

Contract number	320301
Program Year	2024-2025
Funding	301
Modification #	

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

Line Item	Operational Budget Summary	Out of School	In School	Total Agreement Amount
1	Staff Salaries	\$461,488.19	\$115,372.05	\$576,860.23
2	Payroll Taxes	\$41,764.68	\$10,441.17	\$52,205.85
3	Fringe Benefits	\$88,605.73	\$22,151.43	\$110,757.16
4	Operational Costs	\$27,153.81	\$6,788.45	\$33,942.26
5	Indirect Costs (cannot exceed 10%)	\$60,461.87	\$15,115.47	\$75,577.34
6	Profit (cannot exceed 10%)	\$33,965.71	\$8,491.43	\$42,457.14
<b>7</b>	<b>TOTAL FUNDING</b>	<b>\$713,440.00</b>	<b>\$178,360.00</b>	<b>\$891,800.00</b>

NOTE DUE TO ROUNDING MAY BE OFF \$1.00

## **Workforce Connection Young Adult Services, Provider of Services Statement of Work**

### **A. What will be done?**

Equus proposes to continue our successful program for youth in the Urban West Region. 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. To do this, we rely on our company Legacy Standards and exceptional customer service, 20 years of successful experience in Fresno County, and four priorities: Leadership. We are a full partner in the Workforce Connection's Young Adult Services (YAS) 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 assessments, 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 of 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 letting youth choose their own Academic and Career Advisor to improve connections and outcomes, and incorporating Equus tools and resources to build skills, engage with in-demand employers, and increase employment placements. Performance. We believe 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.

### **B. Who will do it?**

A full Equus team of committed professional staff, all residents of Fresno County, will deliver program services for youth. They are led by Project Director Joseph Oaxaca, 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 such as an Outreach Specialist who focuses on outreach and recruitment of youth; a Workshop Facilitator who helps youth understand the regional economy and how they fit in; and a Business Account Specialist who develops work-based learning and job placement relationships with targeted industry employers and documents and reports activities and outcomes. In our proposal, staff explain 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 pathways.

### **C. Who will receive the services?**

We serve youth from all walks of life within our 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, or

are on public assistance; foster youth without family supports; and those who are struggling to make ends meet every day.

**D. Where will it be done?**

Our youth program will be located in the new WinePress Center; Workforce Connection Center AJCC One-Stop Career Center. The WinePress center is within the area, provides public transportation access for youth, and will be collaborated with other programs within Workforce Connection. It includes all the amenities necessary to run a successful program, such as classrooms, common areas, computer labs, and staff space to work with youth. However, we are not constrained by office walls, we will engage with one of our strongest partners, Learn4Life Charter School, to recruit, mentor and/or provide direct services at their locations through the Urban West region of Fresno. We are out in the community every day. We organize and manage offsite community service and business engagement events; and take youth on school and industry tours. We conduct outreach at all Fresno, and Central Unified High schools; Fresno and Central programs, and in the community. We 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 those connections every day to engage youth so they will be successful.

- 1. Describe how you will utilize non-traditional service delivery models, such as virtual services (e.g., orientation, eligibility, case management and workshops) and low cost or no cost co-location(s) 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 relationship with Learn4Life (Crescent View) schools to provide several supports for delivery: 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.
- 2. Outreach/Recruitment: Describe your plan to conduct on-going outreach and recruitment to ensure the WIOA youth enrollment goals will be met. Include your plan to recruit out-of-school youth to meet a minimum of 75 percent out-of-school youth enrollments.** 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.
- 3. Describe your plan to ensure staff has the knowledge to effectively develop employer relationships for the Local Demand Industry Sectors.** Our BASs provide all staff with current information and training, including the latest trends, career ladders, educational and occupational skill requirements, and employer needs for high-growth, high-demand industries. Information is shared during staff meetings, in monthly internal newsletters, email updates, written updates, and daily interactions with one another. Guest speakers for high-growth, high-demand industry sectors frequently visit our office to discuss industry trends and skill needs with staff and older youth job seekers. We also use online tools, such as WorkKeys, WINCareers, and O\*Net, to easily locate

relevant information about industry sector needs. BASs are also required to complete training as described earlier, that ensures they have the demonstrated skills to engage with in-demand industry sector companies productively.

- 4. Orientation: Describe your process for facilitating one-on-one and group WIOA youth orientations to provide information on WIOA services, such as participation, engagement, expectations, and outcome requirements to complete the academic, educational, and work readiness components of the WIOA youth program.** We accommodate youth needs to ensure they can begin their journey to success quickly. We conduct daily orientation in group settings, one-on-one and remotely for youth partners who cannot attend live sessions. We use FRWDB materials to ensure every youth is engaged with the Workforce Connection's YAS. We currently follow directives, Workforce Connection Orientations: <https://www.workforce-connection.com/yas/>) where information regarding academic, training, work-based learning and all related WIOA services are provided to viewers. Existing Equus staff, employed within the Workforce Connection YAS System, are encouraged to share the orientation video (shown above) via social media, QR codes and directly with participants as they meet them within the community.
- 5. Entrance Interview: Describe your process to assess the youth's specific needs for services, ability to participate in the program, and committing to complete all program requirements as needed to achieve their academic and employment goals. Include your approach to providing the best possible referral(s) per the current needs of the youth and how you will document the criteria used to determine the referral.** Equus will remind clients that we are not an entitlement program, all youth seeking enrollment into WIOA youth services will be required to complete an Entrance Interview upon completion of the YAS Program Orientation. The Entrance Interview is an opportunity for staff to assess the youth's specific needs, current situation, ability to participate in the program, discuss program expectations, career and employment goals, and ensure the youth is willing and able to commit to the program and complete all YAS requirements. When staff schedules the youth for the interview, they must complete the YAS Entrance Interview Appointment and Rescheduling Policy with the time of the scheduled interview. A copy should be provided to the youth and staff should explain the information on the form so that youth will be prepared for the interview. The YAS Entrance Interview may be completed in person or virtually utilizing the preferred virtual platform such as Zoom, Microsoft Teams, or any other feasible virtual platform.
- 6. Describe how you will establish communication and coordination with partner agency staff to develop a triage of care process to share information, minimize duplication of services, and determine the best option(s) available for serving and meeting the needs of both in-school (IS) and out-of-school (OS) youth.** 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 One Stop office. Our staff will use the upcoming FRWDB YAS UNITE US process for referrals.
- 7. Eligibility: Describe your eligibility process; how you will ensure that all WIOA eligibility criteria are met as outlined in the WIOA Technical Assistance Guide, 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.

8. **Objective Assessment (OA): Describe the process you plan to use to conduct an Objective Assessment interview.** 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.
  
9. **Assessments: 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 employment 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
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	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.

**10. Individual Services Strategy (ISS): Describe how you will provide effective academic/career guidance to youth to ensure successful program completion and attainment of 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.** ISS development is 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. The ISS and OA will be updated in CalJOBS.

**11. 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-	<b>Day 7. Personal Development:</b> Teamwork and Attitudes, Clearly Defining What You Want,

Awareness	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

**12. Work-based Learning/ Work Experience:** Describe how you will develop and monitor work experience job sites to ensure youth will 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 and your internal process for managing the work experience contracts to ensure the Occupational and Educational components are being provided and the maximum allowed hours are not exceeded. 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 **LinkedIn Learning** 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.

**13. 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.

**14. Job Ready Process:** Describe how you will engage and ensure youth are provided the appropriate services based on their needs. Describe how you will 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

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.

**15. Skill Attainment: Describe your strategy to provide services to at risk and drop-out 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, supported by Equus staff. **Fresno 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.

**16. Information/Referral: Describe how you will ensure that all youth are provided information on the full array of services that are available through the One-Stop, partners and community-based organizations. 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 either on a sequential or concurrent basis.** All referrals will be made through the Unite Us platform. 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 One Stop Center. 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

**17. Follow-Up Services: Describe how you will ensure proper closures and contact will be maintained with the participant on a monthly basis during the 90-day closure period, ensure participants are well informed of the exit process, and 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. 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.

**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 WIOA youth 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.**



WIOA Youth Program Elements	Describe how, where, and who will provide elements
1. Tutoring, Study Skills Training, & Instruction	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 and Dropout Recovery Services	Learn4Life alternative high school services is co-located and accepts youth referrals. 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 and unpaid work experience	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	Equus partners with low/no-cost organizations such as Fresno 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 training dollars and support system requirements related to expenditure of local training dollars to meet State expectations.
5. Education offered with workforce preparation and training for a specific occupation	Equus currently works with Duncan High School to provide manufacturing pathways for students. Students will be able to enroll in Work Experience (AT-19) at Fresno City college in conjunction with being placed at various sites to support manufacturing pathways specific to CADD, CAM and IMT.
6. Leadership development opportunities	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. 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.
7. 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.
8. 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.
9. 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.)

10. 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.)
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	Equus and our LEGACY workshops include sessions to explore being your own boss. We invite small business owners, such as Omega Trophy, to discuss lessons learned from owning their own business.
13. Services that provide labor market information	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. Postsecondary 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.

**Performance Measures:**

**Describe how you will ensure success in achieving each of the prescribed performance outcomes under the WIOA youth program:**

- **Placement in Employment or Education (Second Quarter post exit)**
- **Placement in Employment or Education (Fourth Quarter post exit)**
- 2nd and 4th Quarter after exit: Specialized retention staff provide outreach to employed youth by calling, emailing, texting, and conducting home visits on a schedule that is based on the level of barriers and/or readiness of the youth, no less that once a month, to ensure rapid reemployment if needed.
- **Median Earnings:** Median Earnings: BAS staff ensures employers that are entered into the database offer wages at offer self-sufficiency level wages that will meet median wage requirements.
- **Credential Attainment Rate:** Credential Attainment: Provide in depth assessment, use of the scholarship panel and secondary school services to prepare youth for completion of training.
- **Measurable Skills Gain:** Measure Skills Gains: Track all youth that have an open educational activity, triggering an MSG measure, provide staff with monthly reports to determine resources needed to obtain MSG.
- **Number Served:** Staff have monthly goals to meet all OSY and ISY enrollments objects which are then reported and uploaded to Equus performance tool.
- **Expenditures:** Management meets with fiscal team monthly to ensure all budget to actual line items are being met to ensure percentages are being met. Under-expenditures are rectified and goals are set to meet.

- **Work Experience Expenditures:** Management meets weekly regarding WX placements goals and reviews expenditures within CalJOBS to ensure goals are being met.
- **Training Related Employment:** BAS work with each ACA who have active ITA's and save WX hours to ensure exposure and possible long term placement aligned with the training. Staff will use internal tracking reports and strategies discussed above to measure and report on each data point and adjust operations accordingly to ensure long-term measures are met.

**Describe how you will strategically enroll and exit youth to ensure a constant flow of youth through the system, while maintaining the local cost per participant and meet the WIOA Youth System Performance Goals. Include how you will balance positive and negative outcomes in order to achieve maximum performance results, and the process for determining individual exit strategies at the line staff and management levels.** Staff manages active and available capacity and sets pipeline goals for outreach, orientation, intake, and enrollment for each staff. Goals are tracked weekly to ensure an even flow of youth served. Due to the nature of the youth population and providing time for guidance and wrap-around services we maintain an average active caseload ratio of 55:1 per ACA, 30:1 per BAS, and 250:1 per Retention Specialist. We maintain this average by strategically enrolling and exiting youth to maintain performance; youth with limited engagement are only exited according to FRWDB policies. Our strategy is inclusive of youth carried over into each year, their forecasted exit quarter, monthly new/contracted enrollments, and the number of staff. Strategic exit forecasting is based on customer flow, considering criteria/timeline allocations, as prescribed by FRWDB. This ensures each youth's consistent growth in academic and job readiness skills. Our youth exit strategy begins at enrollment, as each youth develops their ISS aligned to local goals and outcomes. When goals and outcomes are achieved, staff reviews and provides updates to management for case closure/exit. All exit strategy results are reviewed weekly and discussed at staff Young Adult Services is a beneficial program that is greatly needed in the Valley. For students that qualify, the program assists and supports the youth with resume writing and mock interviews in preparation for their formal interviews.

**Outline strategies to serve both IS and OS youth and how you will ensure that a minimum of 75 percent of participants served will be OS youth.** Staff consistently exceed our enrollment targets and meets ratio requirements for In-School and Out-of-School Youth. We use targeted outreach processes to ensure we exceed the goals for total enrollment, as well as the requirement that at least 75% of enrollments be Out-of-School youth. Currently, over 80% of the youth we are serving are Out-of-School. Our Outreach Specialist is in the community daily, gaining referrals from partners and schools, making presentations to groups of youth and partners, attending events (e.g. block parties and graduations), and encouraging youth to refer friends. Our processes have consistently met or exceeded enrollment expectations.

**Describe how you will monitor these outcomes include tools you have developed internally and the FRWDB reporting and analysis tools.** Staff currently use data from CalJOBS and our internal tools to monitor and analyze performance against targets. Reports are compiled and analyzed weekly and discussed with the Regional Director, if assistance is needed to address deficiencies. We review project elements that impact performance, such as staff turnover, any lagging investment of funds, and strength of community relationships. The Project Director works closely with FRWDB staff monthly to review Key Results Areas and discusses deficiencies and plans for improvement.

**Describe your internal processes to ensure your staff is knowledgeable in all local policies, directives and procedures.** Our staff are versed in the local policies, and we ensure a continued understanding of them, as well as directives and procedures, by holding team meetings to review policies. During these meetings, questions are discussed, and feedback is requested to confirm understanding. Our staff also uses the online resource of directives available through the FRWDB internal website, and we have incorporated a desktop tool for hard copy reference by staff. Internal Standard Operating Processes

are written to assist staff with proper implementation of all procedures and directives. Formal training that includes FRWDB policies, directives, and procedures is provided for all new employees, and additional training is provided for all employees if there are significant policy and procedure changes. These sessions usually involve a presentation of new procedures, related handouts, role-playing and/or case studies, a quiz to check for understanding, and a question and answer period. We later follow up with written questions and answers for all staff to reinforce understanding.

**Describe your internal quality assurance processes, specifically continuous improvement, contract compliance, accurate data entry, performance management, quality systems management review, document control, and process compliance. Describe how you will incorporate local quality assurance processes and performance management processes to comply with the FRWDB policies and directives.** Our Quality Measurement Tool (QMT) review processes monitor our compliance with local policies, directives, and procedures. Any identified deficiencies result in immediate action to address. Staff complete a quarterly QMT review, our quality benchmarking system that defines best practice standards and makes clear fundamental expectations of employees and operations to ensure high-quality services are provided. We have implemented internal reviews, monitoring, and training assessments. We are always striving to improve on strategies that ensure contract compliance. We conduct a regular review of FRWDB Operational Directives, Information Bulletins, and Policy Bulletins. Every newly-released or updated directive is reviewed during staff meetings, where we highlight changes and gain assurance of staff understanding. We have also developed internal standard operating procedures and desk aides to help all staff maintain compliance.

**Provide your management staff to direct line staff ratio. Describe how you will ensure that an appropriate management to direct line staff ratio is maintained to ensure the number of direct line staff is adequate to provide appropriate services to WIOA enrolled youth.** The Fresno Urban Youth Program is directed by Project Director, who supervises 18 total staff members, two of whom are direct reports in the Youth Offender Program. Project Director ensures an adequate ratio of case management staff using the required capacity ratio formulas. Our unique structure is designed to support case management staff (ACAs) in their workload while providing appropriate services to all enrolled youth. Other functional areas to which staff are assigned to support youth and ACAs include: Outreach, Eligibility, Workshop, Academic Tutor, BASs and Supervisors.

**Staff Development/Training:** Equus requires all staff to attend mandated training opportunities on a monthly basis. Various service delivery groups target job titles such as case management, youth, business services, young offenders. New staff will complete the following list of trainings and completion on an annual basis: Welcome to Equus, LEGACY Quality Standards, Our Company Overview, Compliance Orientation, All-Staff: You're Safe, I'm Safe, Sexual Harassment for Employees-California, Customer Service, Basics of Defensive Driving, HIPAA Overview, Fire Safety, Cultural Competence, Workplace Violence, Workplace Safety: The Basics, Human Trafficking: Sexual Exploitation and Security Awareness.