills needed to succeed, including job readiness. Includes assistance to conduct labor market research about their chosen career, using O\*NET, Career Ladder Tools, and by interviewing employers/professionals working in the industry. **Service Navigation:** Identifies how the youth will move through the program; barriers and how they will be resolved through partner connections (e.g. housing, support services, substance use, financial, medical/mental health issues). **Other Options:** Identifies all activities in which youth will participate to gain confidence, earn certificates, and improve academic skills. Includes **Equus Academy™** courses (our online learning tool) to gain job readiness skills and occupational certificates.

The ISS is a living document that is entered initially and updated regularly to document services provided by Equus and partners and youth attainment of their goals.

**8. Job Readiness Workshop:** Describe how you will facilitate the Job Readiness Workshop to incorporate innovative learning styles such as active learning, inquiry-based learning, problem-based learning, real world and hands-on learning. Include where you will be conducting workshops and how you will utilize Job Readiness curriculum to engage participants. Describe how you will document areas of concern/failed modules and what actions/service you will provide to resolve the cause(s) of the failure(s).

Employers consistently tell us how much they appreciate the strong job readiness skills demonstrated by youth we serve. We use the FRWDB-approved IMAGO Job Readiness. We enhance workshops by infusing goal exploration, strategies for employment, and interactive role play. Our Workshop Facilitator customizes

the program so that all youth benefit, whether they have previous work experience, require intensive guidance, or lack work readiness skills (as assessed by the Work Readiness Criteria checklist). During the eight-day workshop, facilitated processes address all youth learning styles (e.g. active, inquiry-based, and hands-on). We work collaboratively with youth and their ACA to create specific, achievable plans related to their ISS goals. The Facilitator completes weekly Job Readiness Workshop Participant Evaluations for each youth to verify that the youth has met the requirements of each session as follows:

WEEK 1	WEEK 2
<b>Day 1. Adaptable and Productive Problem Solver:</b> Systems Thinking, Design Solutions, Organization, Systems Collaboration	<b>Day 5. Responsible and Ethical Decision-Maker:</b> Engagement, Fairness/Justice, Self-Control, Values, and Attitude
<b>Day 2. Digital Literacy:</b> Digital Communication, Digital Ethics, Digital Investigation, Digital Safety	<b>Day 6. Life Skills:</b> Appearance/Hygiene, Body Language, Verbal Skills, Personal Life Situations
<b>Day 3. Learning, Creativity, Adaptability:</b> Lifelong Learning, Personal Development, Resilience, Self-Awareness	<b>Day 7. Personal Development:</b> Teamwork and Attitudes, Clearly Defining What You Want, Setting Realistic Goals, Creating a Daily System
<b>Day 4. Communicator and Collaborator:</b> Communication, Listening, Empathy, Teamwork	<b>Day 8. Resume:</b> Resume Introduction/ resume Action Plan

Youth also practice completing job applications to understand the importance of completing all information and highlighting their experience to get an interview and complete academic and career portfolios (resume, personal profile, master job application form, and certificates of achievement). Review of new hire documents is also completed so that youth know how to complete them once they are hired.

**9. Work Experience:** WIOA places a priority on providing youth with occupational learning opportunities through work experience. Describe how you will develop and monitor work experience job sites. Describe how you will ensure that youth participants gain access to opportunities for career exploration and/or skills development. Include how you will ensure that the mandated 20% Work Experience expenditures goals are met.

Equus is committed to the value of work experience as a critical activity that develops youth for career pathways. Most youth we serve in the County have limited or no work history, making this activity a valuable tool to prepare youth for work.

Following Job Readiness, ACAs, Business Account Specialists (BASs), and the Facilitator discuss each youth's status related to placement opportunities, including an assessment of the types of work they may be successful in, based on their participation. Additional career planning tools via **The Academy™** may be provided to address deficits as youth prepare to interview with potential work experience employers. The BAS matches youth with employers and positions that align with their career goals, interests, and logistical factors (e.g. access to public transportation) to make a good match. The BAS schedules interviews for youth with worksite supervisors. Equus's BAS staff are responsible for the following activities related to work experience:

Employer Engagement/Development	Monitoring of Participation
Engage and recruit employers to serve as worksites; Sell employers on the benefits of participation and their responsibilities; Prepare required agreements and related documents; Develop positions descriptions and learning goals; Train supervisors about the program	Assign hours of participation to align with required educational activities for youth; Maintain contact with supervisors while youth are assigned, assess skills gained, and provide counseling; review youth performance; Ensure supervisors are reinforcing acceptable workplace behaviors

BASs are also assigned goals for meeting minimum expenditure requirements for work experience. We always ensure that work experience occurs concurrent with other activities, such as secondary or post-secondary academic or occupational training.

**10. Training Services:** Describe how you will determine the training needs of youth 18 years and older. Describe your strategies to provide vocational training and collaboration with the WIOA Adult programs to allow for possible co-enrollment. Include examples of strategies you will utilize to guide youth into low cost and/or no cost training with local adult schools and community colleges.

Equus has demonstrated our commitment to serving Fresno County's high growth industry sectors. We currently connect youth enrolled in our program with WIOA adult services to identify those appropriate to participate in manufacturing and logistics training. Our ACAs facilitate each youth's choice of a career path in a high-growth, in-demand industry, supported by our strong relationships with employers and partners. Youth identified as needing vocational training to pursue career pathway goals work with their ACA to align his/her goals with training requirements and determine which provider/program (e.g. Fresno City College, Vocational Colleges, Adult School certificates) is best for him/her. Before investing in training, we take all factors into consideration, including barriers, family/personal issues, and the timeline for completion and employment. Equus also adds value by providing our self-paced online learning tool, **The Academy™**, with over 4,000 courses (many also available in Spanish). Certifications are available for job readiness, transferrable skills, and job-specific topics in many fields, including healthcare, industrial, construction, and more. This tool is available 24/7 and is provided at no additional cost to FRWDB.

**11. Job Ready Process:** Describe how you will engage and ensure youth are provided the appropriate service(s) based on needs. Describe how will you address the development of soft skills, knowledge, and abilities of the workplace based on their occupational goal.

Job Ready Preparation Activities are provided as youth complete job readiness workshops, assessments, and other activities, and include services such as:

<b>IMAGO Interview Preparation</b> – mock interviews; youth complete the "Your Interview Story" worksheet and recommended modules to demonstrate understanding of how to appropriately respond to questions
<b>Portfolios</b> – youth continue to build career portfolios by adding skills/activities completed
<b>Resume Pro</b> –online tool that allows youth to easily create and/or update resumes that use keyword technology to increase the likelihood of their being matched to available jobs and get hired.

Youth who complete Job Ready Activities then complete a "Job Ready Interview" with the BAS to make their case for a specific job placement. Our intense focus on preparing youth to succeed in getting, keeping, and advancing in jobs allows us to regularly exceed contract goals related to placement; We are committed to continuing to advance the local economy by connecting youth to in-demand opportunities to fulfill business needs.

**12. Skill Attainment:** Describe how you will provide services out-of-school youth to assist them in returning to high school or alternative education.

Skill attainment resources we use are those that best match the learning style of each youth: **Learn4Life** provides home-based and online alternative education, including secondary education at the Manchester location, supported by Equus staff. **Fresno, Clovis, and Central Adult Schools** serve youth suited to a more traditional classroom setting. **Job Corps, Youth Build, and Fresno County charter schools** provide tutoring services, supplemented by our staff, who also provide tutoring.

**13. Information/Referral:** Describe how you will ensure that all youth are provided information on the full array of applicable or appropriate services that are available through the local board, other eligible providers or One-Stop partners. Describe how you will facilitate the referral process to enroll youth in additional appropriate training and educational programs that have the capacity to serve the participant or applicant either on a sequential or concurrent basis.



Disconnected youth come to the program with many needs that we help them overcome in pursuit of career success. We have developed many relationships in Fresno County that meet a variety of youth needs. Our staff are assigned monthly goals for outreach to partners and invite them to present their services at the youth office in Manchester. Organizations we maintain contact with include:

Drug recovery programs	Housing/homeless services	Offender expungement
Pregnant/parenting youth services	Mental/medical health services	County food assistance

Our staff uses the FRWDB YAS Universal Referral Form to connect youth to partners; we often accompany them to initial appointments, and we always follow-up to verify that needed services were received. This added support ensures youth connect with needed resources, and builds strong bonds between partner staff and the youth we mutually support.

**14. Follow-Up Services:** Describe how you will provide follow-up services to all youth during the twelve (12) month follow-up period.

Follow-up supports employment retention, career advancement, and is a key priority for us to ensure youth success. Retention begins for us the first time we meet youth; we reinforce program goals and build relationships to support long-term relationships. **Our follow-up intent is threefold:**

When a youth exits services, the ACA and Retention Specialist use a four-pronged approach to ensure they are retained in school or employment and advancing in their careers. We strongly encourage youth to contact us proactively if they lose their job or experience issues that impact their ability to remain employed. We follow FRWDB directives that limit re-enrollment to certain circumstances, which require approval. When necessary, we make requests that detail the reason for reenrollment, services to be provided, a description of prior services provided, and their cost. Our Project Director reviews all re-enrollment requests before submitting to FRWDB. This mix of activities is effective in supporting youth retention and advancement; the connections we develop with youth and communication strategies we use help us engage and re-engage with participants. We understand that youth often return to the same circumstances that led them to the program; our Retention Specialist knows where and how to re-establish contact with youth, which is critical to success.

**Required WIOA Youth Program Elements**

Outline how you will accomplish the year-round youth services identified within the Scope of Work and the fourteen (14) required program elements that must be provided to participating youth. Include how the services will help youth meet the primary objectives established by the Local Area, state and federal performance standards.

ELEMENT	ACTIVITIES AND SERVICES TO ADDRESS
1) Tutoring, study skills, secondary completion, dropout prevention	We use Aztec tutorial for youth who are basic skills deficient. Our partnership with Learn4Life provides academic instruction and tutoring onsite, including core subject teachers for co-enrolled WIOA youth. Small group instruction includes English, language development, math intervention, and study skills instruction.
2) Alternative secondary school or dropout recovery services	Learn4Life alternative high school services is co-located and accepts youth referrals to the Manchester office. We also work with Big Picture school for activity-based learning to address academic deficiencies. Youth complete projects in addition to regular curriculum and earn credits.
3) Paid/unpaid work experiences with an academic and occupational education component	Equus continues to be a leader in providing work experience in conjunction with academic and occupational instruction. Our staff develop and manage work experience program agreements/activities, always coupled with instruction. Youth can immediately apply what they learn to a real-world work setting.
4) Occupational skills training; recognized postsecondary	Equus partners with low/no-cost organizations such as Fresno, Clovis, and Central Adult Schools, State Center Community Colleges, and other FRWDB-approved training providers. We co-enroll eligible youth with WIOA Adult Services to access additional

ELEMENT	ACTIVITIES AND SERVICES TO ADDRESS
credentials and in-demand occupations	training dollars and support system requirements related to expenditure of local training dollars to meet State expectations.
5) Leadership development activities	Staff has monthly goals for leadership activities (e.g. college tours, partner workshops for pregnant/parenting youth by Fresno County DSS, the “Dos and Don’ts” of social media by a local lawyer, peer-centered gang prevention by Multi-Agency Gang Enforcement Consortium, suicide prevention by Fresno Survivors of Suicide Loss, public speaking by Toast Master’s, career development from professionals employed in targeted sectors, exposure to City/County government, and voter registration.) We coordinate monthly volunteer activities (e.g. Catholic Charities for food distribution, American Red Cross “day of service”) to help youth build their resumes by giving.
6) Supportive services	WIOA funds are used for supportive services (as allowed by FRWDB). We seek out resources from partners prior to use of WIOA funds, such as DSS, Foster Care Agencies, Charter Schools, etc. We seek donations for and have a clothes closet to provide appropriate attire for job-ready youth seeking employment.
7) Adult mentoring	Focus Forward Inc. provides mentoring for youth with criminal backgrounds. Their volunteer mentors undergo rigorous training in case management, security, and mandated reporter. Youth have weekly contact with mentors, develop a case plan, and work on goals together. Learn4Life provides student mentors for youth, through collaboration with CenCal Mentoring Academy.
8) Follow-up services	Equus’s Retention Specialist provides on-going follow-up services for all youth for four full quarters after exit. We host alumni meetings to address career topics (e.g. income tax preparation/refunds, responding to negativity in the workplace.)
9) Comprehensive guidance and counseling	ACAs provide counseling for all youth. We coordinate with school Guidance Counselors for In-School Youth and Learn4Life students. Referrals connect youth with partners for specialized counseling, such as substance use (Fresno New Connections), domestic abuse (Marjaree Mason Center), mental health (Fresno County Behavioral Health), or disabilities (DOR-Vocational Rehab.)
10) Integrated education and training for specific occupation or cluster	Staff participate in the Fresno Unified School District Career Technical Education sector-subcommittees for outreach efforts that link graduates to post-high school training. We support regional initiatives for manufacturing and logistics training at Fresno City College and outreach to businesses to provide related work experience, which supports employers such as Amazon and Ulta.
11) Financial literacy education	Noble Credit Union staff provide no cost on-going money management, banking, savings, “Understanding Your Credit,” and other financial literacy education.
12) Entrepreneurial skills training	<b>The Academy</b> and our LEGACY workshops include sessions to explore being your own boss. We invite small business owners, such as Mike King of Omega Trophy, to discuss lessons learned from owning their own business.
13) Services that provide labor market information (LMI) about in-demand industry sectors/ occupations	Youth learn to use LMI to explore careers during Job Readiness. This includes research gained from workshops, industry tours, and instruction about how to access and use LMI to make informed career choices. Guest speakers from targeted sectors attend monthly to discuss knowledge of available careers. We partner with the One-Stop Center for youth access to sector-specific orientations.
14) Post-secondary preparation and transition activities	Relationship with TRIO Central California Educational Opportunity Center helps youth access college and financial aid. TRIO is onsite monthly; they serve State Center Community College District, California State Fresno, and Adult Schools.