

**Contract for a WIOA Program
Serving Low-Income Out-of-School Youth Age 16 –24
in Southwest Alabama**

Contract #: 94707476

Made and Entered into **BY** and **BETWEEN**

The WIOA Administrative Entity

AND the CONTRACTOR

**Southwest Alabama Partnership for
Training and Employment, Inc. (SWAPTE)**
515 Springhill Plaza Court
Mobile, AL 36608
hereinafter referred to by name
or called **SWAPTE**

Coastal Alabama Community College
Adult Education (AE) Program
1900 US Hwy. 31
Bay Minette, AL 36507
hereinafter referred to by name
or called the **CONTRACTOR**

This agreement is comprised of this Signature Sheet, a Table of Contents and these five (5) Sections, each an integral part of the whole:

SECTION A - General Provisions; SECTION B – Special Provisions; SECTION C – Performance Standards; SECTION D – Budget; SECTION E – Statement of Work.

By signatures below, the parties hereto agree to comply with all terms and conditions as set forth within the whole. Changes shall be incorporated behind this sheet, as needed.

Notwithstanding the rights reserved by **SWAPTE** to unilaterally modify the amount and/or duration of this agreement for cause:

- A) The duration of this agreement shall be from the effective date of: **July 1st, 2019 until June 30th, 2020.**
- B) The total number of youth served by this contract shall not exceed **50** without prior approval.
- C) The amount paid to the **CONTRACTOR** for work performed under this agreement shall be in accordance with the Budget section herein, and in no event shall exceed a total of: **\$102,782.00.**

The parties hereto agree that validation of this agreement by the respective Signatory Officials shall be considered a complete mutual assent to each and every aspect of this agreement. The Signatory Officials also hereby certify that each possesses legal authority to contractually bind their respective entities in their capacities as signatories hereto.

BY:

Carol Statter, Chair
Southwest Alabama Partnership for
Training and Employment
Signatory Official

BY:

Ms. Miller, Director, Adult Education
Coastal Alabama Community College
CONTRACTOR Signatory Official

BY:

Commissioner Connie Hudson, Chair
Chief Elected Officials Council
Southwest Alabama Partnership for
Training and Employment
Signatory Official

BY:

SYDNEY G. RAINE, President
Southwest Alabama Partnership for
Training and Employment
Signatory Official

**WIOA Service Provider Agreement
Coastal Alabama Community College**

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Section A – GENERAL PROVISIONS ASSURANCES AND CERTIFICATIONS

The **CONTRACTOR** assures and certifies to the **SOUTHWEST ALABAMA PARTNERSHIP FOR TRAINING AND EMPLOYMENT** that:

#1 Compliance with Applicable Law and Regulation

It will comply with the requirements of the Workforce Innovation and Opportunity Act of 2015 and with all applicable federal regulations as these may pertain to this agreement. The Contractor further acknowledges that it will comply with all other applicable laws, orders and codes of the Federal, State and local governments as any of these may pertain to this agreement.

#2 Amendments to Applicable Law and Regulation

It will comply with any amendment to law, regulation or policy promulgated subsequent to the execution of this agreement. Any source document, law, regulation, rule or the equivalent which is referred to, attached hereto, or incorporated herein by reference shall be deemed to be amended or modified as required by any law, rule or regulation enacted subsequent to the execution of this agreement.

It further acknowledges the right of Southwest Alabama Partnership for Training and Employment to issue a change to this agreement to assure that it complies with any such amendments. If the Contractor is unable to comply with any such change issued by Southwest Alabama Partnership for Training (SWAPTE) and Employment it shall notify SWAPTE of its inability to so comply within ten (10) days of its receipt of the change.

#3 Entirety of Agreement

The Contract Signature Sheet, General Provisions, Special Provisions, Performance Standards, Budget and the Narrative Statement-of-Work sections form this agreement. This agreement represents the entire and integrated agreement between the parties hereto and supersedes all prior negotiations, representations or agreements, either written or oral; provided, however, the warranty given by the Contractor, with respect to all representations, statements, writings and proposals, which form the basis for negotiations or considerations resulting in this agreement, shall remain valid and binding.

#4 Legal Authority to Enter this Agreement

It possesses the legal authority to enter this agreement; that the Contractor's governing body has, via a resolution, motion or similar official action, duly authorized its Signatory Official to bind the Contractor to the terms of this agreement and any subsequent changes thereto.

#5 **Definitions**

All terms used in this agreement shall have the meanings assigned thereto in the rules and regulations and such other Federal and State regulations, directives, policies and procedures as may be promulgated there under from time to time, or if not so defined, such terms shall have their ordinary meanings

#6 **Independent Contractor**

Its entry to this agreement and performance of the work authorized hereunder does not change the independent status of the Contractor. No provision herein, or act of SWAPTE pursuant to this agreement, shall be construed as making the Contractor the agent, servant or employee of SWAPTE. Employees of the Contractor are not employees of Southwest Alabama Partnership for Training and Employment and are subject to the Contractor's supervision and control. The Contractor is solely responsible for its employee payroll and any claims arising therefrom.

#7 **Contingency**

It acknowledges and understands that all funding for its work and services under this agreement is contingent upon the continued availability of federal dollars to SWAPTE, and the continued federal authorization of activities. It understands, therefore, that this agreement is subject to change or termination due to lack of funds or a change in WIA authorization.

8 **Modifications to this Agreement**

It acknowledges that Southwest Alabama Partnership for Training and Employment or the Contractor may, from time to time, request modifications to various provisions of this agreement. Such modifications, which are mutually agreed upon by SWAPTE and the Contractor, must be incorporated as written modifications to this agreement and approved by all signatory authorities prior to implementation.

SWAPTE may make unilateral modifications to this agreement at any time so long as such modifications do not terminate this agreement. The Contractor shall comply with any unilateral modifications or otherwise notify the Southwest Alabama Partnership for Training and Employment in writing if it is unable to comply.

For any modification, any necessary alterations, additions or deletions to the written documents comprising the pages of this agreement shall be undertaken only by Southwest Alabama Partnership for Training and Employment.

#9 **Audits and Other Reviews**

It will comply with audit requirements for programs as promulgated by the United States Department of Labor and the Governor of Alabama, as expressed through the Alabama Department of Economic and Community Affairs (ADECA) *Audit Policy*. Pursuant to Act 94-414 of the Alabama Legislature.

A copy of any **audit report** issued on the Contractor as a result of this agreement shall be forwarded by the Contractor to:

Department of Examiners of Public Accounts
P. O. Box 302251
Montgomery, AL 36130-2251
ATTN: Audit Report Repository

10 **Rights of Access**

It will give the Southwest Alabama Partnership for Training and Employment, The Governor of Alabama, the Comptroller General of the United States, the United States Department of Labor (including its Office of the Inspector General), or any of their authorized representatives, the right of access to its records, personnel and premises for the purposes of examinations, inspections, audits, monitoring, investigations, evaluations or other reviews in connection with activities pursuant to this agreement.

Access to records shall include the right to make excerpts, transcripts and photocopies, as appropriate, of any books, documents, papers, computer records or other records pertaining to this agreement. Access to personnel shall include making available **Contractor** personnel and/or participants for interviews and discussions related to this agreement. Access to premises shall include authority to inspect facilities or observe activities or to obtain access to records or personnel located at the **Contractor's** home office, branch office(s), training/services site(s) or other location where the purposes of this agreement are being advanced.

11 **Termination for Convenience**

It acknowledges the right of the Southwest Alabama Partnership for Training and Employment to terminate this agreement, in whole or in part, for the convenience of SWAPTE. Southwest Alabama Partnership for Training and Employment shall provide no less than thirty (30) calendar days advance written notice to the Contractor of the effective date of such a convenience termination. In the event of such a termination SWAPTE shall be liable for payment only for work or services performed by the Contractor to the satisfaction of SWAPTE prior to the effective date of termination, provided, however, that such work or services were performed in accordance with the provisions and authorizations of this agreement.

The parties to this agreement may agree to a mutual termination, whole or in part, when both agree that the continuation of this agreement would not produce beneficial results commensurate with the goals and objectives of . Such termination shall be effective when agreed to in writing by both parties.

12 **Termination for Cause/Default**

Should the Contractor default in the performance of any of its obligations under this agreement, as determined by Southwest Alabama Partnership for Training and Employment, SWAPTE may at its option take any or all of the following actions:

- a) Establish a corrective action plan to be agreed to by the Contractor and complied with within the time frame(s) established within said corrective action plan;
- b) Withhold payment for invoices properly submitted to SWAPTE until such time that a determination is made by SWAPTE on the acceptability of the Contractor's corrective action plan relative to the cause/default.
- c) Seek specific performance of this agreement under any other remedy that may be available at law, in equity, or under this agreement.

d) Terminate this agreement immediately upon receipt of written notice by the Contractor for fraud, misrepresentation, criminal acts, misappropriation of funds, compliance with law, substantial breach of contract, violation of conflict-of-interest/program integrity codes, or failure to respond to a corrective action plan.

e) Terminate this agreement when it has determined that the Contractor has, through any cause, failed to fulfill its obligations under this agreement; failed to comply with the provisions of this agreement; or failed to comply with any law or regulations applicable to this agreement.

f) Disqualify the Contractor from the award of contracts under future procurement actions of SWAPTE for such period and under such conditions for requalification as may be determined by SWAPTE. Southwest Alabama Partnership for Training and Employment shall provide written notice to the Contractor of any termination under this provision, specifying an effective date of termination. In the event of termination SWAPTE shall be liable for payment only for work or services performed by the Contractor to the satisfaction of SWAPTE prior to the effective date of termination, provided, however, that such work or services were performed in accordance with the provisions and authorizations of this agreement.

Notwithstanding the above, the Contractor shall not be relieved of liability for damages sustained by Southwest Alabama Partnership for Training and Employment, including costs and expenses of suit and reasonable attorney's fees, by virtue of the Contractor's breach of this agreement. SWAPTE may withhold payment for the purpose of offset until a determination is made of the amount of damages due SWAPTE.

13 Conflict of Interest

It will comply with regulations regarding any real or apparent Conflict of Interest in its performance under this agreement. Pursuant to regulations and other applicable administrative requirements, it further assures that it will maintain a written code of standards of conduct governing the performance of all persons engaged in the administration of this agreement.

14 Establishment and Retention of Records

It shall establish and maintain records of its activities pursuant to this agreement, including records regarding financial accounting, personnel, property and participant/applicant data. Such records shall be sufficient to permit preparation of required reports and to trace funds to a level of expenditure adequate to establish that funds have not been misused or misexpended in violation of applicable requirements.

It will retain all its financial, personnel and participant/applicant records--except for records of non-consumable personal property--for a period of six (6) years from the date of Mobile Work's final annual report to USDOL showing full expenditure of the program year funding allotment applicable to this agreement. It will retain any records regarding non-consumable personal property for a period of three (3) years from the date of the final disposition of said property. If any litigation, audit, investigation, claim or other action is initiated involving its records, it shall retain the records until a final resolution is established, or the six year period has elapsed, whichever is *later*.

15 Sectarian and Political Activities

No programs conducted pursuant to this agreement shall involve religious activities and participants shall not be employed on the construction, operation or maintenance of so much of any facility as is used or to be used for sectarian instruction or as a place of religious worship. No programs conducted pursuant to this agreement shall involve political activities and the Contractor's employees shall observe the

provisions of the Hatch Act regarding partisan political activities.

16 Reports

It will submit all programmatic and financial reports as required by SWAPTE. It will abide by the reporting formats and schedules SWAPTE establishes. It further acknowledges the right of SWAPTE to modify reporting requirements from time to time during the life of this agreement

17 Acceptability

It is understood by both parties that the Southwest Alabama Partnership for Training and Employment or its designee shall: 1) be the determiner of whether the performance of the Contractor is satisfactory; 2) shall interpret all reports and decide the acceptability and/or progress of the work performed; 3) decide upon the amount, classification and quality of kinds of work to be performed and the amounts to be paid under this agreement; 4) be the sole judge of the validity of claims, if any, made by the Contractor for payment, and that SWAPTE decisions will be final, conclusive and binding on the parties concerned.

18 Program Integrity

Its performance under this agreement shall be free from incidents of fraud, abuse or other criminal activity. Persons with knowledge or suspicion of such activities shall not be impeded or obstructed by the Contractor in reporting such activities pursuant to procedures established by the Secretary of Labor, the Governor or Southwest Alabama Partnership for Training and Employment.

19 Indemnification

To the fullest extent permitted by law, the Contractor shall indemnify and hold harmless SWAPTE, Inc. the Counties of Baldwin, Choctaw, Clarke, Conecuh, Escambia, Mobile, Monroe, Washington and Wilcox, and their officers, agents employees and representatives from and against liability, claims, damages, losses, costs and expenses, including but not limited to attorney's fees, for or on account of any claims, suits, or damages of any character whatsoever, which result from injuries, actual or perceived, by or to any person or property, which are attributable in whole or in part to any negligent or willful act or omission of any officer, employee, agent or representative of the Contractor.

20 Disputes

It will attempt to resolve any disputes arising from this agreement by administrative processes or by negotiations in lieu of litigation, and further assures it will continue with diligent performance under this agreement during all disputes.

In connection with any dispute, the Contractor shall be afforded an opportunity to be heard and to present evidence in support of its position. Any dispute over a question of fact not resolved through informal means as cited in the preceding paragraph shall be decided by Southwest Alabama Partnership for Training and Employment. SWAPTE will render a written decision and furnish a copy to the Contractor, who shall then continue performance under this agreement in accordance with the decision of the Southwest Alabama Partnership for Training and Employment.

Nothing within this provision shall imply that the Contractor is prevented from pursuing an appeal of any SWAPTE decision in accordance with applicable policies and procedures.

21 Grievance Procedures

It will comply with the Grievance and Complaint procedures promulgated by the Southwest Alabama Partnership for Training and Employment pursuant to the requirements of Section 181[C] of .

22 Cost of Contract

The Contractor shall only use funds provided under this agreement for expenditures as authorized and detailed in the Budget Section of this agreement. Expenditures by the Contractor in excess of the amounts authorized in the Budget and/or Terms of Payment in this agreement will not be reimbursed by Southwest Alabama Partnership for Training and Employment. Unless otherwise specifically provided for elsewhere in this agreement, no funds provided under this agreement shall be used to pay for any costs or other obligations incurred by the Contractor outside of the beginning and ending dates of this agreement.

23 Cost Documentation

It shall submit expenditure reports and requests for reimbursement in accordance with the schedules and formats as specified by Southwest Alabama Partnership for Training and Employment. It shall submit copies of such expenditure documentation as SWAPTE may require, retaining the original documents in its records.

24 Repayment of Disallowed Payments

It shall repay any payments it may receive under this agreement when any such payments are determined by audit, or any other review, to be disallowed by reason of being unlawful, unauthorized, improper or otherwise not allowable due to misexpenditure or misapplication of funds. The Contractor shall repay any such disallowed payments in accordance with policies and procedures established by the Governor or Southwest Alabama Partnership for Training and Employment. It further acknowledges that SWAPTE has the right to withhold pending payments to the Contractor in order to recoup prior disallowed payments.

25 Reduction for Defective Cost of Pricing Data

If any price, including profit or fee, negotiated in connection with this agreement, or any cost reimbursable under this agreement was increased by any significant amount because a) the Contractor or a subcontractor furnished cost or pricing data that were not complete, accurate and current as certified in its Certification of Current Cost or Pricing Data, b) an actual or prospective subcontractor furnished the Contractor cost or pricing data that were not complete, accurate and current as certified in its Certification of Current Cost or Pricing Data, or c) any of the parties furnished data of any description that were not accurate, the price or cost shall be reduced accordingly and this agreement shall be modified to reflect the reduction.

If Southwest Alabama Partnership for Training and Employment determines that a price or cost reduction should be made, the Contractor agrees not to raise the following matters as a defense:

- a) The Contractor or subcontractor was a sole source supplier or otherwise was in a superior bargaining position and thus the cost/price would not have been modified even if complete, accurate and current cost or pricing data had been submitted.
- b) Southwest Alabama Partnership for Training and Employment should have known that the cost or pricing data at issue were defective even though the Contractor or subcontractor took no affirmative action to bring the character of the data to the attention of SWAPTE.
- c) This agreement was based upon an understanding about its total cost and there was no understanding

about the cost of each item procured under this agreement.

d) The Contractor or subcontractor did not submit a Certification of Current Cost or Pricing Data.

26 Deobligation of Funds

It acknowledges the rights of the Southwest Alabama Partnership for Training and Employment to, at any time during the life of this agreement, remove from the total funds obligated to this agreement a proportional share of such funds as SWAPTE determines will remain unexpended upon the expiration of this agreement and such funds may be reallocated to other proper purposes by Southwest Alabama Partnership for Training and Employment. Any and all funds unexpended or otherwise unearned by the Contractor at the expiration or termination of this agreement shall revert to SWAPTE.

27 Suspension of Payments

It acknowledges that payments under this agreement may be suspended or otherwise held in abeyance should there be any questioned cost, disallowed cost, audit exception or other determination of any dollar amounts owed by the Contractor to Southwest Alabama Partnership for Training and Employment or the State or Federal Government that is not resolved in a reasonable and timely fashion.

28 Procurement and Property

It shall maintain written procedures for the procurement of supplies, materials, services or equipment pursuant to the authorizations within this agreement. It assures Southwest Alabama Partnership for Training and Employment that such procedures will be consistent with requirements as established by the Department of Labor, the Governor of Alabama and Southwest Alabama Partnership for Training and Employment. It shall comply with SWAPTE specifications, as may be outlined elsewhere within this agreement, regarding any procurement of non-consumable personal property having an acquisition cost of \$500 or more per unit, and a useful life of one year or more. It shall comply with all requirements regarding all property purchased with funds with respect to property control, management, inventory, maintenance, safeguarding and disposition.

The Contractor acknowledges that title/ownership of all property purchased under this agreement with funds rests with Southwest Alabama Partnership for Training and Employment. The Contractor has custody of such property only during the life of this agreement in order to carry out the activities this agreement authorizes. Upon termination of this agreement, the Contractor shall surrender to SWAPTE all property purchased under this agreement, including unconsumed supplies and materials, in accordance with SWAPTE instructions. Southwest Alabama Partnership for Training and Employment reserves the right to take custody of any property prior to the termination of this agreement if the property is no longer needed to fulfill the purposes of this agreement, or if the Contractor has used the property for unauthorized purposes.

29 Subcontracting and Assignments

None of the work or services the Contractor is obliged to perform under this agreement shall be subcontracted to any person or entity without prior written approval from Southwest Alabama Partnership for Training and Employment. In the event of approval, the Contractor shall assure by written contract that the subcontractor is bound by the applicable terms of this agreement and assumes toward the Contractor the same obligations and responsibilities the Contractor assumes toward Southwest Alabama Partnership for Training and Employment via this agreement. No subcontract shall impair the rights of SWAPTE with respect to the work or services to be performed by the Contractor under this agreement. A copy of any subcontract shall be provided to SWAPTE.

In any approved subcontracting, the Contractor shall not subcontract beyond the life of this agreement; nor shall it make any substitution of subcontracting persons or entities without additional prior approval from Southwest Alabama Partnership for Training and Employment.

The Contractor shall not assign any rights or interests in this agreement to any other party without prior approval from SWAPTE.

30 Environmental and Energy Efficiency Standards

If this agreement budget is \$100,000 or more, then the Contractor shall comply with all applicable standards, orders or regulations issued pursuant to Section 306 of the Clean Air Act, Section 506 of the Clean Water Act and other applicable regulations of the Environmental Protection Agency (EPA). The Contractor shall comply with the mandatory standards and policies relating to energy efficiency as contained in the Energy Policy and Conservation Act, Public Law 94-163.

31 Labor Standards

In appropriate circumstances, it shall comply with all applicable standards, orders or regulations issued pursuant to the Fair Labor Standards Act, the Contract Work Hours and Safety Standards Act, the Davis-Bacon Act, the Copeland Anti-Kickback Act, the Immigration Reform and Naturalization Act and the Drug Free Workplace Act. It acknowledges that SWAPTE may include elsewhere within this agreement specific provisions with respect to the aforementioned standards, orders or regulations.

32 Conditions of Employment and Training

Conditions of employment and/or training pursuant to this agreement shall be appropriate and reasonable in the light of such factors as the type of work or training, the geographical region and the proficiency of the participants.

33 Safety and Health of Participants

It will comply with standards established by the Occupational Safety and Health Act of 1970 (OSHA), as amended, to the extent that OSHA standards applicable to the working conditions of employees shall be equally applicable to the working conditions of participants. Where participants may be engaged in activities not covered under OSHA, the Contractor assures no participant shall be required or permitted to work, be trained, or receive services in buildings, or surroundings, or under conditions which are unsanitary, hazardous or dangerous to a participant's health or safety.

34 Selection of Participants

It has final responsibility for the selection of participant to be enrolled in the program funded by this agreement from among individuals certified by the Southwest Alabama Partnership for Training and Employment, or its designee, to be eligible in accord with eligibility criteria. The Contractor acknowledges that intentional noncompliance with this provision on its part will result in disallowed costs to this agreement which shall be borne by the Contractor.

35 Patents, Copyrights and Rights to Data

It acknowledges and understands that matters regarding the rights to any inventions and materials generated under this agreement are subject to the requirements of the Office of Management and Budget,

the Department of Labor and the patent and copyright laws of the United States.

Subject to the above cited requirements, the Contractor further acknowledges that any and all products or materials generated pursuant to this agreement (whether in the form of reports, analyses, interviews, raw data, records, research findings, camera products, working papers or other items) are the property of SWAPTE and shall not be used by any other entity for any other purpose(s) unless authorized in writing by SWAPTE. Upon demand by the Southwest Alabama Partnership for Training and Employment, the Contractor shall convey title and possession of all aforementioned items to SWAPTE.

Unless otherwise provided for herein, if any copyrightable material is developed pursuant to this agreement, the author or Contractor is free to copyright the material. However, it shall be understood that SWAPTE and/or the Department of Labor shall have a royalty-free, nonexclusive and irrevocable right to reproduce, publish and/or otherwise use, and authorize others to use, the material for Government purposes.

36 Debarment and Suspension

It certifies, by signing this agreement, that neither it nor its principals are presently debarred, suspended, declared ineligible, voluntarily excluded or otherwise excluded from participation in this transaction by an act of any Federal Department or Agency.

It further assures that it will comply with applicable provisions of the Debarment and Suspension regulations issued pursuant to the President's Executive Order # 12549, as amended, in connection with any subcontract(s) that may be authorized under this agreement.

37 Lobbying Activities

It will comply with applicable requirements concerning lobbying activities, in that federal WIOA funds shall not be used to lobby a Federal Department or Agency or the Congress. Further, that if the Contractor uses funds other than federal WIO funds to pursue any lobbying activities in connection with this agreement it shall disclose such activities to the Southwest Alabama Partnership for Training and Employment in accordance with applicable WIOA disclosure requirements.

38 Nondiscrimination and Equal Opportunity

It will fully comply with the nondiscrimination and equal opportunity provisions applicable to this - funded agreement; including but not limited to: Title VI of the Civil Rights Act of 1964, as amended; section 504 of the Rehabilitation Act of 1973, as amended; the Age Discrimination Act of 1975, as amended; Title IX of the Education Amendments of 1972, as amended; the Americans With Disabilities Act of 1990, as amended; Equal Employment Opportunity requirements pursuant to the President's Executive Order 11246, as amended; and all other regulations implementing the laws cited within this paragraph. The Contractor acknowledges that the United States has the right to seek judicial enforcement of this assurance.

39 Funds Not to Supplant Other Funds

The funds authorized under this agreement shall be used only to pay for activities and services that are in addition to those which would otherwise be available in the area in the absence of funding.

40 Beneficiaries of Expenditures Under This Agreement

Funds provided under this agreement shall only be expended by the Contractor in order to provide benefits to participants being trained and/or otherwise receiving services *only during the specified life of this agreement*. No funds authorized herein shall be expended to purchase goods or services intended for consumption or delivery after the termination/completion date of this agreement.

41 **Acknowledgment of Funding Source**

With respect to any public statements or other publicity which may occur, it shall acknowledge that its activities pursuant to this agreement are made possible by federal funding. The Contractor further agrees that the manner and form of such acknowledgment(s) may be specified by the Department of Labor, the Governor of Alabama or SWAPTE, and it shall abide by any such specifications.

42 **Insurance**

It will follow its normal insurance procedures, except as otherwise indicated by administrative requirements promulgated pursuant to law and regulation. It acknowledges that, unless otherwise provided for elsewhere within this agreement, it will assure that participants are covered by Worker's Compensation or other equivalent medical and accident insurance.

43 **Conduct of Business**

The Contractor shall obtain and maintain in force and effect during the term of this agreement any and all licenses, accreditations and approvals required by any duly authorized regulatory authority for the conduct of the services to be provided under this agreement.

44 **Venue**

Both the Contractor and SWAPTE agree that any legal action brought as a result of alleged breach of contract shall be brought in Mobile County in the State of Alabama.

45 **Warranty**

The Contractor warrants to SWAPTE that all representations, statements, writing and proposals which form the basis for negotiations and considerations resulting in this agreement are true and correct to the Contractor's best knowledge and belief.

46 **Representation**

By executing this agreement, the Contractor represents that it has read and understood the provisions contained herein.

47 **Successors**

The Contractor and the Southwest Alabama Partnership for Training and Employment each binds itself, its successors and legal representatives to the other party hereto with respect to all covenants, provisions, agreements and obligations contained within this agreement.

Section B...SPECIAL PROVISIONS

The parties hereto agree to abide by the following SPECIAL PROVISIONS:

1. Reporting Requirements:

Pursuant to items #1, #10 & #16 of the General Provisions, the **CONTRACTOR** shall comply with administrative standards and reporting requirements as outlined within the pages of this agreement.

2. Grievance Procedures:

Pursuant to item #21 of the General Provisions, the **CONTRACTOR** shall observe and comply with the WIOA Grievance Procedures promulgated by **SOUTHWEST ALABAMA PARTNERSHIP FOR TRAINING AND EMPLOYMENT**, and included within this section.

3. Authorized Representative:

Pursuant to item #8 of the General Provisions, the **CONTRACTOR** represents that its authorized representative is: **Dana Matthews, Instructional Coordinator.**

4. Renewal/Extension Options:

SOUTHWEST ALABAMA PARTNERSHIP FOR TRAINING AND EMPLOYMENT reserves the right to extend/renew its initial contract for services for up to 12 additional months. The **CONTRACTOR** acknowledges that the decision to extend/renew services will be based on **SOUTHWEST ALABAMA PARTNERSHIP FOR TRAINING AND EMPLOYMENT** determination of:

- The availability of WIOA funds
- The continued need for the particular service
- Satisfactory performance by the service provider during the initial period
- Negotiation of a satisfactory budget for the renewal/extension period

5. Pre-agreement Costs:

Any costs incurred by the **CONTRACTOR** associated with the planning and development of this Youth Project, which may be incurred prior to the effective date of this agreement, are hereby deemed to be unallowable.

**Southwest Alabama Partnership for Training and Employment (SWAPTE)
Workforce Innovation and Opportunity Act (WIOA)
GRIEVANCE PROCEDURES**

SCOPE and PURPOSE.....

These procedures are established for resolving complaints and grievances arising in connection with programs operated by Southwest Alabama Partnership for Training and Employment and its sub-contractors. Any Southwest Alabama Partnership for Training and Employment applicant, participant, employee, applicant for employment, subcontractor or other interested person may utilize these procedures.

These procedures are not applicable to criminal complaints or to WIOA staff complaints related to terms and conditions of employment. All information and complaints of fraud, abuse, or criminal activity (criminal complaints) shall be reported in accordance with the Governor's Incident Report Procedures. Sub-contractor staff complaints related to terms and conditions of employment shall be resolved in accordance with the sub-contractor's personnel grievance procedures.

GENERAL PROVISIONS.....

I. WHERE TO FILE

Complaints, except those alleging discrimination, must be filed with SWAPTE within one year of the alleged act at the following address:

Southwest Alabama Partnership for Training and Employment
515 Springhill Plaza Court
Mobile, AL 36608

Discrimination complaints must be filed with either the Department of Labor Civil Rights Center or the Workforce Development Division EO Officer, at the address in Section V, within 180 days of the alleged violation, unless the time for filing is extended by the Secretary of Labor for good cause shown.

Complaints by SWAPTE participants, which relate to terms and conditions of employment, shall be filed initially with the employer. The Southwest Alabama Partnership for Training and Employment upon request shall review decisions rendered by the employer regarding the Southwest Alabama Partnership for Training and Employment participant. In the absence of an employer's grievance procedures, the Southwest Alabama Partnership for Training and Employment participant may file the complaint with Southwest Alabama Partnership for Training and Employment at the address in Section I.

Complaints alleging labor standards violations may be filed with Southwest Alabama Partnership for Training and Employment at the address in Section I, or as an alternative, may be submitted to a binding arbitration procedure, if a collective bargaining agreement covering the parties to the grievance so provides.

If an election is made to have labor standards violations processed under binding arbitration provisions, the complainant shall choose binding arbitration before, and in lieu of filing the complaint with Southwest Alabama Partnership for Training and Employment. Binding arbitration may not be elected for a complaint that has been processed or is currently being processed under SWAPTE grievance procedures. Binding arbitration decisions are not review-able by the Secretary of Labor.

II. COMPLAINT FORM

Any person wishing to utilize the SWAPTE grievance procedures may do so by contacting Southwest Alabama Partnership for Training and Employment Executive Secretary at 432-0909 Extension 121. A complaint form will be made available for completion. Southwest Alabama Partnership for Training and Employment will accept written complaints which shall include the complainant's (1) name, address and telephone number; (2) name and address of the person/agency against whom/which the complaint is filed; (3) brief statement of the complaint including specific violations of WIOA if known; and (4) signature and date.

III. REVIEW PROCESS

Upon receipt by SWAPTE of a written complaint, a review will be done to ascertain the facts and attempt informal resolution. If informal resolution fails, the complainant will be provided:

- A. A hearing within sixty (60) days of the complaint;
- B. Written notice of the date, time and place of the hearing;
- C. An opportunity to present evidence;
- D. A written decision within sixty (60) days of filing the complaint; and
- E. Notice of appeal rights.

IV. APPEALS

If either party to this complaint receives an unsatisfactory decision or no decision is issued by Southwest Alabama Partnership for Training and Employment within sixty (60) days of filing the complaint either party may appeal to the Director, Workforce Development Division, Alabama Department of Economic & Community Affairs, 401 Adams Avenue, P. O. Box 5690, Montgomery, Alabama 36103-5690. The appeal for review shall be in writing and shall be filed within ten (10) days of an unsatisfactory decision or fifteen (15) days from the date a decision should have been rendered.

V. FOR COMPLAINTS OF DISCRIMINATION BASED ON RACE, COLOR, NATIONAL ORIGIN, DISABILITY, SEX, AGE, RELIGION, POLITICAL BELIEFS, AND FOR BENEFICIARIES ONLY, CITIZENSHIP, OR SOUTHWEST ALABAMA PARTNERSHIP FOR TRAINING AND EMPLOYMENT PARTICIPATION

Complainant may obtain a Complaint Form from SWAPTE and submit it within 180 days of the alleged violation or submit a letter to either of the following addresses:

Director
U.S. Department of Labor
Civil Rights Center
200 Constitution Avenue N.W.,
Room N-4123
Washington, D.C. 20210

Or

EO Officer
Alabama Department of Commerce
Workforce Development Division
401 Adams Avenue
P.O. Box 304106
Montgomery, Alabama 36130-4106

VI. RECORD KEEPING

A complaint log and files shall be maintained by SWAPTE which will include:

- A. The name and address of the aggrieved or complainant.
- B. A brief statement of the alleged violation.
- C. Date filed
- D. Brief statement of the decision with the date of the final decision.

The log and file shall be maintained for a period of not less than three (3) years. Information on complaints and all actions taken shall be kept confidential except as is necessary to ensure a fair determination.

VII. PROHIBITION AGAINST RETALIATION

It shall be the policy of SWAPTE that no person who files a complaint, institutes or causes to be instituted any proceeding, or testifies in any investigation under or related to WIOA shall be discharged, discriminated against, or denied any benefits because of such complaint. This policy is applicable to all SWAPTE sub-contractors.

XI. CORRECTIVE ACTIONS AND SANCTIONS.....

Where a monitoring review or complaint investigation results in a finding of non-compliance with the nondiscrimination and equal opportunity provisions of WIOA, SWAPTE shall require the sub-recipient to take appropriate corrective actions within a specified time frame to secure compliance. Such actions will include, but not be limited to:

- A. Actions to end and/or redress the violation;
- B. Actions to provide those benefits and/or services that were determined to be discriminatorily denied including, but not limited to, enrollment, reinstatement and/or monetary relief, as appropriate; and
- C. Actions to take any other remedial or affirmative action deemed appropriate to ensure equal opportunity.

If a sub-recipient fails to take corrective actions as directed, a hearing will be scheduled for the sub-recipient to show cause why funding should not be terminated. The hearing will be conducted in accordance with established WIOA Grievance Procedures.

REPORTING REQUIREMENTS Pursuant to Special Provision #1

The **CONTRACTOR** hereby agrees that it will comply with the following administrative standards and reporting requirements as these may pertain to this agreement:

- 1) All applicable Governor's Employment and Training Directives (GETD) that may be promulgated through the offices of the Workforce Development Division (WDD) of the Alabama Department of Commerce.
- 2) The Alabama Technical Assistance Guide for Workforce Innovation and Opportunity Act
- 3) The Statewide WIOA Fiscal Procedures Manual
- 4) The Statewide WIOA Procurement Standards
- 5) The Statewide WIOA Glossary of Terms
- 6) OTHER(S):

Further, in instances where, from time to time, any of the above cited standards may be changed during the life of this agreement by its issuing authority(ies) through revisions or supersessions, the **CONTRACTOR** agrees that it shall comply with any and all such changes as they may pertain to this agreement.

The **CONTRACTOR** agrees that it shall comply with reporting formats, policies, procedures, and schedules promulgated by the **Southwest Alabama Partnership for Training and Employment** pertaining to:

- a) WIOA Applicant/Participant Information and Reporting
- b) WIOA Financial Management Information and Reporting
- c) WIOA Program/Project Management Information and Reporting

The **CONTRACTOR** further acknowledges the right of the **Southwest Alabama Partnership for Training and Employment** to, from time to time, promulgate revised and/or additional reporting standards, and agrees to comply with any such revised or added reporting standards.

Performance Schedule – Service to Participants Coastal Alabama Community College

This project is designed to serve up to 50 WIOA eligible Youth participants in accordance with the *Target* and *Entry* criteria included in the Statement of Work section of this agreement.

Enrollments into this project shall not exceed 50 without explicit prior approval from the Southwest Alabama Partnership for Training and Employment.

Enrollment and eligibility determination of participants will begin on or about July 1st, 2019. All enrollments must be complete no later than March 20th, 2020. See the detail provided in the statement of work section of this contract for program schedule. No program activity will occur after June 30, 2019.

Performance Goals 2019-2020

The **CONTRACTOR** and **Southwest Alabama Partnership for Training and Employment** agree that the following goals and objectives for WIOA Youth outcomes constitute the minimum acceptable performance standards for the success of this activity:

WIOA YOUTH COMMON MEASURES:

Employment Rate 2 nd Qtr. after Exit	58.7%
Employment Rate 4th Qtr. after Exit	67%
Credential Attainment within 4 Quarters after exit	39.3%

The **CONTRACTOR** agrees to comply with guidelines provided for outcome measurement and data collection relating to these Performance Levels in compliance with the Performance Accountability System, and to provide documentation consistent with these guidelines to **Southwest Alabama Partnership for Training and Employment** as requested.

The **CONTRACTOR** acknowledges that changes to these outcomes may occur during the contract period. In the event such changes are required, Southwest Alabama Partnership for Training and Employment will provide the revised goals to the **CONTRACTOR** via a contract modification. At that time the **CONTRACTOR** will be allowed to revise their implementation plan if needed to enhance the probability for success.

OBLIGATION TO PERFORM

The parties hereto agree that this SECTION C establishes certain Performance Standards for the **CONTRACTOR's** activities pursuant to its work to be performed under this agreement. Specifically, this section contains schedules, goals and objectives related to the **CONTRACTOR's** provision of services(s) to Applicants/Participants in this WIOA program/project, and the **CONTRACTOR's** achievement of certain expected outcomes, at specified levels, with regard to WIOA Applicant/Participants it shall serve pursuant to this agreement.

Pursuant to item #17 of the General Provisions, the **CONTRACTOR** acknowledges and agrees that its performance in a manner satisfactory to the **Southwest Alabama Partnership for Training and Employment (SWAPTE)** is essential to the continued life of this agreement. The **CONTRACTOR** assures that it shall perform with due diligence to uphold and adhere to the expressed terms and conditions within this agreement.

The **CONTRACTOR** acknowledges and understands that, during the life of this agreement, **SWAPTE** may at some point(s) in time deem the **CONTRACTOR's** performance to be unsatisfactory due to circumstances, which include, but may not be limited to:

- a) **CONTRACTOR's** failure to adhere to performance schedules within established parameters or to achieve established performance outcomes, goals, and objectives.
- b) **CONTRACTOR's** failure to perform according to the terms and conditions as expressed within this agreement, either technical or financial or both.

In the event of a determination of unsatisfactory performance by the **Southwest Alabama Partnership for Training and Employment**, the parties hereto acknowledge that **SWAPTE** may act in its own best interests to seek corrective actions(s) from the **CONTRACTOR** and/or limit the damages that may be sustained by the **Southwest Alabama Partnership for Training and Employment** as a result of the **CONTRACTOR's** unsatisfactory performance. Such acts by **SWAPTE** include, but may not be limited to:

- 1) Requiring the **CONTRACTOR** to develop and implement specific corrective action(s) within specified time frames.
- 2) Withholding of payments to the **CONTRACTOR** until progress toward satisfactory performance is evident.
- 3) Requiring additional reporting, prior approvals, or designating the **CONTRACTOR** as "high risk".
- 4) Disallowing inappropriate and/or unauthorized claims for payment from the **CONTRACTOR**.
- 5) Deobligation of funds from the budget of this agreement.
- 6) Issuing a unilateral change order(s) to this agreement.
- 7) Issuing a Stop Work order.
- 8) Terminating this agreement.

PARTICIPANT REFERRAL AND SELECTION

The **CONTRACTOR** acknowledges that the WIOA participants it is to serve will come into this project in accordance with these guidelines.

- A. The **CONTRACTOR** is responsible for outreach and recruitment to identify WIOA Youth Program eligible individuals appropriate for this project in accordance with its Target and Entry criteria in the manner explained in the statement of work. It will work closely with **Southwest Alabama Partnership for Training and Employment** staff in this endeavor.
- B. The **CONTRACTOR** acknowledges that **Southwest Alabama Partnership for Training and Employment** is the eligibility determination services provider for this program. The **CONTRACTOR** assures that it will cooperate in good faith with **Southwest Alabama Partnership for Training and Employment** staff with regard to the scheduling of eligibility determination and certification appointments for the individuals the **CONTRACTOR** selects for this project.
- C. The **CONTRACTOR** is responsible for the conduct of an appropriate Assessment of each project participant and the development of an appropriate Individual Service Strategy for each project Participant. Assessments and Service Strategies must be conducted and formatted in accordance with applicable WIOA requirements.
- D. The **CONTRACTOR** has the final responsibility for providing the training and services authorized in this agreement's Statement on Work and for assuring successful participant outcomes pursuant to the Performance Standards in this agreement.

TERMS OF PAYMENT

The parties agree to the following:

A. Pursuant to the Payment Methodology on the Budget Summary page, in consideration for the work to be performed by the **Contractor, Southwest Alabama Partnership for Training and Employment** will reimburse the **Contractor** the lesser of:

- 1) The actual cost of delivering this program in accordance with the expenditure authorizations in each line item and cost category within this Budget; ...OR...
- 2) The maximum dollar amount that has been authorized for the delivery of this budget program in accordance with the line items and cost categories within this Budget.

The **Contractor** understands and acknowledges that it may receive the full amount authorized within this budget only if it reports fully expending all funds authorized under every line item and cost category for the delivery of this program.

The **Contractor** shall only be reimbursed for expenditures that are:

- authorized under the terms of this agreement;
- necessary and reasonable to carry out the program;
- allowable costs in accord with WIOA guidelines
- allocated to the appropriate WIOA cost category based upon benefits received, and;
- established in accordance with Generally Accepted Accounting Principles.

The expenditures and activities of the **Contractor** pursuant to this agreement shall be subject to detailed financial and compliance audit and /or other review or oversight as provided for in the General and Special Provisions. Accordingly, the **Contractor** acknowledges and agrees that it shall repay to the **Southwest Alabama Partnership for Training and Employment** any reimbursement(s) that it receives hereunder that may subsequently be cited as disallowed costs by an audit and or other review or oversight.

During the life of this agreement the **Contractor** shall adhere to the individual budget line item maximums authorized within this section. Expenditure reports and requests for reimbursement from the **Contractor** that indicate any over expenditure(s) of any line item will not be processed by the **Southwest Alabama Partnership for Training and Employment** but instead will be returned to the **Contractor** with instructions that the **Contractor** must request a budget amendment in accordance with the *Changes to Contract* clause in the General Provisions. Over expenditures of up to 10% total during a contract period in non-salary line items will be allowed without prior approval. In the event such an overage is incurred, a letter should be sent to the **Southwest Alabama Partnership for Training and Employment** indicating the line item that the **Contractor** is reducing to offset such an overage.

To allow for some budget flexibility following the termination/completion of this agreement, the **Contractor's** final Expenditure Report and Request for Reimbursement may indicate expenditures in excess of authorized maximums of some individual budget line items within a given cost category *provided* these excesses are *offset* by corresponding under expenditures in other individual budget line items *within the same cost category*.

This flexibility is limited to an allowable over expenditure of **no more than ten (10%) percent** of the amount authorized in any line item. Cost Category maximums may only be waived with written approval by Southwest Alabama Partnership for Training and Employment. Unexpended funds in one WIOA cost category must be available within the original budget to offset over expenditure in any other WIOA cost category.

The **Contractor** shall establish and maintain documentary evidence of costs incurred under this agreement in accordance with applicable WIOA administrative and financial standards as referenced in the General and Special Provisions. Such evidence includes but may not be limited to: canceled checks, bank statements, purchase orders, material receipts, invoices, vouchers, leases, subcontracts, payroll records, records of accounts payable and receivable, ledgers, journals, other books of accounts and other evidence of costs incurred.

The **Contractor**, is required to submit facsimile copies of its documentary evidence of costs incurred to the **Southwest Alabama Partnership for Training and Employment** as an attachment to its expenditure Reports and Requests for Reimbursement. The **Contractor** should refer to Section D, Attachment A for further details regarding documentation of costs.

The **Contractor** shall submit Expenditure Reports and Requests for Reimbursement on at least a monthly basis in accordance with schedules and report/request formats as stipulated by the **Southwest Alabama Partnership for Training and Employment** pursuant to applicable WIOA administrative and financial standards.

Unless otherwise authorized in writing by the **Southwest Alabama Partnership for Training and Employment** the **Contractor** shall submit its FINAL Expenditure Report and Request for Reimbursement, along with any other required contract closeout documents to the **Southwest Alabama Partnership for Training and Employment** no later than thirty (30) calendar days following the termination/completion date of this agreement. The final submission must be accompanied by a check payable to the **Southwest Alabama Partnership for Training and Employment** for the full amount of any WIOA funds that may have been received by the **Contractor** but for which there have been no authorized expenditures reported.

SECTION D – ATTACHMENT A

Personnel

1. Salaries must be accompanied by a signed time sheet. Allocated expenses for staff members must include a signed timesheet indicating the hours worked. We also must be provided with the individual's total salary, not just the amount charged under WIOA. We will not approve wage reimbursement requests unless accompanied by a signed time sheet indicating the number of hours spent on WIOA activities, regardless of whether or not the position is funded 100% by WIOA.
2. Payroll services - space utilization is not appropriate method for applying cost of the payroll, fringes or fees.

Travel

1. This category should be reserved for staff travel line item reporting. Participant travel costs should be budgeted with "Other direct costs" and listed as "Participant Supportive Services."
2. Requisition for travel reimbursement must show destination and purpose of the trip. It should indicate locations of start and end location. (Some individuals may be leaving from their homes and that could potentially add 40-50 miles to the trip - remember, we are documenting for the purpose of explaining to someone what occurred in the past. When an auditor or monitor picks this up a year from now, they should be able to see the story of what occurred - "paper trail" - should not be relying on individual's to remember this at a later date or expect the auditor to guess).

Facility Costs

1. Copy of Lease must be provided
2. Cost allocation plan must be provided if you do not have an indirect cost rate.

Other Direct Costs

1. For childcare, a sign in/out log must be provided if requesting reimbursement for childcare expenses.
2. Bus Passes should be billed as "Other Direct Costs- Participant Support"; you will need to provide a log with the signatures of participants who were issued passes.
3. GED tests cannot be billed in advance. You must submit documentation that substantiates that the individual took the test in order for the expense to be submitted for reimbursement.

SECTION D – ATTACHMENT A

4. If a field trip is taken, the trip details must be provided. Movie costs are viewed as entertainment costs by DOL and deemed unallowable.
5. If it is an incentive, you must provide an incentive log that shows what the individual accomplished to earn the incentive. Internships should not be billed under “Staff Salaries”. They should be billed as “Internships” under “Other Direct Costs” (include wage and tax data cumulative).

Contractual

1. What Procurement process used? Is there anything to document? I.e. copy of surveys or responses or evaluation report? Should have something to substantiate activity.
2. For all consultant or contractors being reimbursed under WIOA, we must have a copy of the consultant’s contract, reports, etc. An invoice from the consultant will no longer be sufficient

Office Supplies

1. If calendars, computers, tablets, printers are ordered, we must know to whom the items were assigned.
2. Office supplies utilized for participants must be separated from operation supplies when cash requests are submitted. All participant cost should be listed under “Other Direct Costs”.
3. We will no longer be approving the reimbursement of supply invoices dated after April 30.

Internal Procedures

1. All invoice receipts should be approved for payment by the supervisor and the date paid, check number and amount paid should be visible on the documentation.
2. We will not reimburse for late fees. If you submit an invoice with a “past” due notice including a prior amount being unpaid, we must be provided with documentation that the invoice has been paid.
3. Requests for reimbursements must be received on a monthly basis.
4. Audit reports must be provided to Mobile Works on an annual basis.

SECTION D – ATTACHMENT A

The following methods should be utilized when charging costs to WIOA:

Elements of Cost	Valuation Method
Salaries and wages	Actual hours worked
Fringes	Actual amount applicable to employee
Contractual	Actual usage
Other Direct Costs	Actual usage
Incentives, Stipends	Actual usage
GED Tests	Actual usage
Bus Passes/Gas Vouchers	Actual usage
Travel	Actual usage-separate staff travel from participants
Contracts-program related	Actual usage-must provide contract and deliverables
Supplies	Actual usage-Separate operations from participants
Communications	Actual usage
Equipment rental	Actual usage
Copy Use	Actual usage
Computer repairs and maintenance	Actual Usage-Only applicable to computers used by WIOA activities
Phone	Actual usage
Facility Costs	Allocated-WIOA Program space square footage divided by total building square footage
Rent	Allocated, however; You cannot charge rent to the WIOA program if you own the building. You are only allowed to charge allocated depreciation expense based on square footage. If you are in a rent free building, you cannot charge rent to WIOA. We must have a current copy of the lease on file.
Pest Control	Actual Usage-Only applicable to space utilized by WIOA
Security	Actual Usage-Only applicable to space used by WIOA activities
Utilities	Allocated based on square footage

NOTE: Types of costs mentioned in this attachment can only be charged if they were part of your approved budget.

COSTS

Proposed LINE ITEM Budget for Youth Programs

Service Provider: Coastal Alabama Community College Adult Education Program

Program Title: Youth ~ Skills4Jobs (YS4J)

Line Item Cost	Program Services	
Staff Compensation	\$ <u>59,250.00</u>	
Staff Fringe Benefits	\$ <u>4,532.63</u>	
Travel/Transportation	\$ <u>6,000.00</u>	
Facility Costs	\$ <u>0</u>	
Communications	\$ <u>0</u>	
Supplies	\$ <u>8,000.00</u>	
Equipment	\$ <u>0</u>	
Contractual	\$ <u>0</u>	
Other Direct Costs	\$ <u>25,00.00</u>	
<u>Indirect Costs</u>	\$ <u>0</u>	
TOTAL COST:	\$ <u>102,782.63</u>	[sum of 1 thru 10]

Budget Narrative

Staff Compensation

Compensation in the form of hourly wages of \$25/hour will be paid to employees of the CACC AE program for work performed under YS4J. The compensation for these employees does not exceed the compensation for the other similarly situated employees of the AE program. Total annual compensation would be \$59,250.00.

Back-up Detail:

MOS Instructor: Part-time employment of 4 hours a week for 3 sessions during the year at \$25/hour

NCCER Instructor: Part-time employment of 5 hours a week for 3 sessions during the year at \$25/hour

CPT Instructor: Part-time employment of 6 hours a week for 3 session during the year at \$25/hour

Career Coach and Grant Administrators: Part-time employment during the grant at \$25/hour

Staff Fringe Benefits

Fringe benefit costs for YS4J employees will include FICA, which is consistent with CACC AE program's usual and customary personnel policies concerning the provision of benefits. Total FICA annual amount would be \$4,532.63.

Back-up Detail:

Employees' FICA will be paid by YS4J program funding: FICA (7.65% of \$59,250.00) = \$4,532.63

Travel & Transportation

Supervisors (Becky Fields and Martin Murfin) traveling to class sites for supervisory duties will be paid mileage according to federal guidelines. This travel for the program will be managed and paid for in the same manner that other AE travel is reimbursed and will be under the usual and customary policies of the community college concerning employee travel on official business. Total annual travel costs would be \$6,000.

Back-up Detail:

Mileage is currently paid at \$0.58 a mile. Considering the size of our county and the various location of our sites, staff will need to travel daily to complete requirements of the grant.

Facility Costs

There will be no cost for buildings or facilities.

Supplies

Consumable property and low-cost non-consumable property for use by the program staff and/or participants will be an annual total of \$8,000.

Back-up Detail:

- a) Costs for books, instructional supplies, and training aids, teaching materials or other consumable materials to be used by or for participants in order to carry out program objectives = \$6,000.00
- b) Costs for office supplies or desktop supplies to be used by program staff and/or participants = \$1,500.00
- c) Costs for the purchase of low-cost non-consumable property needed for the program = \$500

Equipment

No equipment will be purchased with program funding.

Contractual

No contractual services will be used.

Other Direct Costs

The other direct costs for YS4J program will be the award incentives, gas cards, advertising and testing fees for the credentialing assessments. Youth who enroll in the program will be eligible for financial awards, such as gift cards for successful completion of a designated number of instructional hours and completion of a course, as well as gas cards to assist with travel to class or internship facilities. Our program will also pay for the fees associated with certification tests. Indirect costs totaling \$25,000 for the year.

Back-up Detail:

Incentive Awards (\$25 per award) = students can receive a maximum of \$300 per year

Gas Cards (\$25 per milestone achievement) = students can receive a maximum of \$300 per year

Certification Tests = MOS, CPT, NCCER = \$8,000

Costs associated with advertisements, program outreach and/or public relations will be approximately \$4,000.

Back-up Detail:

Rack Cards = \$500

Signage = \$1,000

Newspaper/Radio ads = \$2,500

Indirect Costs

There will be no indirect costs for the program.

SWAPTE YOUTH PROGRAM NARRATIVE

Coastal Alabama Community College

NARRATIVE:

The CACC AE Program received SWAPTE funding last year to serve 16-24 year old out-of-school youth in Baldwin County, AL. Our program recruited and served youth throughout the county.

Classes were held at our college campus facilities in Bay Minette, Gulf Shores and at the Robertsdale Technical School.

Our objectives were to develop strong mentor relationships with the youth to build specific skills in citizenship, leadership, computer skills, and targeted employment clusters. Youth in need of their high school diploma received study-skills training along with remedial instruction to prepare for their GED testing or the High School Diploma Option (HSDO). Youth were also provided instruction and certification in occupational focused courses: Microsoft Office Specialist (MOS), National Center for Construction Education & Research (NCCER), and Certified Production Technician (CPT). Youth enrolled in the program were provided financial awards, such as gift cards for successful completion of a designated number of instructional hours and completion of courses. After successful completion of a course(s), youth were offered occupational experience with local employers to build their preparation for the workforce, work ethic, and specific job skills. Youth were provided with career counseling, job development and job placement.

SUMMARY OF ACTIVITIES:

- 19 - Students were serviced (enrolled, determined eligible by the Alabama Career Center, and participated in training or counseling).
- 66 -- Students were pre-qualified by CACC with 29% following through and being qualified by the Alabama Career Center.
- 3 - Students have obtained their GED.
- 11- Students have obtained Measurable Skills Gains and Certifications.
- 7 - Increases in Educational Functioning Levels.
- 6 - Students have entered paid employment.
- 22 - Students Pending -- (interested in services if the grant is renewed).

Coastal Alabama Community College
Y4J Successes (2018-2019)

4/10/19
tdmurfitt

Certificates Achieved

	Career Center	GED tests passed				MOS					Obtained Employment					
		RLA	Science	SS	Math	HSDO	Word	PP	Excel	OL	NCCER	CPT	EFL/WkBase Lrng	In prog.	2Q	4Q
1	Student	Center														
1	Cunningham, Joseph	BM	NA	2/5/19	3/21/19	3/28/19		IW	IW	IW	IW	1/30/19	IW	3 EFL's	10/31/18	
2	Bailey, Kelton	Foley										1/30/19				
3	Ellerbrock, Jett	Foley										1/30/19				
4	Avila-Enriquez, Mayra	Foley	NA	NA	NA	9/23/18		3/27/19	IW	IW	IW			1 EFL		
5	Grace, Tiana	BM						3/6/19	3/13/19	IW	IW					
6	Higgins, Jennifer	Foley	12/13/18	IW	IW	IW						1/30/19	IW	2 EFLs	11/12/18	
7	Knowles, Riley	BM	9/25/18	NA	9/25/18	NA								1 EFL	9/25/18	
8	Lockhart, Brandon	Foley										1/30/19				
9	Morales, Angelique	Foley											IW		1/14/19	
10	Prim, Darius	Foley												Internship at Houston Youth Reach		
11	Ross, Tyshena	Foley	IW	IW	IW	IW						1/30/19				
12	Sipe, C. Rian	Foley										1/30/19				
13	Wallace, Jeff	Foley										1/30/19				
14	Emerson, Courtney	Foley											IW		1/16/19	
15	Dade, Jassandra	BM	IW	IW	IW	IW										
16	Smith, Maicee	Foley	IW	IW	IW	IW							IW			
17	Scott, Bryce	Foley	IW	IW	IW	IW							IW			
18	Graham, Jocelyn	Foley	IW	IW	IW	IW							IW		3/2019	
19	Graham, Joseph	Foley	IW	IW	IW	IW							IW			
20																

Exited from program

NA - Achieved before grant

Measurable skill

IW - In work

Job obtained

EFL - Educational Functioning Level

I. Synopsis

- A. This is a skills building program targeting youth 16-24 years old.
- B. Our objectives will be the following:
 - 1. Develop strong mentor relationships with the youth to help build specific skills in citizenship, leadership, computer, and targeted employment clusters (i.e., Building Construction, Certified Logistics Technician, and Microsoft Office Specialist).
 - 2. Build an understanding of the connection between education and employment.
 - 3. Connect the youth with local businesses and employers.
 - 4. Offer occupational experience with local employers to build their preparation for the workforce, work ethic, and specific job skills.
 - 5. Assist students in becoming certified in Microsoft Office Specialist (MOS), National Center for Construction Education & Research (NCCER), and Certified Production Technician (CPT).
 - 6. Assist students financially by offering reward incentives for attendance, high scores, and credentialing success.

II. Classes will be held at our college campus facilities and technical training facilities in Bay Minette, Fairhope, Robertsedale, and Gulf Shores.

- A. Microsoft Office Specialist class
- B. Building Construction class
- C. Certified Production Technician class

III. Outcomes

- A. Acquisition of a high school credential (if needed).
- B. Occupational certification in one or more nationally recognized programs.
- C. Paid work experience.
- D. Leadership development.
- E. Career awareness.
- F. Acquisition of labor market information.

I). Summary:

The Coastal Alabama Community College AE Program will serve 16 to 24 year old out-of-school youth in Baldwin County, AL, selecting from those currently in our program and those recruited throughout the county,

Classes will be held at our college campus facilities in Bay Minette, Fairhope, Robertsedale, and Gulf Shores.

Our objectives will be to develop strong mentor relationships with the youth to help build specific skills in citizenship, leadership, computer technology and proficiency, and in targeted employment clusters. We hope to build in the youth an understanding of the connection between education and employment and connect the youth with local businesses and employers. We will also provide comprehensive guidance and counseling in education and employment acquisition.

Youth in need of their high school diploma will receive study-skills training along with remedial instruction to prepare for GED testing or the High School diploma Option (HSO). Once a secondary school credential has been awarded, youth will be offered instruction and certification in various occupational courses: Microsoft Office Specialist (MOS), National Center for Construction Education & Research (NCCER), and Certified Production Technician (CPT). Youth who enroll in the program will be eligible for financial awards, such as gift cards for successful completion of a designated number of instructional hours and completion of course. After successful completion of a course(s), they may be offered occupational experiences with local employers. These experiences will build their preparation for the workforce, work ethic, and specific job skills. This opportunity will be contingent upon available providers.

The outcomes from these activities will be acquisition of a high school credential (if needed), occupational certification in one or more nationally recognized programs, paid work experience, leadership development, career awareness, and acquisition of labor market information. A distinct advantage that we have as a community college entity is that many individuals who would qualify for this program are already aware of what our classes can offer and will be able to enroll into YS4J to receive even more assistance than we have been able to supply in the past.

II). Target:

Through the YS4J, we will serve 50 youth in the proposed four academic and training programs.

The Coastal Alabama AE Program has long-term community linkages and partnerships with the following entities:

- Baldwin County Board of Education
- Alabama Career Centers

- Alabama Department of Human Resources
- Local and State Correctional Institutions
- Local Chambers of Commerce
- Alabama Department of Rehabilitation Services
- Mary's Shelter for Homeless Pregnant Women
- Baldwin County Education Coalition
- Employers/Businesses throughout Baldwin County

Special criteria/circumstances in order for youth to enroll in the program include the following:

- Youth who do not test at an appropriate minimum level for entry into the program will be placed in remedial instructional classes.
- Youth with low income, drop-outs, disabilities and/or history as an offender will be primary factors for entering the programs.
- Youth interested in the Microsoft Office Specialist (MOS) training will be provided an entry-level skills assessment.

Specific recruiting and enrollment strategies used to assure the program serves the number of youth intended to benefit include the following:

- Youth will be recruited from
 - our eleven GED Classes in Baldwin County.
 - our Alabama Career Centers.
 - the Alabama Department of Rehabilitation Services.
 - the Alabama Department of Human Resources.
- Referrals will be received from the Baldwin County Juvenile/Adult Court System
- All applicants will be referred to the Alabama Career Center for immediate eligibility determination.

III) Design:

Upon entering the YS4J, youth will be given a TABE test to verify their academic level in terms of grade equivalency. This test will be given whether or not they have a high school diploma in order to ascertain if there are skill deficiencies.

TABE DRC Insight online assessment system will score tests in content areas (Language, Reading, and Math) for scale scores, grade equivalencies, and National Reporting System (NRS) levels. Youth will be pre-tested upon entry into the program and post-tested at regular intervals depending on their Adult Basic Education (ABE)/Adult Secondary Education (ASE) level, after either 30 or 40 hours of instruction.

Youth must advance in the TABE test to level A (ASE) in each respective subject before GED Ready testing can take place. The Ready Test will then validate whether they have reached a level of official testing success. Youth

enrolling in the certification classes must have a minimum of an 8th-grade math level and 10th-grade reading level upon entry and then must pass the certification assessment at the end of the course.

Service strategies already in place in the AE program will be utilized for the YS4J. Recruitment, testing, instruction, and reporting will be identical and integrated into our AE program procedures.

Youth in need of their high school diploma will receive study-skills training along with remedial instruction to prepare for GED testing or the High School diploma Option (HSO). Once a secondary school credential has been awarded, youth will be offered instruction and certification in various occupational courses: MOS, NCCER, and CPT. Youth who enroll in the program will be eligible for financial awards, such as gift cards for successful completion of a designated number of instructional hours and completion of a course, as well as gas cards to assist with travel to class or internship facilities. After successful completion of a course(s), youth will be offered occupational experience with local employers to build their preparation for the workforce, work ethic, and specific job skills. This will be contingent upon available providers.

Financial incentives and opportunities for paid training and work will be very appealing to youth. Incentives and stipends are a key form of positive reinforcement to sustain motivation, especially when tied to benchmarks such as earning credentials or acquiring specific competencies. They also can be an important source of support to meet the economic challenges these young people face. Recent evaluations suggest that the quality of the work experience may also matter. Low-wage work that is not connected to a career pathway or that young people perceive to have no value may not be as effective as work experience that gives them a sense of future advancement or the satisfaction of providing a needed service to the community.

Many out-of-school youth experience instability in their family and neighborhood and lack adult support and supervision. The presence of caring, committed adults who provide moral and emotional support appears to be an important feature of successful youth programs, as is creation of a family-like atmosphere and a sense of belonging. Enrolling youth in a series of small cohorts, as opposed to admitting them on an open-enrollment basis, can encourage engagement by facilitating peer relationships and feelings of community.

IV) Services:

Through the YS4J program, we will offer the following:

- Tutoring and study skills training

- Instructors in all classes will tutor individuals as needed with their language, reading, math, and/or study skills.
 - Students not testing at an appropriate level for a certification course will be placed in remedial instructional classes.
- Instruction leading to completion of secondary school credential
 - Any student not possessing a high school diploma or equivalent upon entry into our program will be placed in a GED or HSO class for acquisition of such credential.
- Paid and unpaid work experiences that have an academic and occupational education component
 - Partnerships have been made with local employers who will accept YS4J students as interns to learn how to perform certain jobs.
 - These positions will be on-the-job training that may include pay depending upon grant funding.
- Occupational skill training for a specific occupation or cluster
 - We will offer three occupational courses: MOS, NCCER, and CPT.
 - These courses will provide training in the specific occupational cluster.
- Leadership development opportunities
 - Within class environments, group work will help to build leadership qualities as well as the instruction.
 - On-the-job training will also put students in contact with leaders and be given opportunities to develop their own leadership skills.
- Adult mentoring for the period of participation and comprehensive guidance and counseling in follow-up services for not less than 12 months after the completion of participation
 - YS4J instructors are skilled in adult education mentoring and are diligent in assisting students in their educational and professional needs.
 - Our Career Coach will support students after the completion of their coursework and internship to enter employment, more training, or post-secondary education.
- Labor market and employment information
 - Certification courses will include information regarding local and area employment opportunities as well as an understanding of job clusters on the rise and the potential for employment.
- Activities to prepare youth to transition to postsecondary education and training
 - The Career Coach will work with students seeking further training or education in applying to the appropriate institutions and financial aid (FAFSA).

We will serve youth as a provider of skills, mentor in finding and setting a career path, and advisor for employment. As each of the areas of service is provided to enrolled students, the more prepared each student will become concerning educational and job success. For each level of the program that a student successfully completes, the better his chances of acquiring and retaining employment becomes.

All YS4J students will be guided to a local Career Center to be advised on other WIOA available opportunities so that the youth will have access to WIOA elements that our program will not provide.

V) Outcomes:

The outcomes to be achieved during the contract period as a result of the services our program will provide will include the following:

- 60% of our enrollment will attain credentials, which will either come from the high school equivalency, MOS, NCCER, and/or CPT credentials.
- 55% of our enrollment will be employed by the 2nd quarter after exiting the program.
- 65% of our enrollment will be employed by the 4th quarter after exiting the program.

We understand that the core performance indicators for youth required by WIOA are that 52.8% of the students will attain a credential, 53% of the students will be employed by the end of the 2nd quarter after exit, and 64% employed by the end of the 4th quarter after exit. Upon enrollment into the program, all students will be entered into Alabama Adult Education System for Accountability & Performance (AAESAP) data management system. Our office staff will enter appropriate student information into the system as it is reported by the instructors. AAESAP also data matches with the Department of Labor quarterly, with ACCS, DAX, and the Alabama Commission on Higher Education three times a year, and with GEDTS nightly. This will ensure that employment information as well as other pertinent training and education information is kept up to date and accurate. AAESAP also contains a certification reporting element in which the staff will be able to input credential documentation. These educational and occupational competencies will be stored indefinitely inside the AAESAP software, and reports will be able to be pulled regarding any students' credentials, education, and competencies.

All students, upon entry into the program, will be pre-tested in the TABE online assessments. At appropriate intervals according to TABE, we will post-test the students to verify remediation success and gains in level achievement. TABE scores, which are reported in AAESAP, guide our

instructors as to each student's particular deficiencies so that correct and adequate instruction can be given in the appropriate academic area.

VI) Format:

Youth within our program will receive instruction within our classroom settings whether on a Coastal Alabama campus or at one of the technical centers located in Baldwin County. Other services such as internship training will take place at a local employer's facilities.

The duration of the program will be from the fall of 2018 through summer of 2019. Each class within the year will take approximately 12 weeks to complete; however, GED remediation may be for a shorter or longer period depending on the student's academic level upon entry. Once a GED credential is earned, a 12-week certification class will be entered by the youth if time allows within the program year.

All instruction for GED remediation is based on individual needs and instruction and instructional materials is given to each student for the specific academic area that needs improvement. The other certification classes will be taught in group settings with class instruction being the main mode in instruction along with the appropriate instructional materials, whether online or printed. Individual attention will be given when necessary.

We plan for 20 students to enter the program during the fall quarter (Fall Semester), 20 students to enter in the second quarter (Spring Semester), and 10 to enter in the fourth quarter (Summer Semester).

Certifications and curricula are attached in Addendum A and B.

VII) Personnel:

The personnel listed below will provide administration, supervision, instruction, and commitment to the program.

- Dr. Ken Adams, Director AE Program
 - BS – Athens State University
 - MS – Auburn University
 - Ed.D. – Nova Southeastern University
 - Educator with over twenty-three years of teaching experience.
- Dana Matthews, Instructional Coordinator AE Program
 - BA – Troy University
 - MS – Troy University
 - Ed.S. – University of West Florida
 - Educator with over twenty years of teaching experience.
- Becky Fields, Career Coach
 - BS – University of South Alabama
 - MS – University of South Alabama.

- Counselor and educator with over thirty years of experience in the areas of Guidance and Counseling, Teaching, Career Assessments, and Job Placement.
- Adult Education Instructors – all instructors have a Master's or Bachelor's Degree with a minimum of five years' experience.

Staff already on board will be assigned if the program is funded. Some staff will only be hired if the program is funded. No subcontractors will be hired.

Staff retention is key, as turnover among staff members whom participants have come to trust and rely on can be disruptive to engagement during the program, as well as during the follow-up period. Manageable classes and competitive pay are obviously necessary to minimize staff burnout; regular communication and feedback from supervisory staff members and professional development opportunities are also important.

VIII) Location:

Youth activities/services will be provided at the following training sites:

- Coastal Alabama Community College – Bay Minette Campus
- Coastal Alabama Community College – Fairhope Campus
- Coastal Alabama Community College – Gulf Shores Campus
- South Baldwin Center for Technology – Robertsdale
- North Baldwin Center for Technology – Bay Minette
- Business Partners in Baldwin County

Transportation is one of the most often mentioned issues when it comes to providing services for young people. For young people in rural areas, transportation is a big hurdle. The Baldwin Rural Area Transportation System (BRATS) will assist in providing transportation needs for our students.

IX) Non-duplication: The YS4J program through our AE services will be distinct in several ways from the other programs already in progress.

1. We want to have enough enrollment to have certification classes for only the 16-24 year old youth.
2. These groups of students will create a cohort that can pass through the coursework together, offer support to one another, and build a sense of community among the group. This will improve the success of these students and the retention rate in the program.
3. These students will be offered financial assistance in two ways. During coursework they will be offered the chance to be rewarded for attendance and gains within the classes. After certification, they will be assisted in participating in internship positions with local employers where they will receive on-the-job training pay.

Other GED and certification classes offered through AE do not offer an age group limitation, a cohort of students who progress together, or financial assistance in any form. This funding will help us provide both financial and educational resources to an age group that needs our assistance to prepare for jobs that are available within our county and Mobile.

A CPT credential will open the door for such jobs as Automotive Technician, Audio/visual Technician, Manufacturing Technician, RT/MT/PT/UTA Technician, and Diesel Technician, with annual salaries ranging from \$25,000 to \$60,000.

The NCCER credential will open the door for such jobs as Brickmasons, Carpenters, Construction Equipment Operator, Construction Laborers and Helpers, Insulation Workers, Roofers, Painters, Hazardous removal workers, and Reinforcing Iron and Rebar Workers, with annual salaries ranging from \$20,000 to \$50,000.

The MOS credential will open the door for such jobs as Office Assistant, Office Manager, Executive Assistant, Administrative Assistant, IT Support Technician, SharePoint Specialist, Database Specialist, Workbook Developer, Research Analyst, and Project Coordinator with annual salaries ranging from \$26,000 to \$60,000.

X) Experience:

The AE program of Coastal Alabama will be successful in conducting this program for many reasons. Our facilities for offering these classes, support, and counseling are excellent sites for facilitating this program. We have classrooms with all the appropriate furnishings including computers and Internet to be able to perform instruction and to assist students in their academic and training endeavors. Classrooms in the technical centers have the necessary equipment needed for the type of certification (NCCER) training that takes place. Our staff who will be teaching the coursework are highly trained and experienced in working with adults and youth seeking to continue their education. They receive professional development on how to work with the students, how to retain the students, and how to document and input appropriate data into the system. Our sites contain large amounts of published instructional materials for students to utilize as well as online instructional software programs that students can access in class and at home. Our AAESAP data collection and storage software that is already used for the AE program also makes documentation of students' attendance and successes makes documenting and report retrieval uncomplicated. Overall, our AE program's commitment to the welfare and education of our county's

citizens is paramount. We strive to meet the needs of individuals who want to progress in their education and employability skills.

Our mission as an AE program is to assist all Alabamians in achieving the basic skills and the credentials they need to be productive workers, family members, and citizens. Because this is our goal, we are constantly working to reach more individuals, enroll more into our programs, and successfully graduate students into work environments. We are an equal opportunity and nondiscriminatory program that seeks to assist all who qualify.

XI) Management: Describe how you propose to assure proper management and administration of the program to meet WIOA requirements.

The YS4J program will provide high quality services for youth and young adults beginning with career exploration and guidance, continued support for educational attainment, opportunities for skills training in in-demand industries and occupations, and culminating with assistance from our career coach and the Career Center in finding a good job along a career pathway or enrollment in post-secondary education or training. During this process the management and administration of the program will be under the guidance of the director of the AE program at Coastal Alabama, Dr. Kenneth Adams, as well as under the financial leadership of the business office personnel who will maintain all financial records according to federal guidelines.

The AE department will supervise the program with Dana Matthews and Becky Fields responsible for scheduling classes and instructors, marketing available classes, recruiting of students, and overseeing student record input. Instructors will be responsible for testing, reporting assessment results, instruction, guidance and mentoring.

The program's participant-record keeping will be overseen by the intake specialists within the AE office with instructors reporting the information that will be inputted by the specialists.

The business office at Coastal Alabama will be responsible for financial reports

The timelines are attached in Addendum C.

Addendum A Certifications

GED

CANDIDATE INFORMATION

LAST NAME: Averitt FIRST NAME: Kyle MIDDLE: D
 ADDRESS: 24749 Daw Rd ADDRESS2:
 CITY: Elberta STATE: AL ZIP: 36530
 COUNTRY: USA
 PHONE: 251-979-0435 JURISDICTION: AL
 DATE OF BIRTH: 11/29/1997 ID NUMBER: N/A

TESTING CENTER INFORMATION

CENTER NAME: Faulkner State Community College
 CENTER ID: 69266
 PHONE NUMBER: (251) 580-2185
 CENTER ADDRESS: 1900 US Highway 31 South, Bay Minette, AL

TEST RESULTS

	LANGUAGE	DATE	SCORE* (on a scale of 100 - 200)	PERFORMANCE LEVEL	STATUS	PERCENTILE RANK
Reasoning Through Language Arts	English	06/22/2015	163	GED®	PASS	63
Mathematical Reasoning	English	07/13/2015	160	GED®	PASS	60
Science	English	06/29/2015	169	GED®	PASS	86
Social Studies	English	07/20/2015	155	GED®	PASS	44
			SCORES	649		
					OVERALL	
					PASS	

* The scores on this report are the highest scores achieved by the candidate and not necessarily the most recent. If retest scores are lower than scores previously achieved, the retest scores are not reported.

To learn more about score scales and content descriptions please visit www.GEDtestingervice.com/transcriptinfo

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MOS

OFFICIAL MICROSOFT CERTIFICATION



Microsoft | Learning

Microsoft® Office Specialist



Month Date, Year

Sample Certificate

has successfully completed the requirements to be recognized as a Microsoft Office Specialist for
Office Excel 2007

Steven A. Ballmer
Chief Executive Officer
Microsoft Corporation



Office Excel 2007

NCCER

This document represents that

Joe Diber

has successfully completed

Core Curricula

*in NCCER's standardized craft training curriculum
on this Twentieth day of March, 2013*



Donald E. Whyte

Donald E. Whyte
President, NCCER

The Manufacturing Skill Standards Council

HAS CONFERRED UPON

GREGORY CRISPEN MASUKA

THE CERTIFIED PRODUCTION TECHNICIAN^{AE} CERTIFICATION

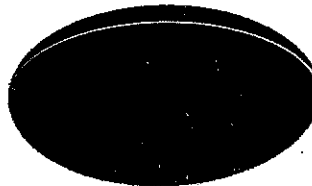
FOR THE SUCCESSFUL COMPLETION OF ALL FOUR PRODUCTION TECHNICIAN ASSESSMENTS
IN THE AREAS OF SAFETY, QUALITY PRACTICES & MEASUREMENT, MANUFACTURING
PROCESSES AND PRODUCTION, & MAINTENANCE AWARENESS

GIVEN ON THIS TENTH DAY OF MAY
IN THE YEAR TWO-THOUSAND AND THIRTEEN



ANSI Accredited Program
PERSONNEL CERTIFICATION
#0849

ANSI/ISO/IEC 17024



A handwritten signature in black ink, appearing to read "Noel J. Kelly".

CHIEF EXECUTIVE OFFICER

MEMBER ID: A16390

EXPIRATION DATE: 5/10/2018

Skills Certification System

Addendum B Curricula

GED Curriculum

Assessment Guide for Educators: Mathematical Reasoning

Chapter 1: Assessment Targets

Mathematical Practices

In addition to the content-based indicators, the GED® Mathematical Reasoning test also focuses on reasoning skills. These skills are embodied by the GED® Mathematical Practices which are based on two sets of standards:

1. The Standards for Mathematical Practice found in career- and college-readiness standards for mathematics
2. The Process Standards found in the Principles and Standards for School Mathematics, published by the National Council of Teachers of Mathematics

The content indicators and mathematical practices found in the GED® Mathematical Reasoning Assessment Targets, though related, each cover different aspects of item content considerations.

See Appendix B for the reference for each code identified in the "References" column in the Mathematical Reasoning Assessment Targets.

- The **content indicators** focus on mathematical content, as typically seen in state standards frameworks and, to some extent, the career- and college-readiness standards for mathematics. The indicators describe very specific skills and abilities of which test takers are expected to demonstrate mastery.
- The **mathematical practices**, in contrast, focus on mathematical reasoning skills and modes of thinking mathematically. Most of these skills are not content-specific, meaning that a mathematical practice indicator could be applied to items that cover a range of content domains (e.g. algebra, data analysis, number sense). The measurement of these skills is very much in keeping with the Standards for Mathematical Practice, which were created in order to "describe varieties of expertise that mathematics educators at all levels should seek to develop in their students."¹ The mathematical practices provide specifications for assessing real-world problem-solving skills in a mathematical context rather than requiring students only to memorize, recognize and apply a long list of mathematical algorithms.

It is crucial to assess both content and reasoning, but it is unrealistic for each individual test item to address both types of skills. The GED® test does include some items, however, in which

¹ Common Core State Standards for Mathematics (2010), p. 6

Assessment targets

The assessment targets for all four content areas provide a complete description of the skills and knowledge that are measured on the GED® test. Evidence strongly indicates that proficiency with the core skills identified in the assessment targets is predictive of success in a wide range of career and college pathways.

Passage selection and test question development for the reading comprehension component of the GED® RLA test reflect these two high-level standards. The texts span a range of complexity, including texts at the career- and college-readiness level.

The targets and indicators in the following tables are derived from nationally recognized career- and college-readiness curricular standards.

Reading Assessment Targets ¹		Range of Depth of Knowledge (DOK) Levels ²
Common Core Connection: R.2		
Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.		
R.2.1 Comprehend explicit details and main ideas in text.		1-2
R.2.2 Summarize details and ideas in text.		2
R.2.3 Make sentence-level inferences about details that support main ideas.		2-3
R.2.4 Infer implied main ideas in paragraphs or whole texts.		2-3
R.2.5 Determine which detail(s) support(s) a main idea.		1-3
R.2.6 Identify a theme, or identify which element(s) in a text support a theme.		1-3
R.2.7 Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.		2-3
R.2.8 Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.		2-3
Common Core Connection: R.3		
Analyze how individuals, events, and ideas develop and interact over the course of a text.		
R.3.1 Order sequences of events in texts.		1-2
R.3.2 Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts.		2
R.3.3 Analyze relationships within texts, including how events are important in relation to plot or conflict; how people, ideas, or events are connected, developed, or distinguished; how events contribute to theme or relate to key ideas; or how a setting or context shapes structure and meaning.		2-3
R.3.4 Infer relationships between ideas in a text (e.g., an implicit cause and effect, parallel, or contrasting relationship).		2-3
R.3.5 Analyze the roles that details play in complex literary or informational texts.		2-3

Language Assessment Targets ⁶	Range of Depth of Knowledge (DOK) Levels ⁷
Common Core Connection: L.1	
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.1.1 Edit to correct errors involving frequently confused words and homonyms, including contractions (passed, past; two, too, to; there, their, they're; knew, new; it's its).	1-2
L.1.2 Edit to correct errors in straightforward subject-verb agreement.	1-2
L.1.3 Edit to correct errors in pronoun usage, including pronoun-antecedent agreement, unclear pronoun references, and pronoun case.	1-2
L.1.4 Edit to eliminate non-standard or informal usage (e.g., correctly use try to win the game instead of try and win the game).	1-2
L.1.5 Edit to eliminate dangling or misplaced modifiers or illogical word order (e.g., correctly use to meet almost all requirements instead of to almost meet all requirements).	1-2
L.1.6 Edit to ensure parallelism and proper subordination and coordination.	1-2
L.1.7 Edit to correct errors in subject-verb or pronoun antecedent agreement in more complicated situations (e.g., with compound subjects, interceding phrases, or collective nouns).	1-2
L.1.8 Edit to eliminate wordiness or awkward sentence construction.	1-2
L.1.9 Edit to ensure effective use of transitional words, conjunctive adverbs, and other words and phrases that support logic and clarity.	1-2
Common Core Connection: L.2	
Demonstrate command of the conventions of standard English capitalization and punctuation when writing.	1-2
L.2.1 Edit to ensure correct use of capitalization (e.g., proper nouns, titles, and beginnings of sentences).	1-2
L.2.2 Edit to eliminate run-on sentences, fused sentences, or sentence fragments.	1-2
L.2.3 Edit to ensure correct use of apostrophes with possessive nouns.	1-2
L.2.4 Edit to ensure correct use of punctuation (e.g., commas in a series or in appositives and other non-essential elements, end marks, and appropriate punctuation for clause separation).	1-2

⁶ See the Common Core State Standards for English Language Arts and Literacy at www.corestandards.org for more information on the reference codes listed at the beginning of each Language Assessment Target.

⁷ The Depth of Knowledge (DOK) levels correspond with Norman Webb's University of Wisconsin Depth of Knowledge model of cognitive complexity.

Score	Description
Trait 1: Creation of Argument and Use of Evidence	
2	<ul style="list-style-type: none"> generates text-based argument(s) and establishes a purpose that is connected to the prompt cites relevant and specific evidence from source text(s) to support argument (may include few irrelevant pieces of evidence or unsupported claims) analyzes the issue and/or evaluates the validity of the argumentation within the source texts (e.g., distinguishes between supported and unsupported claims, makes reasonable inferences about underlying premises or assumptions, identifies fallacious reasoning, evaluates the credibility of sources, etc.)
1	<ul style="list-style-type: none"> generates an argument and demonstrates some connection to the prompt cites some evidence from source text(s) to support argument (may include a mix of relevant and irrelevant citations or a mix of textual and non-textual references) partially analyzes the issue and/or evaluates the validity of the argumentation within the source texts; may be simplistic, limited, or inaccurate
0	<ul style="list-style-type: none"> may attempt to create an argument OR lacks purpose or connection to the prompt OR does neither cites minimal or no evidence from source text(s) (sections of text may be copied from source) minimally analyzes the issue and/or evaluates the validity of the argumentation within the source texts; may completely lack analysis or demonstrate minimal or no understanding of the given argument(s)
Trait 2: Development of Ideas and Organizational Structure	
2	<ul style="list-style-type: none"> contains ideas that are well developed and generally logical; most ideas are elaborated upon contains a sensible progression of ideas with clear connections between details and main points establishes an organizational structure that conveys the message and purpose of the response; applies transitional devices appropriately establishes and maintains a formal style and appropriate tone that demonstrate awareness of the audience and purpose of the task chooses specific words to express ideas clearly
1	<ul style="list-style-type: none"> contains ideas that are inconsistently developed and/or may reflect simplistic or vague reasoning; some ideas are elaborated upon demonstrates some evidence of a progression of ideas, but details may be disjointed or lacking connection to main ideas establishes an organization structure that may inconsistently group ideas or is partially effective at conveying the message of the task; uses transitional devices inconsistently may inconsistently maintain a formal style and appropriate tone to demonstrate an awareness of the audience and purpose of the task may occasionally misuse words and/or choose words that express ideas in vague terms
0	<ul style="list-style-type: none"> contains ideas that are insufficiently or illogically developed, with minimal or no elaboration on main ideas contains an unclear or no progression of ideas; details may be absent or irrelevant to the main ideas establishes an ineffective or no discernable organizational structure; does not apply transitional devices, or does so inappropriately uses an informal style and/or inappropriate tone that demonstrates limited or no awareness of audience and purpose may frequently misuse words, overuse slang or express ideas in a vague or repetitious manner

Scientific Practices in A Framework for K-12 Science Education

References to Common Core State Standards and Framework for K-12 Science Education ¹	Science Practices	Range of Depth of Knowledge (DOK) levels ²
SP.1 Comprehending Scientific Presentations		
R2, R8, P8, M2, M8	SP1.a Understand and explain textual scientific presentations	1-3
R4, L4, P8, M2, M4, M8	SP1.b Determine the meaning of symbols, terms and phrases as they are used in scientific presentations	2
S-1D, 8.SP, P8, M2, M4, M8	SP1.c Understand and explain a non-textual scientific presentations	2
SP.2 Investigation Design (Experimental and Observational)		
R8, P3, P4, M4	SP2.a Identify possible sources of error and after the design of an investigation to ameliorate that error	2-3
R2, R5, W5, P1, P8, M, M4, M8	SP2.b Identify and refine hypotheses for scientific investigations	2-3
R8, R9, P2, P5, M3, M4	SP2.c Identify the strength and weaknesses of one or more scientific investigation (i.e. experimental or observational) designs	2-3
W7, 3.MD, P3, P5, M4, M8	SP2.d Design a scientific investigation	1-3
R5, P2, P4, M4	SP2.e Identify and interpret independent and dependent variables in scientific investigations	2-3
SP.3 Reasoning from Data		
R1, P2	SP3.a Cite specific textual evidence to support a finding or conclusion	2-3
R1, R2, R3, P1, P6, P7, M3, M4, M7, M8	SP3.b Reason from data or evidence to a conclusion	2-3
R1, R3, P4, M3, M4, M7, M8	SP3.c Make a prediction based upon data or evidence	2-3
S-CP, 7.SP, P4, P5, M4, M7, M8	SP3.d Using sampling techniques to answer scientific questions	2-3
SP.4 Evaluating Conclusions with Evidence		
R8, P4, P6, M3, M7, M8	SP4.a Evaluate whether a conclusion or theory is supported or challenged by particular data or evidence	2-3
SP.5 Working with Findings		
R9, P2, P4, P6, M3, M7	SP5.a Reconcile multiple findings, conclusions or theories.	2-3
SP.6 Expressing Scientific Information		
R7, W2, P8, M2, M4, M8	SP6.a Express scientific information or findings visually	2
R7, W2, P5, P8, M2, M4, M8	SP6.b Express scientific information or findings numerically or symbolically.	1-2
R7, W2, P8, M2, M8	SP6.c Express scientific information or findings verbally	2-3
SP.7 Scientific Theories		
R3, R5, L3, P1, P2, P7, M2, M4	SP7a Understand and apply scientific models, theories and processes	2-3
P2, P5, M2, M4, M8	SP7b Apply formulas from scientific theories	2

References to Common Core State Standards, NCSS and NSH ¹	Social Studies Practices	Range of Depth of Knowledge (DOK) levels ²
R.1, R.8	SSP1 Drawing Conclusions and Making Inferences	
	<ul style="list-style-type: none"> a. Determine the details of what is explicitly stated in primary and secondary sources and make logical inferences or valid claims based on evidence. b. Cite or identify specific evidence to support inferences or analyses of primary and secondary sources, attending to the precise details of explanations or descriptions of a process, event, or concept. 	2-3 1-3
R.2, NCSS Literacy Skills	SSP2 Determining Central Ideas, Hypotheses and Conclusions	
	<ul style="list-style-type: none"> a. Determine the central ideas or information of a primary or secondary source document; corroborating or challenging conclusions with evidence. b. Describe people, places, environments, processes, and events, and the connections between and among them. 	1-3 2-3
R.3, R.8	SSP3 Analyzing Events and Ideas	
		1-2
		2-3
		2-3
		2-3
		2-3
		2-3
		2-3
R.4.2, L.4.2	SSP4 Interpreting Meaning of Symbols, Words and Phrases	
	<ul style="list-style-type: none"> a. Determine the meaning of words and phrases as they are used in context, including vocabulary that describes historical, political, social, geographic, and economic aspects of social studies. 	1-3
R.6, NSH.3.F	SSP5 Analyzing Purpose and Point of View	
	<ul style="list-style-type: none"> a. Identify aspects of a historical document that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). b. Identify instances of bias or propagandizing. c. Analyze how a historical context shapes an author's point of view. d. Evaluate the credibility of an author in historical and contemporary political discourse. 	2 2-3 2-3 2-3

The Science Content Topics And Subtopics tables on the following pages break down each content topic into greater detail. Individual test items will be drawn from the subtopics.

Science Content Topics and Subtopics³

Life Science	
La Human Body and Health	
L.a.1	Body systems (e.g. muscular, endocrine, nervous systems) and how they work together to perform a function (e.g. muscular and skeletal work to move the body)
L.a.2	Homeostasis, feedback methods that maintain homeostasis (e.g. sweating to maintain internal temperature), and effects of changes in the external environment on living things (e.g. hypothermia, injury)
L.a.3	Sources of nutrients (e.g. foods, symbiotic organisms) and concepts in nutrition (e.g. calories, vitamins, minerals)
L.a.4	Transmission of disease and pathogens (e.g. airborne, bloodborne), effects of disease or pathogens on populations (e.g. demographics change, extinction), and disease prevention methods (e.g. vaccination, sanitation)
Lb Relationship Between Life Functions and Energy Levels	
L.b.1	Energy for life functions (e.g. photosynthesis, respiration, fermentation)
Lc Energy Flows in Ecologic Networks (Ecosystems)	
L.c.1	Flow of energy in ecosystems (e.g. energy pyramids), conservation of energy in an ecosystem (e.g. energy lost as heat, energy passed on to other organisms) and sources of energy (e.g. sunlight, producers, lower level consumer)
L.c.2	Flow of matter in ecosystems (e.g. food webs and chains, positions of organisms in the web or chain) and the effects of change in communities or environment on food webs
L.c.3	Carrying capacity, changes in carrying capacity based on changes in populations and environmental effects and limiting resources to necessary for growth
L.c.4	Symbiosis (e.g. mutualism, parasitism, commensalism) and predator/prey relationships (e.g. changes in one population affecting another population)
L.c.5	Disruption of ecosystems (e.g. invasive species, flooding, habitat destruction, desertification) and extinction (e.g. causes [human and natural] and effects)
Ld Organization of Life (Structure and Function of Life)	
L.d.1	Essential functions of life (e.g. chemical reactions, reproduction, metabolism) and cellular components that assist the functions of life (e.g. cell membranes, enzymes, energy)
L.d.2	Cell theory (e.g. cells come from cells, cells are the smallest unit of living things), specialized cells and tissues (e.g. muscles, nerve, etc.) and cellular levels of organization (e.g. cells, tissues, organs, systems)
L.d.3	Mitosis, meiosis (e.g. process and purpose)
Le Molecular Basis for Heredity	
L.e.1	Central dogma of molecular biology, the mechanism of inheritance (e.g. DNA) and chromosomes (e.g. description, chromosome splitting during Meiosis)
L.e.2	Genotypes, phenotypes and the probability of traits in close relatives (e.g. Punnett squares, pedigree charts)
L.e.3	New alleles, assortment of alleles (e.g. mutations, crossing over), environmental altering of traits, and expression of traits (e.g. epigenetics, colorpoints of Siamese cats)
Lf Evolution	
L.f.1	Common ancestry (e.g. evidence) and cladograms (e.g. drawing, creating, interpreting)
L.f.2	Selection (e.g. natural selection, artificial selection, evidence) and the requirements for selection (e.g. variation in traits, differential survivability)
L.f.3	Adaptation, selection pressure, and speciation

Title: Word Processing Applications

Students will learn word processing features and special symbols.

Students will learn to format employment documents.

Students will learn about formatting and editing one-page academic reports, one-page business reports, list and agendas, and minutes of meetings.

Students will learn about formatting Personal-Business Letters, Envelopes, Business Letters, and Modified-Block Style Letters.

Students will learn to format and type a Resume.

Students will learn about formatting Tables.

Students will format letters with copy and delivery notations, letters with postscripts and reinforcement letters.

Students will review the format for an academic report. Learn the format for long quotes and works cited. Learn format for Footnotes and Endnotes in Reports. Learn the format of Multi-page Bound Reports.

Students will demonstrate advanced formatting skills on a variety of reports, letters, memos, and tables from a variety of copy—arranged, unarranged, rough draft, and handwritten.

Students will format memos using templates.

Students will learn about reverse table lines, table lines and fill, tables in landscape orientation, add and delete columns and rows, and use the sum formula feature in tables.

Students will learn about letters with international addresses, memos with copy notations and attachments and tables.

PROCEDURES/ACTIVITIES/LEARNING EXPERIENCES

Lesson1

Explain and demonstrate word processing features. Refer students to student manual. Students will learn word processing features: new file, open file close file, and quite, moving around in document, spelling check, correcting errors, backspacing, saving files. Explain and demonstrate word processing features. Refer to student manual. Students will learn word processing features: font style, font size, print/page preview, print, alignment, show/hide, reveal codes and selecting text.

Lesson2

Explain and demonstrate the many different formats for reports. Explain and demonstrate the use of proofreaders' marks. Refer to student manual. Students will review changing margins, line spacing, bold and italic, cutting, copying, and paste text. Explain and demonstrate format enumerations in agendas. Refer to student manual. Students will review add bullets or numbers. Explain and demonstrate reports with side headings and paragraph headings.

Lesson3

Review and demonstrate proofreaders' marks. Explain and format minutes of meetings. Review and explain format multi-page reports. Refer to student manual. Students will review page breaks, page numbering, and window and orphans.

Lesson4

Explain and demonstrate format for personal letter. Refer to student manual. Students will center page and insert date. Students will read and complete envelopes and folding letters. Explain and demonstrate business (block-style) letters. Students will refer to student manual. Students will find and replace text in a documents.

Lesson5

Explain and demonstrate format for modified-block letter. Refer to student manual. Students will display or hide ruler and delete and move tab set.

Explain and demonstrate letters with enclosure and attachments.

Lesson6

Students will review and discuss Resumes. Students will read and complete the application letter.

Lesson7

Explain and demonstrate how to create, table position, and adjust columns width. Students will format column headings and numbers column.

Lesson8

Students will demonstrate reinforcement table formats with subtitles, and braced column headings. Students will review table formats.

Lesson9

Students will read and discuss copy notations and delivery notations. Explain and review the format of an academic report. Refer to student manual. Students will format left indent, right indent hanging indent. Students will add headers and footer to a document.

Lesson10

Read and review reports formats. Refer to student manual formatting footnotes and endnotes. Explain multi-page, bound reports. Explain and create title page, contents page, bibliography. Refer to student manual insert dot leaders.

Lesson11

Complete any lesson that you did not finish. Review and discuss letter formats with attention, and subject lines.

Lesson12

Explain and demonstrate mail merge and form letters. Refer to student manual. Student will create data source for a mail merge. Review and discuss letter formats with number lists.

Lesson13

Explain and demonstrate format memos using templates. Reinforce letter and memo formats.

Lesson14

Review and discuss table formats. Refer to student manual. Students will remove/add lines, add shading, and change borders in a table. Review table formats.

Lesson15

Students will change page orientation. Student will insert rows/columns and delete rows/columns, and add numbers in a table.

Title: PowerPoint Presentations

OVERVIEW/ANNOTATION

This unit will focus on Presentation Applications. The focus will be to explain and demonstrate the uses, advantages, and options of multimedia presentation software

PROCEDURES/ACTIVITIES/LEARNING EXPERIENCES

LESSON 1 Create, Save, and Print a Presentation

Exercise 1 Create and Save a presentation

- Students will learn how to start a PowerPoint Presentation
- Learn to apply a design template that relates to the purpose of the presentation
- Identify the parts of the presentation window (see page 526)
- Create slides
- Save a presentation
- Close the presentation window

Exercise 2 Create, Save, and Print a Presentation; Apply a Design Template

- Create a new presentation
- Print one copy of all slides as handouts with six slides per page

Exercise 3 Create, Save, and Print a Presentation

- Display slides in various views (normal, slide sorter)
- Cycle through all slides
- Display the slides as an outline
- Run the slide show

Exercise 4 Skills Review

PROCEDURES/ACTIVITIES/LEARNING EXPERIENCES

LESSON 2 Enhance Slides; Work with Text and Objects

Exercise 5

- Open a Presentation
- Work with object slides
- Move slides
- Insert footers

Exercise 6

- Move, copy, and delete slides

Exercise 7

- Align and change the appearance of text
- Work with placeholders
- Change a slide's layout
- Use a slide master

Exercise 8

- Use a slide and title master
- Format bullets
- Use WordArt

PROCEDURES/ACTIVITIES/LEARNING EXPERIENCES

LESSON 2

Exercise 9

- Change a slide's layout and design
- Use a slide master
- Create and play a macro

Exercise 10

- Use a template presentation

Exercise 11

- Insert comments
- Create a photo album
- Import a slide from another presentation
- Hide a slide

Exercise 12

* Skills review

PROCEDURES/ACTIVITIES/LEARNING EXPERIENCES

LESSON 3

Exercise 13

- Add slide transitions, sound, and animation
- Show a presentation

Exercise 14

- Create handouts and notes pages
- Use the annotation pen

Exercise 15

- Create a self-running presentation
- Record a narration
- Customize slide background

Exercise 16

- Link a worksheet with a presentation and the Web
- Use action buttons
- Save and preview as a Web Page

Publish to the web

PROCEDURES/ACTIVITIES/LEARNING EXPERIENCES

LESSON 3 (continued)

Exercise 17

- Copy a chart from a word document
- Create a custom show
- Link to slides and to a custom show
- Create a summary slide

Exercise 18

- Link to the web
- Insert media clips
- Embed a slide into a word document
- Export slides and notes to a word document

Exercise 19

- Create a presentation from a word outline
- Import a table from word

Exercise 20

- Use a meeting minder
- Embed fonts
- Use Pack and Go

Exercise 21

- Skills review
- End-of-unit assessment

CPT Curriculum

This course is designed (a) to align with Manufacturing Skill Standards Council Standards and (b) to help individuals enhance their core knowledge and skills for production work from entry-level to front-line supervisory level. The course includes modules in the following: Safety, Quality Practices & Measurement, Manufacturing Production & Processes, Maintenance Awareness, and Green Production. The computer-based simulation training covers the basic and technical skills while providing students with the knowledge and skills needed to prepare them for an advanced, high-performance manufacturing environment.



CERTIFIED PRODUCTION TECHNICIAN

CRITICAL PRODUCTION FUNCTIONS COVERED BY MSSC COURSES AND ASSESSMENTS:

The Manufacturing Skill Standards Council (MSSC) credentialing system leading to a CPT covers the four critical production functions, as defined by MSSC's industry-led, nationally validated skills standards, common to all sectors of manufacturing: Safety, Quality & Continuous Improvement, Manufacturing Processes & Production, and Maintenance Awareness. Each area is addressed with a separate assessment. MSSC training and assessments are organized around those four modules. An individual can earn a "Certificate" if they pass one or more assessments. However, they must pass all four assessments to earn the full "CPT" certification. MSSC strongly recommends that individuals be at the 9th grade level of math and 10th grade level of English before attempting MSSC courses and assessments. The four critical functions and their related key activities are described below:

SAFETY

1. Work in a Safe and Productive Manufacturing Workplace
2. Perform safety and environmental inspections
3. Perform emergency drills and participate in emergency teams
4. Identify unsafe conditions and take corrective action
5. Provide safety orientation for all employees
6. Train personnel to use equipment safely
7. Suggest processes and procedures that support safety of work environment
8. Fulfill safety and health requirements for maintenance, installation, and repair
9. Monitor safe equipment and operator performance
10. Utilize effective, safety-enhancing workplace practices

MANUFACTURING PROCESSES & PRODUCTION

1. Identify customer needs
2. Determine resources available for the production process
3. Set up equipment for the production process
4. Set team production goals
5. Make job assignments
6. Coordinate work flow with team members and other work groups
7. Communicate production and material requirements and product specifications
8. Perform and monitor the process to make the product
9. Document product and process compliance with customer requirements
10. Prepare final product for shipping or distribution

QUALITY PRACTICES & MEASUREMENT

1. Participate in periodic internal quality audit activities
2. Check calibration of gages and other data collection equipment
3. Suggest continuous improvements
4. Inspect materials and product/process at all stages to ensure they meet specifications
5. Document the results of quality tests
6. Communicate quality problems
7. Take corrective actions to restore or maintain quality
8. Record process outcomes and trends
9. Identify fundamentals of blueprint reading
10. Use common measurement systems and precision measurement tools

MAINTENANCE AWARENESS

1. Perform preventive maintenance and routine repair
2. Monitor indicators to ensure correct operations
3. Perform all housekeeping to maintain production schedule
4. Recognize potential maintenance issues with basic production systems, including knowledge of when to inform maintenance personnel about problems with:
 - Electrical systems
 - Pneumatic systems
 - Hydraulic systems
 - Machine automation systems
 - Lubrication processes
 - Bearings and couplings
 - Belts and chain drives

NOTE: MSSC assesses core understanding of the key work activities and core technical knowledge and skills needed in high-performance manufacturing, as defined by MSSC Production Skill Standards. Given online, MSSC Assessments also help measure basic computer, problem-solving and analytical skills and one's ability to apply knowledge to specific situations identified in the assessments. There are no experiential or hands-on requirements for MSSC certification as it is expected that individual employers will determine those requirements based upon their own specific needs. MSSC does not require that individuals take MSSC courses prior to testing.

Building Construction Curriculum

This course introduces students to the opportunities in and requirements of the construction industry. Topics include economic outlook for construction, employment outlook, job opportunities, training, apprenticeship, entrepreneurship, construction tools, materials, and equipment, job safety and OSHA standards. Upon course completion, students should be able to identify the job market,

types of training, knowledge of apprenticeship opportunities, construction tools, materials, equipment, and safety procedures.

The cognitive objective for this course is for each student to comprehend foundational knowledge of basic carpentry.

The performance objective of this course is for each student to apply foundational knowledge of basic carpentry.

MODULE A – BASIC SAFETY	
INDUSTRY/PROFESSIONAL COMPETENCIES	STUDENT PERFORMANCE OBJECTIVES
A1.0 Comprehend basic safety principles in the work environment (b)	A1.1 These objectives are measured cognitively
A2.0 Value the importance of following proper safety procedures (*4)	A2.1 This competency is measured affectively.
ENABLING OBJECTIVES/KEY INDICATORS	
A1.1.1 Explain the importance of safety and its role in the construction industry. A1.1.2 Describe what job site and shop safety means. A1.1.3 Identify common personal protective equipment. A1.1.4 Describe various personal protective equipment uses. A1.1.5 Explain the appropriate safety precautions around common job site hazards. A1.1.6 Explain the importance of HAZCOM and MSDSs. A1.1.7 Describe safe behavior on and around ladders and scaffolds. A1.1.8 Describe fire prevention and fire safety. A1.1.9 Explain safe work procedures around electrical hazards.	
MODULE B – ORIENTATION TO CARPENTRY TRADE	
INDUSTRY/PROFESSIONAL COMPETENCIES	STUDENT PERFORMANCE OBJECTIVES
B1.0 Explain the background of carpentry. (B)	B1.1 These objectives are measured cognitively.
B2.0 Value the importance of following proper ethical standards of the professional craftsman. (*4)	B2.1 This competency is measured affectively.
Enabling Objectives/Key Indicators	
B1.1.1 Describe the history of the carpentry trade. B1.1.2 Identify the stages of progress within the carpentry trade. B1.1.3 Identify the responsibilities of a carpenter. B1.1.4 Identify the responsibilities and personal characteristics of a professional craftsman. B1.1.5 Define various carpentry terms.	

B2.1.1 Explain the importance of following proper ethical standards of the professional craftsman.	
MODULE C – INTRODUCTION TO CONSTRUCTION MATH	
INDUSTRY/PROFESSIONAL COMPETENCIES	STUDENT PERFORMANCE OBJECTIVES
C1.0 Use basic mathematic principles in construction. (C)	C1.1 These objectives are measured cognitively.
C2.0 Value the importance of using accurate mathematical calculations. (*4)	C2.1 This competency is measured affectively.
ENABLING OBJECTIVES/KEY INDICATORS	
C1.1.1 Use a standard ruler and metric ruler to take various measurements. C1.1.2 Add, Subtract, Multiply and Divide whole numbers, with and without a calculator. C1.1.3 Add, Subtract, Multiply and Divide fractions. C1.1.4 Add, Subtract, Multiply and Divide decimals with and without a Calculator. C1.1.5 Convert decimals to percentages and percentages to decimals. C1.1.6 Convert fractions to decimals and decimals to fractions. C1.1.7 Explain what the metric system is and why it is important to the construction trade. C1.1.8 Recognize and use metric units of length, weight, volume, and temperature. C1.1.9 Convert various metric units to standard and various standard units to metric. C1.1.10 Recognize various shapes used in construction and apply basic geometry to measure them.	
MODULE D – INTRODUCTION TO HAND AND POWER TOOLS	
INDUSTRY/PROFESSIONAL COMPETENCIES	STUDENT PERFORMANCE OBJECTIVES
D1.0 Explain the uses of Hand and Power Tools. (b)	D1.1 These objectives are measured cognitively.
D2.0 Value the importance of following proper safety procedures for various hand and power tools. (*4)	D2.1 This competency is measured affectively.
ENABLING OBJECTIVES/KEY INDICATORS	

- D1.1.1 Identify the hand tools commonly used by carpenters and describe their uses.
- D1.1.2 State the general safety rules for operating all power tools, regardless of type.
- D1.1.3 Identify the portable power tools commonly used by carpenters and describe their uses.
- D1.1.4 Identify the stationary power tools commonly used by carpenters and describe their uses.
- D1.1.5 Explain the safe and appropriate use of various hand tools.
- D1.1.6 Explain the safe and appropriate use of various portable power tools.
- D1.1.7 Explain the safe and appropriate use of various stationary power tools.

MODULE E – BUILDING MATERIALS

INDUSTRY/PROFESSIONAL COMPETENCIES	STUDENT PERFORMANCE OBJECTIVES
E1.0 Comprehend the uses of building materials. (C)	E1.1 These objectives are measured cognitively.
E2.0 Value the importance of following proper safety procedures with building materials. (*4)	E2.1 This competency is measured affectively.

ENABLING OBJECTIVES/KEY INDICATORS

- E1.1.1 Describe the proper safety precautions used with various building materials.
- E1.1.2 Explain the terms commonly used in discussing wood and lumber.
- E1.1.3 State the uses of various types of hardwoods and softwoods.
- E1.1.4 Identify the uses of various types of pressure treated lumber.
- E1.1.5 Explain how lumber is graded.
- E1.1.6 Explain how plywood is manufactured, graded, and used.
- E1.1.7 Identify various types of building boards and identify their uses.
- E1.1.8 State the uses of various types of engineered lumber.
- E1.1.9 Describe the proper method of caring for lumber and wood products on the job site.
- E1.1.10 Calculate the quantities of lumber and wood products needed using industry-standard methods.

MODULE F – fasteners and adhesives

INDUSTRY/PROFESSIONAL COMPETENCIES	STUDENT PERFORMANCE OBJECTIVES
F1.0 Explain functions of fasteners and adhesives. (C)	F1.1 These objectives are measured cognitively.
F2.0 Value the importance of following proper safety procedures for various fasteners and adhesives. (*4)	F2.1 This competency is measured affectively.

ENABLING OBJECTIVES/KEY INDICATORS

- F1.1.1 Explain the safety precautions used for various types of fasteners and adhesives.
- F1.1.2 Identify the various types of fasteners used in construction work.
- F1.1.3 Explain the use of various types of fasteners and their application.
- F1.1.4 Identify the various types of adhesives used in construction work.
- F1.1.5 Explain the use of various types of adhesives and their application.

**REQUEST FOR Dun & Bradstreet (D&B)
D-U-N-S Number**

When awarding subcontracts to area providers, we are required to obtain the "DUNS Number" for any agreements funded with WIOA funds. The number has to also be registered with Central Contractor Registration on their web site at <http://www.ccr.gov>.

Dun & Bradstreet (D&B) provides a D-U-N-S Number, a unique nine digit number, for each physical location of your business.

D-U-N-S Number assignment is FREE for all businesses required to register with the US Federal government for contracts or grants.

You may request your D-U-N-S Number via the Web. If one does not exist for your business location, it can be created within 1 business day.

You may also request your D-U-N-S Number by phone. U.S. and U.S. Virgin Islands: 1-866-705-5711 and Alaska and Puerto Rico: 1-800-234-3867 (Select Option 2, then Option 1)

If you do not have a DUNS Number for your business location, please go to <http://www.ccr.gov>, which includes a link to D&B in order to secure the number, which will then need to be registered by you as noted above.

Contractor Name / Address:

DUNS Number:

Certification: I hereby certify that the above DUNS Number is for our business location and it has been registered at <http://www.ccr.gov> and will remain current during the term of this award (2 CFR Part 176.50 (c)).

Signature

Title

Name (print)

Date

Certification Regarding
Debarment, Suspension, Ineligibility and Voluntary Exclusion
Lower Tier Covered Transactions

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 29 CFR Part 98, Section 98.510, Participants' Responsibilities. The regulations were published as Part VII of the 26 May 1988 Federal Register (pages 19160 -- 19211).

BEFORE COMPLETING CERTIFICATION, READ ATTACHED INSTRUCTIONS, WHICH ARE AN INTEGRAL PART OF THE CERTIFICATION.

- (1) The prospective recipient of Federal Assistance funds certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective recipient of Federal Assistance funds is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name/Title of Authorized Representative	Organization
Signature	Date

Instructions for Certification
Items One (1) through Nine (9)

1. By signing and submitting this proposal, the prospective recipient of Federal Assistance funds is providing the certification as set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective recipient of Federal Assistance funds knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the Department of Labor (DOL) may pursue available remedies, including suspension and/or debarment.
3. The prospective recipient of Federal Assistance funds shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective recipient of Federal Assistance funds learns that this certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

5. The prospective recipient of Federal Assistance funds agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by DOL.

6. The prospective recipient of Federal Assistance funds further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to check the List of Parties Excluded from Procurement or Non-procurement Programs.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the DOL may pursue available remedies, including suspension and/or debarment.

End of Instructions

CERTIFICATION REGARDING LOBBYING ACTIVITIES
Certification for Contracts, Grants, Loans and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, and officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, and U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$ 10,000 and not more than \$100,000 for each such failure.

Name/Title of Authorized Representative

Organization

Signature

Date

Certification Regarding a Drug Free Workplace

Pursuant to the Drug-Free Workplace Act of 1988 the Proposer/Contractor does hereby certify to Southwest Alabama Partnership for Training and Employment that it will or will continue to provide a drug-free workplace by:

- 1) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the proposer's/contractor's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- 2) Establishing an ongoing drug-free awareness program to inform employees about--
 - a. The dangers of drug abuse in the workplace;
 - b. The proposer's/contractor's policy on maintaining a drug-free workplace;
 - c. Any available drug counseling, rehabilitation and employee assistance programs; and
 - d. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- 3) Making it a requirement that each employee to be engaged in the performance of work under its proposal/contract with Southwest Alabama Partnership for Training and Employment be given a copy of the statement required by paragraph 1);
- 4) Notifying the employee in the statement required by paragraph 1) that, as a condition of employment under the proposal/contract, the employee will--
 - a. Abide by the terms of the statement; and
 - b. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- 5) Notifying the Southwest Alabama Partnership for Training and Employment in writing, within ten calendar days after receiving notice under paragraph 4 b., above, from an employee or otherwise receiving actual notice of such conviction;
- 6) Taking one of the following actions, within thirty calendar days of receiving notice under paragraph 4 b., above, with respect to any employee who is so convicted--
 - a. Taking appropriate personnel action against such an employee, up to and including termination, consistent with applicable law; or
 - b. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State or local health law enforcement or other appropriate agency;
- 7) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs 1) through 6), above, at the site(s) for performance of work in connection with the applicable proposal/contract.

Name/Title of Authorized Representative

Organization

Signature

Date

Certification of Current Cost or Pricing Data

This is to certify that, to the best of my knowledge and belief, the cost or pricing data, submitted, either actually or by specific identification in writing to Southwest Alabama Partnership for Training and Employment in support of the WIOA –Youth Program is accurate, complete and current as of Jan 1st, 2018.

This certification includes the cost or pricing data supporting any advance agreements and forward pricing agreements between the Proposer and Southwest Alabama Partnership for Training and Employment that are part of the proposal.

Name/Title of Authorized Representative

Organization

Signature

Date of execution