Exhibit A

STATEMENT OF WORK
BIG BROTHERS BIG SISTERS OF MIAMI, INC.
TAKE STOCK IN CHILDREN (TSIC) SCHOLARSHIP PROGRAM
August 16, 2018 – June 30, 2019

Big Brothers Big Sisters of Miami, Inc., (hereinafter "Contractor") does hereby agree to provide services as described herein in compliance with the conditions herein stated:

I. INTRODUCTION

A. The Contractor shall implement the **Take Stock in Children (TSIC) Scholarship Program** for children who are eligible to receive Temporary Assistance for Needy Families (TANF) funded services. Take Stock in Children is a "school based mentoring program that assists at-risk, low-income students to stay out of trouble, graduate from high school, attend college and become productive citizens by providing early intervention and long-term support services. Take Stock in Children is a solution to one of the most critical problems facing Florida's high dropout and youth crime rates."

B. The Contractor shall assign seventy-eight (78) college scholarships purchased by the South Florida Workforce Investment Board (hereinafter, "the SFWIB") through the Florida Prepaid College Scholarship Program to eligible youth participating in the **Take Stock in Children Program** and dually enrolled in the **Take Stock in Children Program**, and **Big Brothers Big Sisters of Miami, Inc.**; **5000 Role Models of Excellence Project, Inc.**; **Mexican American Council, Inc.**; **Mourning Family Foundation, Inc.**; or **Kiwanis Club of Little Havana, Inc.** (each an "Agency"). Eligible youth are those youth meeting the below criteria:

- The **Take Stock in Children Program** must identify and enroll youth participants from the Department of Children and Families (DCF) list provided by the SFWIB.
- Youth enrolled by **Big Brothers Big Sisters of Miami, Inc.**; **5000 Role Models of Excellence Project, Inc.**; **Mexican American Council, Inc.**; **Mourning Family Foundation, Inc.**; or **Kiwanis Club of Little Havana, Inc.** must complete the **Eligibility Form for TANF Funded Services (Attachment 2)**, using **TANF Purpose #3** for eligibility, and place a copy in each participant's file.

C. **Big Brothers Big Sisters of Miami, Inc.**; **5000 Role Models of Excellence Project, Inc.**; **Mexican American Council, Inc.**; **Mourning Family Foundation, Inc.**; and **Kiwanis Club of Little Havana, Inc.'s** youth shall be dually enrolled and participate in activities in both the **Take Stock in Children Scholarship Program** and their Agency's respective program. In addition, the Contractor will assist in college enrollment and retention with the ultimate goal of college completion and transition into the workforce. **Big Brothers Big Sisters of Miami, Inc.**; **5000 Role Models of Excellence Project, Inc.**; **Mexican American Council, Inc.**; **Mourning Family Foundation, Inc.**; and **Kiwanis Club of Little Havana, Inc.** will be responsible for assisting with program implementation, case management, and the involvement of mentoring activities under the guidance of the Contractor.

D. In developing and encouraging program participation, the Contractor's program must provide the following:

1. A fully paid two (2) or four (4) year (as applicable) college tuition scholarship to attend Post-secondary College or Vocational Training according to the guidance of the Florida Prepaid College Foundation (college or vocational);
2. An adult volunteer mentor who meets the child at his or her school twice per month for one hour or a minimum of fifteen (15) contact visits per year to provide academic support and motivation;

3. Continuous monitoring and intervention services provided by a skilled student advocate and/or case manager, who provides case management services to ensure that the students remain on track to complete high school and earn their scholarships. College Success Coaches will work closely with mentors and school personnel to ensure that each child achieves success;
4. Gauge parent(s)' involvement in the students' academic and personal development and program related endeavors;
5. Career and educational counseling to all Take Stock in Children Program participants; and
6. Referral for tutoring services.

When students graduate from high school and successfully fulfill the obligations of their contracts, students are awarded a fully paid two (2) or four (4) year (as applicable) college tuition scholarship. Students also may choose to pursue technical or vocational degrees that accept Florida Prepaid Tuition Scholarships.

E. The Contractor shall be responsible for:

1. Enrolling TANF eligible students who:
   a. are listed in the DCF list provided by the SFWIB and who meet financial and academic criteria (**Take Stock in Children**)
   b. That meet the **TANF Purpose #3** for eligibility (**Big Brothers Big Sisters of Miami, Inc.**; **5000 Role Models of Excellence Project, Inc.**; **Mexican American Council, Inc.; Mourning Family Foundation, Inc.**; and **Kiwanis Club of Little Havana, Inc.**);
2. Mailing, tracking and reviewing scholarship applications;
3. Coordinating scholarship selection and notification;
4. Coordinating student contract signing and orientation session with students and parents;
5. Recruiting mentors, conducting background screenings (Florida Department of Law Enforcement), training and placing a mentor with each scholarship recipient. Mentors must document activities such as face to face meetings and all pertinent information regarding students' progress using case notes and program logs;
6. Monitoring students' performance, including securing acceptable grades and ensuring compliance with students' contractual obligations to include:
   - interventions for not meeting a minimum 2.5 grade point average
   - remaining drug and crime free
   - exhibiting good behavior
   - attending school and classes regularly
   - meeting weekly with his/her mentor
   - participating in program activities;
7. Developing intervention plans as necessary to support the student's continued progress and success;
8. Initiating scholarship applications during the 3rd academic quarter of the students' senior year in high school;
9. Providing reports to the State of Florida's Take Stock in Children Office, indicating students' grades and attendance progress;
10. Maintaining participant case files using the Take Stock in Children Program Information System;
11. Maintaining ongoing communication with the SFWIB regarding program implementation and maintenance through quarterly reports, which indicate student grades, academic status, attendance records, conduct reports, specific recognition activities and training sessions conducted current and post-graduation outcomes;

12. Assigning seventy-eight (78) Florida Pre-paid Scholarships as indicated in the below chart:

Take Stock In Children Scholarship Assignments	2019 Scholarships (2 year)	2020 Scholarships (4 year)
Take Stock in Children Program only	0	26
Dually enrolled in the 5000 Role Models	13	10
Dually enrolled in the Mexican American Council, Inc..	0	8
Dually enrolled in the Big Brothers Big Sisters of Miami, Inc.	0	8
Dually enrolled in Mourning Family Foundation	0	6
Dually enrolled in Kiwanis Club of Little Havana	0	7
TOTAL (78)	**13**	**65**

13. Annually auditing and processing unused, expired or cancelled scholarships through the Florida Prepaid College Foundation beginning the month of April and concluding prior to the end of program year;
14. Notifying the SFWIB within sixty (60) days in writing with the total scholarship amount available. The SFWIB, in the SFWIB's sole discretion, will decide what type of scholarships and matriculation year to purchase with the available funds. Within 30 days of notification by the SFWIB to the Contractor of the scholarships and matriculation year to purchase, the Contractor shall notify the Florida Prepaid College Foundation. The Contractor shall begin recruiting students to assign the repackaged scholarships based upon the scholarship number and amount received from Florida Prepaid College Foundation as approved by the SFWIB;
15. Continuing to manage the **591** Florida Prepaid College plans including the **412** assigned to students currently attending college and college graduates and **144** scholarships to high school students who have been assigned scholarship prior to activation, and the **78** set forth in **Article I.E.12**, of this Exhibit, that will be assigned during the contract term:

Previously Awarded	Attending College	College Graduates	Current High School Students	Not Enrolled in College
Take Stock in Children Program	101	156	91	16
5000 Role Models	79	28	13	17
Mexican American Council, Inc.	25	20	15	1
Big Brothers Big Sisters of Miami, Inc.	3	0	25	1
TOTAL	**208**	**204**	**144**	**35**

II. MANAGEMENT OF SCHOLARSHIPS FOR PREVIOUSLY AWARDED SCHOLARSHIPS

The Contractor shall continue to manage the **Take Stock in Children, Big Brothers Big Sisters of Miami, Inc.; 5000 Role Models of Excellence Project, Inc.; Mexican American Council, Inc.; Mourning Family Foundation, Inc.;** and **Kiwanis Club of Little Havana, Inc.** scholarship contracts for youth who have met the eligibility requirements set forth in **Article I.B** of this Exhibit.

III. MEMORANDUM OF UNDERSTANDING REQUIREMENT

The Contractor shall compose and execute a Memorandum of Understanding with **5000 Role Models of Excellence Project, Inc.**; **Mexican American Council, Inc.**; **Mourning Family Foundation, Inc.**; and **Kiwanis Club of Little Havana, Inc.** (each an Agency) to include the responsibilities listed below:

A. The **Agency** shall be responsible for the following, but are not limited to:

- Identifying and having all dual enrollment processes completed by **November 16, 2018**, youth in the 11th grade and under that will receive the Florida Pre-paid Scholarship through the TSIC Program;
- Ensuring that eligible youth are dually enrolled and participate in activities in both the TSIC and the **Agency's** programs;
- Ensuring that scholarship contracts (**Attachment 1, Student Scholarship Application**) are signed and completed by **December 6, 2018**;
- Advising participants on completing the required TANF eligibility form (**Attachment 2, Eligibility Form for TANF Funded Services**);
- Assisting participants with college enrollment and retention with the ultimate goal of college completion and transition into the workforce;
- Identifying mentors and advise them of the dual enrollment process through Big Brothers Big Sisters of Miami, Inc. (**Attachment 3, CareerSource South Florida Student Dual Enrollment Guidelines**);
- Monitoring student performance, including securing required minimum grades and ensuring compliance with student's contract obligations to include:
  - Interventions for not meeting a minimum 2.5 grade point average
  - Remaining drug and crime free
  - Attending school and classes regularly
  - Meet student at his or her school for one hour a week or a minimum of 15 contact visits and or mentoring sessions per year to provide academic support and motivation Participating in program activities;
- Ensuring the identified mentors understand that they must complete TSIC Mentor Application, MDCPS Level-2 Fingerprinting/Background Check, and complete the TSIC Mentor Training by **November 9, 2018**;
- Coordinating with **Big Brothers Big Sisters of Miami, Inc.** to successfully match the dually-enrolled participant with a volunteer mentor; and
- Registering and utilizing the Clearinghouse System to validate performance and send to the TSIC on an annual basis.

IV. PROGRAM ENROLLMENT/PARTICIPATION REQUIREMENTS:

Students enrolled in the Contractor's programs including, but not limited to **Take Stock in Children, Big Brothers Big Sisters of Miami, Inc.**; **5000 Role Models of Excellence Project, Inc.**; **Mexican American Council, Inc.**; **Mourning Family Foundation, Inc.**; and **Kiwanis Club of Little Havana, Inc.**, are eligible to receive scholarships (if funds are allocated) if they are enrolled in the **Take Stock in Children** program in the eighth (8th) through eleventh (11th) grades and meet the following criteria:

A. The student is the child of an adult parent or guardian who has been deemed TANF eligible and received temporary cash assistance (at any time since October 1996). Each participant must provide documentation from the state level that the youth is a child of a public assistance recipient (**Take Stock in Children**).

B. The student has completed the **Eligibility Form for TANF Funded Services** (**Attachment 2**) using **TANF Purpose #3** for eligibility (Youth enrolled by **Big Brothers Big Sisters of Miami, Inc.**; **5000 Role Models of Excellence Project, Inc.**; **Mexican American Council, Inc.**; **Mourning Family Foundation, Inc.**; and **Kiwanis Club of Little Havana, Inc.**).

C. The Parent or legal guardian and student must sign a contract, agreeing to fulfill specific performance standards:

1. Parents or legal guardians are responsible for supporting and encouraging their child's academic success by:
    a. Developing positive relationships with teachers, mentors, school administrators and Take Stock in Children staff; and
    b. Playing active roles in the educational, cultural and school-based activities of their child.

2. Students are held accountable: if they violate their contracts, they can lose their scholarships to other eligible students.

D. Student must have a 2.5 unweighted grade point average at time of induction to program based on the most recent completed semester and/or cumulative GPA on most recent report card whichever is higher.

E. Student must remain drug and crime free.

F. Student must not be suspended from school.

G. Students will be matched within 90 days after eligibility determination to a mentor.

H. Student must participate in program activities, such as attending events and workshops.

V. PARTICIPANT FILE REQUIREMENTS

The Contractor shall maintain a participant case file, for each student enrolled in the Contractor's Program for **Take Stock in Children, Big Brothers Big Sisters of Miami, Inc.**; **5000 Role Models of Excellence Project, Inc.**; **Mexican American Council, Inc.**; **Mourning Family Foundation, Inc.**; and **Kiwanis Club of Little Havana, Inc.** in accordance with **Article III, Section E of the Contract**.

This case file shall include, but is not limited to:

- Intake paperwork (including eligibility determination for **Take Stock in Children**);
- An original signed Scholarship Contract;
- Eligibility Form for TANF-funded services **Eligibility Form for TANF Funded Services (Attachment 2)** for the **Big Brothers Big Sisters of Miami, Inc.**; **5000 Role Models of Excellence Project, Inc.**; **Mexican American Council, Inc.**; **Mourning Family Foundation, Inc.**; and **Kiwanis Club of Little Havana, Inc.** An **electronic data file** must also be kept by the Contractor for each student and shall include, but is not limited to: academic and progress reports, case notes documenting the dates and kind of services provided (i.e. interventions and outcomes).

VI. PROGRAM OUTCOMES

A collaborative partnership will be formed by the Contractor, Miami-Dade County Public Schools, **5000 Role Models of Excellence Project, Inc.**; **Mexican American Council, Inc.**; **Mourning Family Foundation, Inc.**; and **Kiwanis Club of Little Havana, Inc.'s** mentors, and the students' parents to promote the attainment of the program goals set forth in **Exhibit D - Program Performance.** Goals will be measured by observation, student academic performance and achievement, attendance, and post-secondary education enrollment.

VII. QUALITY ASSURANCE (QA)

The Contractor must have an internal monitoring process to ensure that services are delivered in accordance with the administrative and programmatic requirements of TANF and the SFWIB.

The purpose of the QA strategy is to facilitate self-assessment reviews to ensure accuracy of data reported and collected. Participant files and data systems shall also be reviewed to: (a) ensure data integrity and continuous improvement of system operations; (b) reduce the error rate of Workforce Area 23 to a **three percent (3%)** or less error rate; and (c) ensure compliance with federal, state and local laws, transmittals, directives, policies, procedures and regulations.

A. As part of the QA process, the Contractor shall:

1. Ensure staff collaborates with the SFWIB's staff;
2. Ensure staff is trained; implements concepts learned in training and from technical assistance; and conducts ongoing system and desk reviews to ensure policies and procedures are being followed and information systems and case files are properly updated and documented;
3. Conduct monthly Supervisory QA Reviews, as set forth in **Exhibit E – Reporting Requirements,** of 10% or 25 cases (whichever is less) of all Youth Programs with activities during the review period. These reviews shall be assessed and approved by the Program Director;
4. Use the approved QA Monitoring Tools to complete the required monthly Supervisory QA Reviews. The monitoring tools are updated and maintained on the SFWIB intranet, under Required Reports in the Monitoring Tool Template folder. Alternatively, the Contractor can refer to the following URL for access:

   http://intranet:18112/sites/intranet/requiredReports

   If the monitoring tools cannot be accessed, the Contractor's staff shall contact the Office of Continuous Improvement (OCI) QA Coordinator and request an electronic copy of the approved QA Monitoring Tools;
5. Review and analyze a selected sample of participants' files;
6. Review, examine, and assess qualitative and quantitative system participant data;
7. Compare the previous SFWIB monitoring report to determine the extent to which the concerns have been addressed, if applicable;
8. Review participant eligibility for program services;
9. Review supporting documentation maintained in the participant's case file;
10. Review, examine, and assess the quality and quantity of the services provided;
11. Systematically approach/review caseload per Career Advisor ratio; and
12. Monitor and adhere to Equal Employment Opportunity (EEO) requirements.

B. The SFWIB QA Strategy involves the following multi-layer process:

1. At the conclusion of the case file review, the SFWIB will discuss the findings with the Contractor's staff and provide a copy of the completed review tool instrument. The discussion will include the strengths and deficiencies found in the review. The Contractor's Program Director will be provided an electronic copy of the entire completed review tool.
2. The Contractor shall be required to submit a Plan of Corrective Action (POCA) within **ten (10) business days** from the receipt of the QA Report if Contractor does not meet the stipulated **three percent (3%) or less error rate**. In order to complete the QA file review process, the Contractor shall be required to submit supporting documentation for all deficiencies noted, regardless of the error rate.
3. Failure to submit an acceptable POCA and/or failure to comply with previously accepted POCA measures may result in Contractor's placement on a Performance Improvement Plan (PIP), which will require the Contractor to submit weekly QA updates to the SFWIB's staff. The specific content required in the weekly updates will be presented in a formal PIP letter. The weekly updates will provide the SFWIB with confirmation that Contractor's staff is making every effort to follow federal, state and local policies, while minimizing errors and preventing deficiencies.

4. If the Contractor is on a PIP, the SFWIB's staff will conduct a follow-up review (file and/or system) and provide a QA Report in order to identify training, provide technical assistance and conduct follow-up reviews to ensure that policies and procedures are correctly implemented within 90 days of the PIP's issuance.

5. If at any time the SFWIB identifies a deficiency, the Contractor may be subject to a PIP. The PIP includes, but is not limited to: setting up an ongoing schedule to review, on-site QA reviews, provision of written and/or on-site technical assistance to Contractor for improvement until the errors identified have been corrected and an acceptable level of improvement has been demonstrated in the QA process and/or demonstration of reduction in the error rate. It is the Contractor's responsibility to implement best practices, develop corrective actions plans, and correct and prevent deficiencies.

6. Failure to demonstrate compliance with the PIP during the specified timeframe may result in an extension of the PIP or a breach of contract as determined by the SFWIB's staff.

Exhibit B

CODE OF BUSINESS ETHICS AFFIDAVIT

Code of Miami-Dade County Section 2-8.1(i)

I, being duly sworn, hereby state and certify that this firm has adopted a Code of Business Ethics that is fully compliant with the requirements of Section 2-8.1(i) of the Code of Miami-Dade County, as amended. I further acknowledge that failure to comply with the adopted Code of Business Ethics shall render any contract with Miami-Dade County voidable, and subject this firm to debarment from County work pursuant to Section 10-38(h)(2) of the Code of Miami-Dade County, as amended. I further acknowledge that failure to submit this affidavit shall render this firm ineligible for contract award.

By: ____________________ December 4 2018
Signature of Affiant — Date

Cole Nelson President's CEO — 59-6116191041
Printed Name of Affiant and Title — Federal Employer Identification Number

Big Brothers Big Sisters of Miami
Printed Name of Firm

550 NW 42nd Ave. Miami Fl 33126
Address of Firm

SUBSCRIBED AND SWORN TO (or affirmed) before me this 4th day of December, 2018

He/She is personally known to me or has presented ____________________ as identification.
Type of identification

____________________ — GG - 241861
Signature of Notary — Serial Number

LOURDES REY-PARRA
MY COMMISSION EXPIRES OCTOBER 24, 2022
#GG 241861
Bonded thru Notary Public Underwriters
NOTARY PUBLIC, STATE OF FLORIDA

____________________ — 10/24/22
Print or Stamp Name of Notary — Expiration Date

Notary Public – State of Florida

Notary Seal

ADMINISTRATIVE CHECKLIST FOR CONTRACT COMPLIANCE
SELF-ASSESSMENT QUESTIONNAIRE

Program Year: ____________

Agency's Fiscal Year Ending: ______________

Agency name, address, e-mail, telephone and fax numbers:

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This certification is to assure CareerSource South Florida (CSSF) that the contracted Agency has adequate administrative procedures in place to ensure that funds disbursed by CSSF will be safeguarded as outlined in the Office of Management and Budget (OMB) Circulars and the Code of Federal Regulations (CFR). This certification is not a waiver concerning Administrative, Programmatic, or Quality Assurance Monitoring. CSSF reserves the right to conduct on site monitoring of contracted Agencies, as it deems necessary.

Please answer all questions by checking off the applicable box. If you need to provide additional information or cannot respond to a question, please attach an explanation on a separate page or contact Dulce M. Quiñones, CFE, CFSA, FCWP-1, Contracts Compliance Supervisor, CSSF Office of Continuous Improvement (OCI) at (305) 929-1530.

A letter precedes each of the items in this tool as follows:

M = Mandatory or required item denotes items that are the minimum standards and for which full compliance is required.

R = Recommended item or denotes best practice items that, while not required, are considered best practice in the administration of grants.

Please provide a brief explanation on any negative response indicated.

Prior Assessments & Corrective Actions

Objective:
To determine the Agency's prior performance and its ability to implement new procedures as needed to improve management and meet contractual requirements.

M – Review last year's assessments of the Agency's Administration and answer the following questions:

M - Were the prior assessment results shared with management? ☐ Yes ☐ No ☐ N/A

M - Was A Corrective Action Plan submitted by the Agency? ☐ Yes ☐ No ☐ N/A

M - Was the Corrective Action Plan submitted on time? ☐ Yes ☐ No ☐ N/A

M - Were the proposed corrective actions acceptable to the funding agency? ☐ Yes ☐ No ☐ N/A

M - Were the corrective actions implemented? ☐ Yes ☐ No ☐ N/A

If Yes, when? ____________________

If No, please elaborate (attach additional pages as needed)

____
____
____

M - Did the corrective actions implemented correct the problem(s)? ☐ Yes ☐ No ☐ N/A

If No, please elaborate (attach additional pages as needed)

____
____
____

M - Are there any findings, areas of concerns, or other issues that need to be revisited or reviewed during the current year? ☐ Yes ☐ No ☐ N/A

If Yes, please elaborate (attach additional pages as needed)

____
____
____

Additional Comments:

Administration and Governance

Board of Directors (BOD)

Objective:
To determine the capabilities,cultural competency and involvement of the Agency's Board of Directors (BOD) to serve the target populations and that their procedures follow those recognized as best practice.

M - Is there a complete and updated BOD list available? To be considered complete, the BOD list should include each member's position, field of expertise, direct contact information (address, phone, e-mail, and fax), gender, race, ethnicity, and expiration term of the position. ☐ Yes ☐ No ☐ N/A

R - Does the membership of the BOD include expertise that would promote the proper operation of the Agency and further the goals of the program? ☐ Yes ☐ No ☐ N/A
The BOD should include individuals with experience in administration, contracts, and fiscal management. In addition, the BOD should include individuals with experience in pursuing the program goals (i.e. physician for health programs, a teacher for training programs, or child development expert for Head Start Programs)

R - Is the BOD ethnically representative of the populations served by the Agency? ☐ Yes ☐ No ☐ N/A

R - Does the Agency provide pre-service and in-service training to Board members? ☐ Yes ☐ No ☐ N/A

R - Does the BOD have a well-developed structure (committees)? ☐ Yes ☐ No ☐ N/A
List the active committees and names of the members

________________ ________________
________________ ________________
________________ ________________
________________ ________________

R - Does the Agency have a clearly defined Strategic Plan? ☐ Yes ☐ No ☐ N/A

R - Does the BOD receive and review an Annual Report from the Agency's Staff? ☐ Yes ☐ No ☐ N/A

Additional Comments:
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BOD Meetings, Minutes and Resolutions

Objective:
To determine the level of involvement of the Board of Directors; and that their procedures follow those recognized as best practise.

R – How often does the BOD meet? (Check one) ☐ Yes ☐ No ☐ N/A

Full Board
___ Monthly ___ Annually
___ Quarterly ___ Semi-annually
___ Other (specify)________________

Executive Board
___ Monthly ___ Annually
___ Quarterly ___ Semi-annually
___ Other (specify)________________

Committees
___ Monthly ___ Annually
___ Quarterly ___ Semi-annually
___ Other (specify)________________

Please indicate the dates of the last three (3) BOD meetings:

________________ ________________ ________________

M - Are meeting minutes detailed and complete? ☐ ☐ ☐

	Yes	No	N/A
R - Do minutes indicate that budgetary, financial, and programmatic information is presented to the board?	☐ Yes	☐ No	☐ N/A
M - Does an authorized representative of the BOD sign the minutes?	☐ Yes	☐ No	☐ N/A
M - Are BOD resolutions properly executed and documented in the meeting minutes?	☐ Yes	☐ No	☐ N/A
M - Are BOD resolutions signed by an authorized BOD representative?	☐ Yes	☐ No	☐ N/A

Comments:

Agency Policies

Objective:

To ensure that the Agency has a set of policies that establish proper operating procedures and adherence to the law governing its operations. A well developed set of policies and procedures safeguard the Agency and its funders by clarifying expected behavior. These policies may be included in the employee manual.

	Yes	No	N/A
M - Does the Agency have a written Personnel Policy?	☐ Yes	☐ No	☐ N/A
M - Does the Agency have an Accounting Policy and Procedures Manual?	☐ Yes	☐ No	☐ N/A
M - Does the Agency have a written Drug-Free Workplace Policy?	☐ Yes	☐ No	☐ N/A
M - Does the Agency have a written Equal Employment Opportunity Policy?	☐ Yes	☐ No	☐ N/A
M - Does the Agency have a written Florida Clean Indoor Air Act Policy?	☐ Yes	☐ No	☐ N/A
M - Does the Agency have a written Family and Medical Leave Policy?	☐ Yes	☐ No	☐ N/A
M - Does the Agency have written procedures to protect client confidentiality?	☐ Yes	☐ No	☐ N/A
M - Does the Agency have a written policy regarding Nepotism?	☐ Yes	☐ No	☐ N/A
M - Does the Agency have clear policies addressing access to public records?	☐ Yes	☐ No	☐ N/A
M - Does the Agency have an Affirmative Action policy?	☐ Yes	☐ No	☐ N/A
M - Does the Agency have written Client Grievance procedures?	☐ Yes	☐ No	☐ N/A
M – Does the Agency have written guidelines or a methodology to distribute incentive payments?	☐ Yes	☐ No	☐ N/A
M - Does the Agency have a written Code of Ethics?	☐ Yes	☐ No	☐ N/A
M - Does the Agency have a written policy regarding Conflict of Interest?	☐ Yes	☐ No	☐ N/A
M - Does the Agency have a written Sexual & Unlawful Harassment Policy?	☐ Yes	☐ No	☐ N/A
R – Does the Agency have written emergency plans/procedures? (This may be a requirement for some funders)	☐ Yes	☐ No	☐ N/A

M – Does the Agency have a written Health Insurance Portability and Accountability Act (HIPAA) Policy, to include information related to appropriate sanctions against workforce members who violate its privacy policies and procedures or the Privacy Rule?	☐ Yes	☐ No	☐ N/A
M – Does the Agency have a written Policy related to Florida Statute 112.3187 – the Whistleblower's Act?	☐ Yes	☐ No	☐ N/A
M – Does the Agency have a written Policy to include information related to the reporting knowledge or reasonable suspicion of abuse, neglect, or exploitation of a child, aged person, or disabled adults?	☐ Yes	☐ No	☐ N/A

Additional Comments:

Organizational Structure

Objective:
Availability and familiarity with the Agency's By-Laws and Articles of Incorporation are considered best practices in the admininstration of a non-profit organization. In addition, a clear organizational chart provides an overview of the chain of command helpful both for the internal staff and outside reviewers.

M - Is the Agency registered with the State of Florida Secretary of State?	☐ Yes	☐ No	☐ N/A
M - Are the Agency's Articles of Incorporation available for review?	☐ Yes	☐ No	☐ N/A
M - Are the Agency's By-Laws available for review?	☐ Yes	☐ No	☐ N/A
R - Is there an organizational chart available that reflects the current organization of the Agency and provides clearly delineated chain-of-command?	☐ Yes	☐ No	☐ N/A
R - Is there an organizational chart for the program(s) funded and does it provide a clearly delineated chain-of-command?	☐ Yes	☐ No	☐ N/A

Additional Comments:

Client Participation

Objective:
To identifythe Agency's efforts to involve the populations served in the operations of the agency and in the manner services are provided.

R - Does the Agency perform any Needs Assessment activities?	☐ Yes	☐ No	☐ N/A
R - Does the Agency have a mechanism in place to monitor and respond to client comments and complaints in a systematic matter?	☐ Yes	☐ No	☐ N/A
R - Does the Agency have procedures to involve the consumer in the decision making process? Check all that apply ___ Consumer representatives in BOD? ___ Community Advisory Board or Committee? ___ Consumer Evaluation Survey? ___ Other? Please explain:	☐ Yes	☐ No	☐ N/A

Additional Comments:

Personnel

General

Objectives:

These questions provide an overview of the capabilities of the Agency in managing human resources issues and establising and following its own procedures as required by best practises.

	Yes	No	N/A
M - Are the policies and procedures included in the Personnel Policy followed?	☐	☐	☐
M - Does the Agency have established Job Qualifications that adhere to CSSF contractual requirements?	☐	☐	☐
M - Are employee records securely stored (under lock & key)?	☐	☐	☐
M - Are Equal Employment Opportunity, Worker's Compensation, Family and Medical Leave Act, Child Labor Act, Fair Labor Standard Act, Minimum Wage, Migrant Seasonal Workers Protection, E-Verify and other mandated or relevant posters conspicuously displayed by the agency?	☐	☐	☐
M - Review staffing levels and current vacancies. Does the agency have problems with staff turnover?	☐	☐	☐
If Yes, has the agency taken steps to resolve the issue?	☐	☐	☐

Explain and provide documentation, if available, to document the Agency's efforts. (attach additional pages as needed)

Additional Comments:

Personnel/Employee File

Objective:

To ensure that the Agency properly documents how employees are screened for a particular position, how employees are informed of the policies governing their work and how they would be evaluated. In addition, these questions seek to determine the Agency's capability to maintain required documentation and abide by requirements regarding their staff such as testing, qualifications, licenses, and training.

Select a random sample of employee files and review them to determine whether the following documentation is present and current. Note that Agencies that subcontract with individuals must keep similar files for the subcontracted individuals and those are to be reviewed following the same guidelines as personnel files.

	Yes	No	N/A
M - Signed job application (resume is not sufficient) or subcontract detailing the scope of services to be provided.	☐	☐	☐
M - Proof of education (copies of diplomas, degrees, and/or transcripts).	☐	☐	☐

Personnel/Employee File	
M - Required licenses and/or certifications (if applicable, they must be current).	☐ Yes ☐ No ☐ N/A
M - Background screening (must be renewed according to program requirements). This may be required for some staff working with children or youth.	☐ Yes ☐ No ☐ N/A
M – Signed job description with performance standards.	☐ Yes ☐ No ☐ N/A
M - Annual Performance/Employee Evaluation.	☐ Yes ☐ No ☐ N/A
M – U.S. Citizenship and Immigration Services Form I-9.	☐ Yes ☐ No ☐ N/A
M – Current W-4.	☐ Yes ☐ No ☐ N/A
M - Proof of achievement of required hours of training (i.e. Tier 1).	☐ Yes ☐ No ☐ N/A
M - Proof of receipt of the Agency's Policy & Procedures by the employees.	☐ Yes ☐ No ☐ N/A
M – Drug-free workplace statement.	☐ Yes ☐ No ☐ N/A
R – Evidence of Health Insurance Portability and Accountability Act (HIPAA) training.	☐ Yes ☐ No ☐ N/A
R – Evidence of Information Security Obligations training.	☐ Yes ☐ No ☐ N/A
R – Evidence of Privacy Policies and Procedures training.	☐ Yes ☐ No ☐ N/A

Additional Comments:

Payroll Records	
Objective: *To determine if the Agency has appropriate procedures to track the payroll costs and that these coincide with those approved by the funding agency.*	
M - Does staff, including management, document their work hours through a time sheet or punch clock?	☐ Yes ☐ No ☐ N/A
M - Are time records signed by both the employee and/or the supervisor?	☐ Yes ☐ No ☐ N/A
M - Payroll Registers:	
– Do they include staff name, salary, hours worked, payroll period, and deductions?	☐ Yes ☐ No ☐ N/A
– Do they reflect employee's time allocation among programs?	☐ Yes ☐ No ☐ N/A

M – Personnel Activity Reports (PARs) or equivalent forms:

- Reflect an after-the-fact determination of the actual activity of each employee? ☐ ☐ ☐
- Account for the total activity for which employees are compensated? ☐ ☐ ☐
- Completed at least monthly? ☐ ☐ ☐

If No, please explain. (attach additional pages as needed)

____

____

____

	Yes	No	N/A
M – Do employees' positions and salaries match the budget approved by the funding agency?	☐	☐	☐
M - For employees charged to the program, does the recorded time worked matches time paid as reflected in the payroll register?	☐	☐	☐

Additional Comments: ____

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Payroll Taxes

Objective:

To ensure that the Agency is calculating and remitting all payroll taxes, including unemployment compensation, to the appropriate agencies in a timely manner.

	Yes	No	N/A
M - Are withholding and FICA taxes deposited on a timely basis and in accordance with payroll register data?	☐	☐	☐
M - Was the Quarterly IRS Form #941 properly completed, submitted, and payroll taxes timely remitted to the regulatory agency? (Trace payment to bank statement)	☐	☐	☐
M - Was the Quarterly Florida Form #UCT-6 properly completed, submitted and Unemployment Compensation taxes timely remitted to the regulatory agency? (Trace payment to bank statement)	☐	☐	☐
M - Is the Yearly IRS Form #990 properly completed, submitted, and paid on time? (Trace payment to bank statement)	☐	☐	☐
M – Were all Tax or Insurance payments made on time (by due date)?	☐	☐	☐
If No above, were interest and penalties assessed against the agency?	☐	☐	☐
If interest and penalties were assessed, were these costs allocated to any public funding source?	☐	☐	☐
M - Are IRS W-2 Forms distributed in a timely manner to current and prior employees?	☐	☐	☐
M – Were the IRS 1090 Forms distributed in a timely manner to all contract employees?	☐	☐	☐
M – Was the Social Security filing done in a timely manner?	☐	☐	☐

Additional Comments: ____

Payroll Taxes	

Other Personnel Related Payments	

Objective: To ensure that fringe benefit payments are made in a timely manner that avoids penalties and ensures continued coverage and compliance with current regulations

M – Are payments to the following made in a timely manner?

- Health Insurance Provider ☐ Yes ☐ No ☐ N/A
- Life Insurance Provider ☐ Yes ☐ No ☐ N/A
- Dental Insurance Provider ☐ Yes ☐ No ☐ N/A
- Vision Insurance Provider ☐ Yes ☐ No ☐ N/A
- Other Insurance Provider(s). Please list:________________ ☐ Yes ☐ No ☐ N/A

M - If the Agency offers a retirement plan, are employee contributions and/or employer contribution deposited/submitted in a timely fashion? ☐ Yes ☐ No ☐ N/A

M – If the Agency offers a defined contribution retirement plan, and has at least 100 eligible (need not be participating) staff, was an audit of the plan completed? ☐ Yes ☐ No ☐ N/A

Additional Comments:

Fiscal

General	

Objective:
To obtain a picture of the Agency's overall fiscal capabilities.

M - Are internal policies and procedures as listed in the Agency's Accounting Policy and Procedures Manual followed? This can be established by interviewing staff to gauge familiarity with the manual or by choosing a sample of policies and testing adherence to it. ☐ Yes ☐ No ☐ N/A

M - Review the distribution of fiscal duties (i.e. who approves the expense, who cuts the check, who mails the payment). Is the distribution of duties adequate to safeguard assets? ☐ Yes ☐ No ☐ N/A

M - Chart of Accounts:

- Does it include general ledger account codes, account descriptions and account status? ☐ Yes ☐ No ☐ N/A
- Does it support proper allocation by having revenue and expense categories properly identified by program? ☐ Yes ☐ No ☐ N/A
- Does it have an unallowable cost account code to properly identify unallowable costs? ☐ Yes ☐ No ☐ N/A

M - Indirect Cost.

- Is there a cost allocation plan in writing and is it representative of the allocation used? ☐ Yes ☐ No ☐ N/A

________________ ☐ ☐ ☐

M - Review the Agency's cost allocation plan for reasonableness (i.e. are the indirect costs charged to the program representative of the program's size as compared to others operated by the agency?). Is it in compliance with the Title 2 Code of Federal Regulations, Subpart F, and Appendix IV to Part 200? — Yes No N/A

Additional Comments:

Bank

Objective:
To ensure that the Agency has the appropriate cash flow to meet the needs of the program, that its management keeps abreast of the Agency's cash flow, and that it has taken steps to protect itself from fraudulent activities.

M - Review bank statements to determine the cash flow position of the Agency.

- Do bank statements reflect returned checks due to insufficient funds? ☐ Yes ☐ No ☐ N/A
- Do bank statements reflect a positive balance at the end of the month? ☐ Yes ☐ No ☐ N/A

M - Are bank statements reconciled monthly? ☐ Yes ☐ No ☐ N/A

M - Are adjustments properly documented and explained? ☐ Yes ☐ No ☐ N/A

M - Do the preparer and the immediate supervisor sign the reconciliation? ☐ Yes ☐ No ☐ N/A

M - Are checks pre-numbered? ☐ Yes ☐ No ☐ N/A

R - Do checks have an expiration date? To limit liability, it is recommended that check be marked with an expiration date, for example "Void after 90 days." (Some funders have guidelines and requirements as to what the valid period of a check may be.) ☐ Yes ☐ No ☐ N/A

M – Does Agency have a policy for signing checks (i.e. checks in excess of x amount require two signatures)? ☐ Yes ☐ No ☐ N/A
Note Agency's policy: ____________________

R – Are blank checks and the specimen signature stamp stored securely (under lock and key)? ☐ Yes ☐ No ☐ N/A

R – Are voided checks mutilated in some manner (i.e. signature section removed, perforated)? ☐ Yes ☐ No ☐ N/A

Additional Comments:

Journals & Ledgers

Objective:
To ensure that the Agency has an accounting system that properly tracks all financial activities for the program.

M - Does the Accounting System include these major components:

- Cash Receipts Journal? (i.e. deposit log, receipts book) ☐ Yes ☐ No ☐ N/A
- Cash Disbursements Journal? (i.e. check register) ☐ Yes ☐ No ☐ N/A
- Accounts Payable? ☐ Yes ☐ No ☐ N/A

	Yes	No	N/A
– Accounts Receivable? – General Ledger?	☐ Yes	☐ No	☐ N/A
M - Are entries to journals performed in a timely manner (approximately 30 days)?	☐ Yes	☐ No	☐ N/A
M - Are Receipts and Disbursements reconciled monthly with the General Ledger?	☐ Yes	☐ No	☐ N/A
M - Are adjustments properly documented and explained (journal entries)?	☐ Yes	☐ No	☐ N/A

Additional Comments: ____

Budget

Objective:
To ensure that the Agency's expenditures match those approved by the funder and that the budget matches the needs of the program.

M – Does the Agency maintain an agency-wide budget by funding source and expenditure category?	☐ Yes	☐ No	☐ N/A
R – Does the Agency prepare a cash-flow analysis (expenditures vs. revenues) at least quarterly?	☐ Yes	☐ No	☐ N/A
M – Does the Agency prepare a Budget Variance Report or otherwise track expenditures versus budgeted amounts on a regular (not more than quarterly) basis?	☐ Yes	☐ No	☐ N/A
M – Do expenditure rates follow those expected from the budget approved by the funder?	☐ Yes	☐ No	☐ N/A
If No, can the Agency explain variances or is there a plan of action to reallocate resources?	☐ Yes	☐ No	☐ N/A

Additional Comments: ____

Accounts Payable

Objective:
To ensure that payments are properly documented and that the Agency have procedures to protect its assets from unnecessary expenditures such as penalties and duplicate payments.

Select a random number of charges from the general ledger provided and test to determine the following:

R – Are payments generated by an original invoice?	☐ Yes	☐ No	☐ N/A
M – Do invoices detail the number of units, description, unit cost, and total?	☐ Yes	☐ No	☐ N/A
M – Is payment approved by authorized staff/management?	☐ Yes	☐ No	☐ N/A
M – Are invoices effectively cancelled to avoid duplicate payments? (i.e. marked "Paid")	☐ Yes	☐ No	☐ N/A
M – Do check and invoice amounts agree?	☐ Yes	☐ No	☐ N/A
M – Are invoices paid in a timely manner? (i.e. within 30 days)	☐ Yes	☐ No	☐ N/A

M – Are cancelled or imaged checks (front and back) available? ☐ Yes ☐ No ☐ N/A

M – For Tax-exempt Agencies ONLY,
Is the Agency paying Sales Taxes? ☐ Yes ☐ No ☐ N/A
If YES, is the Agency filing for Sales Tax refunds from the State Department of Revenue? ☐ Yes ☐ No ☐ N/A

Comments:

Petty Cash

Objective:
To ensure that cash expenditures are only used to meet small emergency needs and that the policies governing the petty cash are designed to safeguard the assets of the program and the Agency.

M – Does the Agency use a petty cash fund for any program expenses? ☐ Yes ☐ No ☐ N/A

If No or N/A, skip this section.

If Yes, review petty cash policies and procedures for the following:

- Is the petty cash fund balanced periodically? ☐ Yes ☐ No ☐ N/A
- Is petty cash used ONLY for small purchases (less than $15)? ☐ Yes ☐ No ☐ N/A
- Does Agency have a policy to perform "surprise" checks on the fund? ☐ Yes ☐ No ☐ N/A
- Is there documentation that such policy is implemented? ☐ Yes ☐ No ☐ N/A
- Is the petty cash funding replenished ONLY by check? ☐ Yes ☐ No ☐ N/A
- Are the petty cash funds securely stored (under lock & key)? ☐ Yes ☐ No ☐ N/A
- Are the expenses authorized and signed by a person other than the custodian or person receiving money? ☐ Yes ☐ No ☐ N/A
- Is documentation available to back up the expenditures of the petty cash funds? ☐ Yes ☐ No ☐ N/A

Additional Comments:

Documentation Protocols

Objective:
To ensure that the Agency has policies in place to protect itself and its clients by safeguarding its documentation and storing it as required by law.

M – Does the Agency have a policy to maintain and store documentation as required by law and the individual funders? ☐ Yes ☐ No ☐ N/A
Note that each program, funder, and the IRS have different storage requirements. In addition, fiscal documentation and client files may have different storage requirements under the same contract. When documents fall in more than one category, they must be stored for the longest period required.

M – Does the Agency have policies to safeguard client confidentiality? ☐ Yes ☐ No ☐ N/A

M – Are hard copy files kept under lock and key? ☐ Yes ☐ No ☐ N/A

Additional Comments:

Electronic Recordkeeping

M – Does the Agency have Electronic Recordkeeping Policies & Procedures? ☐ Yes ☐ No ☐ N/A

M – Do Electronic Recordkeeping Policies & Procedures include a narrative of the system, location and media in which electronic records are maintained and retention requirements? (F.A.C. Rule 1B-26.003 – Electronic Recordkeeping) ☐ Yes ☐ No ☐ N/A

M – Do the Agency's electronic recordkeeping systems meet state requirements for public access to records in accordance with F.S. 119 – Public Records and 501.171 – Security of Confidential Information? ☐ Yes ☐ No ☐ N/A

M – Does the Agency back-up electronic records on a regular and consistent basis in accordance with F.A.C. Rule 1B-26.003 – Electronic Recordkeeping? Is it documented? ☐ Yes ☐ No ☐ N/A

M – Are electronic records stored in accordance with F.A.C. Rule 1B-26.003 – Electronic Recordkeeping? (i.e. away from magnetic fields, including generators, elevators, transformers, loudspeakers, microphones, headphones, magnetic cabinet latches and magnetized tools) ☐ Yes ☐ No ☐ N/A

M – Are electronic records labelled in accordance with F.A.C. Rule 1B-26.003 – Electronic Recordkeeping? (Should include at minimum: name of organizational unit responsible for the data, system title, special security requirements/restrictions on access and software used at time of creation.) ☐ Yes ☐ No ☐ N/A

M - Are the users of electronic recordkeeping systems sufficiently trained in the operation, care, and handling of the equipment, software, and media used in the system? ☐ Yes ☐ No ☐ N/A

M - Are the electronic records scheduled for destruction disposed of in a manner that ensures any information that is confidential or exempt from disclosure, including proprietary or security information cannot practicably be read or re-constructed? ☐ Yes ☐ No ☐ N/A

M – Are computerized records password protected? ☐ Yes ☐ No ☐ N/A

Additional Comments:

Procurement

Objective:

To ensure that materials and services purchased with grant funds are properly reviewed and approved and are utilized by the program incurring the expense. In addition, practices such as using products with recycled materials support socially desirable causes.

M – Does the Agency have written procurement policies (may be part of the Fiscal or Administrative Policy & Procedures manual), including emergency purchasing procedures? ☐ Yes ☐ No ☐ N/A

Procurement			
M – Do the policies require written quotes for purchases? Please specify the qualifying characteristic that, according to agency policies, triggers the need for written quotes (i.e. amount, type of equipment, sub-contract, etc.):	Yes	No	N/A
M – Do purchase orders clearly identify the program/center for which the purchase is being made?	Yes	No	N/A
R – Do purchases require the approval of management?	Yes	No	N/A
M – For State Contracts ONLY:			
– Per Chapter 946, Florida Statutes, the Prison Rehabilitative Industries and Diversified Enterprises (PRIDE) is considered as a source of goods.	Yes	No	N/A
– Where possible, products or materials with recycled content is used.	Yes	No	N/A
– Small and Minority Businesses are utilized, when possible, as sources of materials, equipment construction, and services per section 287.0945, Florida Statutes.	Yes	No	N/A

Additional Comments:

In-Kind Contributions			
Objective: *To identify the Agency's efforts in collaboration and ensuring that in-kind requirements for each funding source are met and do not conflict with each other.* *To ensure that in-kind contributions are utilized in accordance with the intention of the contributor.*			
M – Does the Agency receive in-kind contributions? If No or N/A, skip this section. If Yes, review for the following:	Yes	No	N/A
M – Does the Agency have procedures in place to record receipt of in-kind contributions (materials, services or cash)?	Yes	No	N/A
M – Are in-kind contributions properly allocated to the program for which they are made?	Yes	No	N/A
M – Are in-kind contributions utilized in accordance with the intent of the contributor?	Yes	No	N/A
M – Are contributions reasonably valued?	Yes	No	N/A
M – Are in-kind contributions reported to funders appropriately and accurately?	Yes	No	N/A
M – Are the procedures utilized by the Agency sufficient to ensure that contributions are only reported once?	Yes	No	N/A

Additional Comments:

Travel Expenses			
Objective: *To ensure that travel expenses are properly reviewed and approved and that reimbursement procedures comply with best practices and single audit requirements.*			
M – Does the Agency have policies and procedures in reference to staff travel?	Yes	No	N/A

Travel Expenses			
M – Does out-of-town travel require prior approval by appropriate management staff and funding source?	Yes	No	N/A
M – Are travel expense reimbursement requests properly documented with original invoices, boarding passes, receipts, maps, and other documentation as applicable?	☐ Yes	☐ No	☐ N/A
M – Is the Agency using appropriate rates for items that have a fixed reimbursement rate such as per diem or mileage rates?	☐ Yes	☐ No	☐ N/A
M – Do forms used to claim local travel reimbursement provide at least the following:			
– Odometer reading for trip starts and finish.	☐ Yes	☐ No	☐ N/A
– Destination (including name and address)	☐ Yes	☐ No	☐ N/A
– Purpose/Reason	☐ Yes	☐ No	☐ N/A
– Statement signed by employee that report is true and accurate	☐ Yes	☐ No	☐ N/A
– Supervisor approval	☐ Yes	☐ No	☐ N/A
M – Is the agency following the Department of Economic Opportunities (DEO) State Travel Manual dated 9/26/11?	☐ Yes	☐ No	☐ N/A

Additional Comments:

Program Revenues			

Objective:
To ensure that revenues generated through the program are properly managed and re-invested in a manner consistent with the intent of the funder.

M – Does this program generate revenues? If No or N/A, skip this section.	☐ Yes	☐ No	☐ N/A
If Yes, review procedures to determine the following:			
– Does the Agency have procedures for collection of such revenue (i.e. fees, interests)?	☐ Yes	☐ No	☐ N/A
– Are revenues promptly deposited in the bank account of the program (within 48 hours)?	☐ Yes	☐ No	☐ N/A
– Does the Agency prepare a periodic (monthly or quarterly) revenue flow report?	☐ Yes	☐ No	☐ N/A
– Are these revenues re-invested in program activities or otherwise expended as allowed by the program funder?	☐ Yes	☐ No	☐ N/A
R - Does the agency reconcile reimbursements received from funders against the amounts billed?	☐ Yes	☐ No	☐ N/A

Additional Comments:

Property	

Objective:
To ensure that the Agency properly documents, tracks, and safeguards the fixed assets purchased with public funds.

Property

Perform only if the Agency has been funded, in current or prior funding cycles, for fixed assets such as equipment, building, or building improvements. This test includes fixed price contracts where rates were based on calculations that included capital expenditures.

M – Does the fixed asset register include the following information and is signed and dated by the preparer:			
– Description of the equipment	☐ Yes	☐ No	☐ N/A
– Manufacturer's serial number, model number, or other identification number	☐ Yes	☐ No	☐ N/A
– Acquisition date and unit acquisition cost	☐ Yes	☐ No	☐ N/A
– Funding source that holds the title	☐ Yes	☐ No	☐ N/A
– Location and condition of the equipment	☐ Yes	☐ No	☐ N/A
– Custodian of the equipment	☐ Yes	☐ No	☐ N/A
– Disposition data, including date and method of disposal	☐ Yes	☐ No	☐ N/A
M – Is a physical inventory taken and recorded on an annual basis?	☐ Yes	☐ No	☐ N/A
M – Are property records reconciled to the General Ledger at least once annually?	☐ Yes	☐ No	☐ N/A
M – Perform a physical inventory of a sample drawn from the fixed assets register. Do they agree? Note any discrepancies.	☐ Yes	☐ No	☐ N/A
M – Are fixed assets being used in accordance with funding intent?	☐ Yes	☐ No	☐ N/A
M – Are fixed assets paid for by the funders paid in full and free from liens?	☐ Yes	☐ No	☐ N/A
M – Do disposal procedures include prior approval from funder?	☐ Yes	☐ No	☐ N/A
M – Were fixed assets purchased within the contract period in which they were approved / funded?	☐ Yes	☐ No	☐ N/A
M – Does the agency have a written fixed assets policies and procedures?	☐ Yes	☐ No	☐ N/A

Additional Comments:

Sub-Contractors

Objective:

To ensure that payments made to subcontractors and consultants are properly documented and supported by properly executed contracts and/or agreements. To ensure that work performed by agents outside the Agency meet the needs of the program and the intent of the funders.

Perform only if there are sub-contracts in place being paid with funding from the current contract year. Note: Reviewer should differentiate between subcontracts for indirect and direct services (i.e. equipment maintenance versus medical treatment) in reviewing the following:

M – Are sub-contracts allowed under this funding? Some funding sources do not allow the use of sub-contracts to deliver direct services.	☐ Yes	☐ No	☐ N/A
M - Was the sub-contract submitted to the funding source for approval prior to entering into the contract if required?	☐ Yes	☐ No	☐ N/A
	☐	☐	☐

Sub-Contractors

M - Do authorized individuals from both the Agency and the sub-contractor sign the sub-contract?	Yes No N/A
M – Does the sub-contract include specific details regarding the scope of work and the payment method?	☐ Yes ☐ No ☐ N/A
R – Is the sub-contract subject to annual renewal?	☐ Yes ☐ No ☐ N/A
M – Are sub-contractors required to carry liability insurance?	☐ Yes ☐ No ☐ N/A
M- Does the sub-contract include language to allow the termination of the same before its expiration? It should include, at a minimum, language that allows termination due to lack of performance by the sub-contractor or due to funding cuts or termination.	☐ Yes ☐ No ☐ N/A
M- Does the sub-contract contain all clauses and provisions required by the program regarding record retention, privacy, access to records, and others? This test applies mostly to sub-contracts for direct services to clients/customers.	☐ Yes ☐ No ☐ N/A

Additional Comments: ______________________________

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Licenses & Accreditation

Objective:

To ensure that the Agency has received the appropriate licenses and such to meet the needs of the program and comply with local, state, and federal statutes.

M – Are occupational licenses current and appropriate for the use?	☐ Yes ☐ No ☐ N/A
M – Do inspection reports show any areas of concern or non-compliance?	☐ Yes ☐ No ☐ N/A
If Yes, has the Agency taken steps to correct these areas?	☐ Yes ☐ No ☐ N/A
If No, please elaborate:______________________________	
M – If the services offered require special operational licenses, are they current and appropriate?	☐ Yes ☐ No ☐ N/A
M – Required Licenses:	
______________________ Expiration______________	☐ Yes ☐ No ☐ N/A
______________________ Expiration______________	☐ Yes ☐ No ☐ N/A
______________________ Expiration______________	☐ Yes ☐ No ☐ N/A
______________________ Expiration______________	☐ Yes ☐ No ☐ N/A

Additional Comments: ______________________________

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Insurance

Objective:

To ensure that the Agency has adequate insurance to cover its risk exposure in a manner that ensures continued operations regardless of lawsuits or catastrophes.

M – Review the Agency's Accord Form to determine which policies are in place. The Agency should have the following:

Insurance

- Commercial General Liability - Company Rating: ________
  Expiration Date:____________ Amount:____________ ☐ Yes ☐ No ☐ N/A
- Property (only if capital equipment exists) - Company Rating: ________
  Expiration Date:____________ Amount:____________ ☐ Yes ☐ No ☐ N/A
- Worker's Compensation - Company Rating: ________
  Expiration Date:____________ Amount:____________ ☐ Yes ☐ No ☐ N/A
- Automobile Liability - Company Rating: ________
  Expiration Date:____________ Amount:____________ ☐ Yes ☐ No ☐ N/A
- Professional Liability Insurance - Company Rating: ________
  Expiration Date:____________ Amount:____________ ☐ Yes ☐ No ☐ N/A
- Director's & Officers - Company Rating: ________
  Expiration Date:____________ Amount:____________ ☐ Yes ☐ No ☐ N/A
- Fidelity Bond - Company Rating: ________
  Expiration Date:____________ Amount:____________ ☐ Yes ☐ No ☐ N/A

Additional Comments:

Credit Card Transactions

Objective:
To ensure that the policies governing the use of corporate credit cards are designed to safeguard the assets of the program and the Agency and not used to circuvent normal purchasing policies.

Complete this section if corporate credit cards have been issued in the Agency's name:

M – Does the Agency perform monthly account reconciliation for all credit card accounts?	☐ Yes	☐ No	☐ N/A
M – Are original receipts attached to the statement?	☐ Yes	☐ No	☐ N/A
M – Review the number, size, and type of transactions. Are they reasonable and do not circumvent normal purchasing policies and controls?	☐ Yes	☐ No	☐ N/A
M – Does the Agency have a written agreement with employees who are issued a corporate credit card? If Yes, answer the following:	☐ Yes	☐ No	☐ N/A
– Does the agreement require the employee to submit original receipts for expenses charged to the card?	☐ Yes	☐ No	☐ N/A
– Does the agreement require that the employee return the card at the end of employment or at any time prior to separation?	☐ Yes	☐ No	☐ N/A
– Does the agreement include provisions to ensure that employees pay for personal items or other non-allowable expenses charged to the credit card?	☐ Yes	☐ No	☐ N/A
M – Does the Agency maintain a list of who has been issued credit cards and their corresponding credit card number?	☐ Yes	☐ No	☐ N/A
M – Are corporate credit cards that are loaned to employees controlled through a log or some other mechanism, indicating date loaned, person's name, purchase amount, and description, and date returned.	☐ Yes Yes	☐ No No	☐ N/A N/A
M – Does the agency have written credit card policies and procedures governing the credit cards? If applicable.	☐ Yes	☐ No	☐ N/A

Additional Comments:

DECLARATIONS - TO BE COMPLETED BY ALL CONTRACTORS

1. Please provide a complete accounting of all transactions of business completed during the past twelve (12) months between your Agency and other entities or businesses owned or controlled by members of the Board of Directors and / or senior management. Please provide copies of representative invoices for these transactions and describe what steps were taken to ensure that the amounts paid were reasonable and competitive.

2. Are there any Board Members employed by any business or entity that has conducted any financial transactions with your Agency during the past twelve (12) months? If so, please provide an accounting and copies of representative invoices for these transactions; also explain what steps were taken to assure that the amounts paid were reasonable.

3. Please list all civil litigation pending against your Agency. If applicable, include a statement as to the amount of each claim, and whether the potential loss would be covered by the insurance policy.

4. Are any amounts or reports due to the Internal Revenue Service (IRS) and/or the State of Florida that have not been paid or filed? Specify amounts, reports, and due dates.

5. Please list all persons and their titles currently authorized to sign contract(s) with CSSF on behalf of your Agency.

6. Please list your independent auditor, contact person, office address, telephone, fax number, and e-mail address.

7. Has there been any change in structure / operations of your Agency over the past year? If yes, please describe in detail.

8. Has there been staff turnover in key positions? If yes, what are the affected positions and reasons for the turnover?

9. Has there been any client grievances / complaints filed against your Agency? If yes, what was the nature of the grievances, dates, and other pertinent information? Explain in detail.

10. Do you operate satellite sites? If so, how many locations? Is the management of the satellite offices decentralized or centralized?

Exhibit C

CERTIFICATION:

I hereby certify that the answers provided in this self-assessment document are <u>true and accurate</u> to the best of my knowledge. I understand that falsification or misrepresentation of any form on any question is considered a breach of contract, which may lead to the immediate termination of all contracts with CSSF.

______________________________ ______________

Signature – President/Executive Director Date

____

Print Name – President/Executive Director

______________________________ ______________

Signature - Chairperson of the Board Date

____

Print Name - Chairperson of the Board

______________________________ ______________

Signature - Controller/Fiscal Director Date

____

Print Name - Controller/Fiscal Director

ATTACHMENT A

LIST OF DOCUMENTS TO BE PROVIDED FOR ADMINISTRATIVE DESK REVIEW

1. Most recent independent audit and Management Letter, if applicable. If already submitted to CSSF, please provide date submitted ______________________.
2. Most recent financial reports to management to include:
   a. Current chart of accounts
   b. Trial balance
   c. Balance sheet
   d. Income statement
   e. Expenditure report
   f. Budget variance report
   g. Aging schedule of accounts receivable and payable
   h. Agency-wide operating budget for Program year 17-18
   i. Fixed assets trial balance.
   j. The most recent agency-wide general ledger and the two preceding months.
3. Minutes of the three (3) most recent board of directors, finance committee, or any other committee meetings.
4. The two (2) most recent Employer's Quarterly Federal Tax Return submitted to the IRS (Form 941) and the Florida Department of Revenue Employer's Quarterly Report submitted to the State of Florida (Form RT-6), as well as copies of supporting documentation evidencing the deposit of payroll taxes and payment of Unemployment Compensation taxes.
5. A copy of check registers for each bank account for the most recent three (3) month period.
6. Complete copies of the bank statements and corresponding reconciliations for each account for the most recent three (3) month period.
7. Complete copies of the corporate credit card statements for each account for the most recent three (3) month period, if applicable.
8. Payroll registers for the last two (2) pay periods.
9. Cost Allocation Plan and Indirect Cost Rate Agreement, if applicable.
10. An employee roster that includes positions, titles, professional licenses/certifications, assigned departments, and percentage allocated to program funds, if applicable.
11. A current roster listing the members of the Board of Directors, to include position, addresses, telephone numbers, e-mail addresses, fax number, gender, race, ethnicity and term expiration.
12. Copies of any Subcontractor or Professional Agreements, whose costs have been charged in completely or in part, directly or indirectly, to CSSF funds.
13. Copies of current leases.
14. If program income was earned, please provide the allocation of the revenue to program funds or its disposition.

Note: If any item above is not applicable, please mark "N/A" next to the item and briefly explain why it is not applicable to the Agency.

Exhibit D

BIG BROTHERS BIG SISTERS OF MIAMI, INC.
PROGRAM PERFORMANCE
TAKE STOCK IN CHILDREN SCHOLARSHIP PROGRAM
AUGUST 16, 2018-JUNE 30, 2019

A. PERFORMANCE MEASURES

PERFORMANCE MEASURES	STANDARD
Attainment of a Secondary Diploma or its Recognized Equivalent Rate	100%
Post-Secondary Education or Employment Rate	100%
Retention Rate (All Scholarships Awarded)	90%

B. REPORT METHODOLOGY

Listed below are the SFWIB's methodologies used to define and calculate the performance accountability requirements for the Take Stock in Children Scholarship Program. Data will be obtained from the Big Brothers Big Sisters of Miami, Inc. database and computed using the following listed methodologies:

1) Attainment of a Secondary School Diploma or its Recognized Equivalent Rate

Attainment of a Secondary School Diploma or its Recognized Equivalent Rate reflects the total number of youth who attain a secondary school diploma or its equivalent divided by the total # of scholarships awarded. This performance will be measured at 100%.

- The total number of youth who attain a secondary school diploma or its equivalent.
- Divided by the total number of scholarships awarded.

2) Post-Secondary Education or Employment Rate

Post-Secondary Education or Employment Rate reflects the total number of youth who exit to employment or post-secondary education divided by the total number of youth who exit. The performance is 100%.

- The total number of youth who exit to employment or post-secondary education.
- Divided by the total number of youth who exit.

3) Retention Rate (All Scholarships Awarded)

Retention Rate (All Scholarships Awarded) reflects the total number of youth who remain in post-secondary education or employment at the 4th quarter after exit divided by the total number of youth who completed the program at the 4th quarter after exit. This performance is measured at 90%.

- The total number of youth who are all still attending school or employed at the 4th quarter after exit.
- Divided by the total number of youth who completed the program at the 4th quarter after exit.

Exhibit E

**BIG BROTHERS BIG SISTERS OF MIAMI, INC.
REPORTING REQUIREMENTS
TAKE STOCK IN CHILDREN SCHOLARSHIP PROGRAM
AUGUST 16, 2018 THROUGH JUNE 30, 2019**

Report Description	Due Date	Number of Copies	Submit to:
Quarterly Activity Report **(Attachment 1)**	January 10, 2019 April 10, 2019 July 10, 2019	**1 (Electronic)**	Youth Programs Coordinator/Manager
Supervisory Quality Assurance Case Reviews	10th of each month	**1 (Electronic)**	Quality Assurance
Self-Assessment Questionnaire	Not later than 30 days after Contract Execution	**1 (Original)**	Office of Continuous Improvement (OCI)
Cost Allocation Plan/Indirect Cost Rate	The lesser of thirty **(30) days** of Contract execution or along with the program budget	**1 (Original)**	Finance
Background Screening Affirmation/Acknowledgement Form	Not later than 30 days after Contract Execution	**1 (Original)**	Quality Assurance

(Attachment 1)
Exhibit E

Big Brothers Big Sisters of Miami, Inc. (BBBS) TAKE STOCK IN CHILDREN SCHOLARSHIP PROGRAM
QUARTERLY ACTIVITY REPORT
PY'2018-2019

Reporting Categories	August - Dec 2018	Jan - Mar 2019	Apr - June 2019
Number of scholars participating in Take Stock in Children Scholarship Program activities			
Number of youth who completed the Individual Service Strategy (ISS)			
Number of sponsored scholars who improved from the minimum G.P.A of 2.5 or above and 95% school attendance			
Number of sponsored scholars contacted at least once by mentor during the quarter			
Number of sponsored senior scholars meeting graduation requirements			
Number of sponsored scholars who are currently participating in a work or training related activity			

AUTHORIZED NAME: ______________________ **DATE:** ______________________

AUTHORIZED SIGNATURE: ______________________

DEFINITIONS

Administrative Cost: Costs that are associated with the overall management and administration of the program and are not related to the provisions of services to participants.

Adult Basic Education: Adult Basic Education (ABE) programs serve individuals whose skills are less than ninth-grade-level or who have limited English proficiency. ABE Programs offer help with reading, writing, math, ESL, and other skills that can be used in the workforce.

Adult Education: Services or instruction below post-secondary level for students who (a) have attained 16 years of age; (b) are not enrolled or required to be enrolled in secondary school under State law; and (c) (1) lack sufficient mastery of basic educational skills to enable the learners to function effectively in society; (2) do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or (3) are unable to speak, read, or write the English language.

Adult Mentoring: The process of matching an adult advisor with a youth participant in order to assist the youth in successfully completing services for a minimum duration of twelve (12) months. The role of a mentor may also include assisting the youth in transitioning into employment with the ultimate aim of job retention. It is one of the fourteen required youth program elements.

Advanced Training: An occupational skills employment/training program, not funded under Title I of the WIOA, which does not duplicate training received under Title I. Includes only training outside of the One-Stop system (WIOA and partners), i.e., training following exit.

Aging Out of Foster Care: Youth aging out of foster care are those individuals that at age 18, are no longer eligible for adult supervised care.

Alien: A foreign-born person who has not qualified as a citizen of the country. Aliens may be residents or non-residents of the United States.

Allowable Costs: Costs, which are necessary, reasonable and allowable under applicable Federal, state and local law for the proper administration and performance of the services to be provided under this Contract. The Contractor payments or reimbursements under this Contract are for allowable costs only.

Alternative Education: A student need based school or program that is an alternative to the school in which the student would normally attend.

Amendment: See Modification.

Applicant: Applicants are those persons seeking services under the youth program, who have filed a completed application and for whom a formal eligibility determination was made, where applicable.

Apprenticeship Training: A formal process by which individuals learn their jobs through a combination of classroom instruction and On-the-Job Training (OJT) from a skilled expert in their specific job.

Assessment: The process of evaluating a participant to determine basic academic skills, work and job readiness skills, computer literacy, career interests and aptitudes, personal strengths and challenges and support service needs. Also, the process of gathering, combining and evaluating a variety of information used to make a career or employment related decision with a participant. The goal is to accurately evaluate the youth in order to develop an appropriate service strategy to meet the individual needs.

Audit: A systematic review by a CPA or other duly certified and licensed individual or organization to determine and report whether Contractor's financial operations are being properly conducted, financial reports are being presented fairly and applicable laws and regulations are being complied with.

Background Screening: Search of an individual's criminal records. A background check may include the search of driving records, former employer references, and character references. Background screenings shall comply with all applicable federal, state and/or local laws, regulations and ordinances regarding background screening of employees, volunteers and subcontracted personnel.

Barriers to Employment: A physical condition or personal situation that make it hard to find or keep a job. Any demonstrated characteristics of a youth that interferes with his/her ability to participate in the labor market arena or prohibits their opportunities for employment and/or promotion.

Basic Skills: Essential academic and personal abilities that enable a person to succeed in school and the workplace. Traditional referred to as basic education skills - reading, writing, and arithmetic. In recent years, educators and employers have expanded the definition to include a number of cognitive and interpersonal abilities, including the capability to think and solve problems, communicate information in oral, written, and electronic forms, work effectively alone and in teams, and take personal responsibility for self-development. Individuals with the *lowest* skill levels for services to adults (16 and over) with limited basic skills.

Basic Skills Deficient: An individual who computes or solves problems, reads, writes, or speaks English at or below the ninth grade level or is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual's family or in society. Also, an individual who has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test and is unable to compute or solve problems, or read, write or speak English , at a level necessary to function, in the individual's family, or in society.

Basic Skills Goal: A goal that once attained will demonstrate a measurable increase in basic education skills that include reading comprehension, math computation, writing, speaking, listening, problem solving, reasoning, and the capacity to use these skills.

Below Grade Level: Educational attainment that is one or more grade levels or credits below the grade level appropriate to the age of the individual.

Business Day: A regular workday, Monday through Friday, from 8:00 a.m. to 5:00 p.m. local time in Miami, Florida other than Saturday, Sunday, or a holiday recognized by the SFWIB.

CareerSource centers: Florida's One-Stop centers. The cornerstone of the workforce system, a center that delivers unified training, education, and employment programs and services into a single, customer-friendly system within each community.

Career Counseling: The process of increasing a youth's awareness and understanding of the relationship between the youth's interests, aptitudes, current skill level and knowledge and the range and requirements of career options that are available to the youth.

Career Exploration: Career exploration is designed to provide some in-depth exposure to career options. Activities may include identifying potential careers through the study of career opportunities in particular fields, job shadowing and internships and other work experiences, career fairs, field trips to employer's place of business and review of local labor market information.

Career Exposure: Activities that provide actual work experience connecting classroom learning to work.

Career Ladder: A group of related jobs or occupations linked together by common or complementary skills that provide workers with career advancement opportunities and employers with a pipeline of trainable employees.

Career Pathways: A combination of rigorous and high-quality education, training, aligns with the skill needs of industries in the economy of the State or regional economy, counseling to support an individual in achieving the individual's education and career goals, organizes education, training and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable, helps an individual enter or advance within a specific occupation or occupational. A clear sequence, or *pathway*, of education coursework and/or training credentials aligned with employer-validated work readiness standards and competencies that allow workers to advance to increasingly higher levels of education and employment. Career pathways provide a framework for weaving together basic and post-secondary education and workforce training, including adult education, job-training, and college programs, that currently are separated into silos, and connecting those services to employers' workforce needs.

Career Planner: One-on-one assistance and career counseling, Individual Employment Plans jointly developed by the participant to identify job search goals and needed services. Merged core services and intensive services with no service sequence to most effectively serve participants to ensure access to necessary workforce innovation opportunity activities and support and completion of the program.

Career Planning: Structured exercise undertaken to identify one's objectives, marketable skills, strengths and weakness.

Certificate: A certificate is a document that is awarded in recognition of an individual's attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. Certificates are awarded a state educational agency or a state agency responsible for administering vocational and technical education within a state, an institution of higher education described in section 102 of the Higher Education Act, a professional, industry or employer organization using a valid and reliable assessment of an individual's knowledge, skills and abilities, a registered apprenticeship program, Job Corps centers that issue certificates, a public regulatory agency, i.e., FAA certification, state certified asbestos inspector.

Case Management: The provision of a client-oriented approach in the delivery of services, designed to prepare and coordinate comprehensive educational and employment plans for participants to ensure access to necessary workforce investment activities and support services and successful completion of the program.

Citizen, U.S.: All persons born in the United States, or whose parents are U.S. Citizens, or who have been naturalized by the U.S. Government.

Classroom Training: Academic and/or occupational training conducted in an institutional setting.

Code of Federal Regulations (CFR): A codification of general and permanent rules/regulations that have been compiled by the Office of the Federal Register and is divided into fifty (50) titles, which cover broad areas subject to Federal regulation.

Co-Enrollment: The state of being a participant in two or more programs at the same time period.

Collaboration: A mutually beneficial alliance of groups/agencies that come together to achieve common goals.

Community Based Organization (CBO): A non-profit organization that originates and is developed locally to serve the needs of the community in which it is based. Services provided are varied and can include health, education, housing, and employment training. A Community Based Organizations is representative of a community or a significant segment of a community and that has demonstrated expertise and effectiveness in the field of workforce investment.

Competency: A performance standard to be attained in a specific area. Each area has an established set of competencies participants are to attain to meet the certification requirements for each activity in which they are enrolled.

Competency-Based Education: An outcomes-oriented approach in which student mastery of learning outcomes is assessed and certified through observational methods, such as task performance, exams, demonstrations, or other direct measures of proficiency. Credentials are awarded based on the mastery of specific competencies as demonstrated through performance-based assessments.

Comprehensive Guidance and Counseling Services: Comprehensive Guidance and Counseling Services provide individualized counseling to participants, which includes, substance and alcohol abuse counseling mental health counseling and referral to partner programs, as appropriate.

Computer: An internally programmed, automatic device that performs data processing. Refers to the desktop and laptop computers that most people use. When referring to a desktop model, the term "computer" as used herein refers to the motherboard, CPU, memory (or RAM), hard drive, video card, monitor, keyboard, mouse, and all other components attached and/or contained within the case.

Computing Devices: Machines used to acquire, store, analyze, process, and publish data and other information electronically, including accessories (or "peripherals") for printing, transmitting and receiving, or storing electronic information (2 CFR Part 200.20).

Contextualized Learning Strategies: Instruction that embeds traditional academic content (*e.g.*, reading, writing, mathematics) within a context that is meaningful to students' daily lives and/or interests; real-world experiences are integrated into the curriculum, and knowledge, skills, and abilities are developed in the context in which they will be used.

Continuous Improvement: Commitment to improving performance using a team approach to decision-making using systematic collection and analysis of performance data.

Contract Management: Includes activities that provide reasonable assurance that the contractor complies with the terms, conditions and other performance requirements of the contract; includes the monitoring and analysis of information to determine if performance is consistent with the contract provisions.

Contractor: The organization that enters into a contract with the SFWIB.

Cost Allocation Plan: A plan that identifies and distributes the cost of services, departments and/or functions according to benefits received. It is a means to substantiate and support how shared costs of a program are charged to a particular cost category.

Cost Reimbursement Contract: This is an agreement format that provides for the reimbursement of all allowable costs that have been identified and approved in the contract budget; contractors must maintain documentation sufficient to support the costs. This contract provide for payment of allowable incurred costs, to the extent prescribed in the contract. These contracts establish an estimate of total cost for the purpose of obligating funds and establishing a ceiling that the contractor may not exceed (except at its own risk) without the approval of the contracting officer.

Credential: A credential is defined as a nationally recognized degree or certificate or state/locally recognized degree or certificate. Credentials include, but are not limited to a high school diploma, GED or other recognized equivalents, post-secondary degrees/certificates, industry recognized skill certificates and licensure or other industry recognized certificates. State recognized or regulated licenses or certificates shall also be included covering positions such as nursing, cosmetology, teaching, police or corrections as well as a wide variety of other positions and skill sets.

Credential Attainment: The percentage of those participants enrolled in an education or training program (excluding those in On-the-Job Training (OJT) and customized training) who attain a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program. A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage of participants who have attained a secondary school diploma or its recognized equivalent only if the participant also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program.

Credential Rate: The number of older youth who exit and are employed, enrolled in post-secondary education or advanced training in the first quarter after exit and received a credential by the end of the third quarter after exit divided by the number of youth who exit during the same period. Credentials can be obtained while a person is still participating in services and up to a year following exit.

Customer Satisfaction: This measure is designed to assess the level of satisfaction experienced by customers who participate in the SFWIB program.

Data: A representation of information, knowledge, facts, concepts, computer software, computer programs, or instructions. Data may be in any form, in storage media or stored in the memory of the computer or in transit or presented on a display device.

Data Collection: The collection and recording of information pertinent to the contract, including but not limited to participant and employer demographics, services and outcome data information.

Data in Transit: Data being transferred via the following, but not limited to, networks (e.g. the Internet), mobile telephones, wireless microphones, wireless intercom systems, Bluetooth devices, etc.

Data Storage: The act of saving electronic, audio/visual, oral, and written information to an electronic or conventional location for archival purposes.

Data Transmission: The act of sending electronic, audio/visual, oral, and written information to a specified location(s).

Date of Participation: Represents the first day, following a determination of eligibility, that the participant begins receiving a service funded by the program.

Department of Children and Families (DCF): The Florida state agency that provides various social services to assist groups including the following: Children, Adults, Refugees, the Homeless, Disabled individuals, the Elderly and Domestic Violence/Human Trafficking Victims.

Department of Economic Opportunity (DEO): The Florida State agency that administers funds and programs from the U. S. Department of Labor and Health and Human Services.

Dependent: One who relies upon another person for support.

Diploma or Equivalent: Number of younger youth who attained secondary school diploma or equivalent by the end of the first quarter after exit divided by the number of younger youth who exit during the same period (except for those still remaining is secondary school at exit). Youth ages 14-18 Diplomas or Equivalent Attainment Rate – This measure monitors the total number of participants who enter the WIOA youth program, receive services prior to the age of 19 and obtain a diploma.

Disabled Youth: A youth who has a physical (motion, vision, hearing), emotional/behavior disorder (including substance abuse) or mental (learning or developmental) impairment which substantially limits the youth's major life activities or has a record of such impairment, or is regarded as having such an impairment, but which does not result in substantial impediment to employment. Or, the youth may have a disability, which is an impediment to employment.

Disabilities: The 1990 Americans with Disabilities Act defines individuals with disabilities as including any individual who: (1) has a physical or mental impairment that substantially limits one or more of the major life activities of that individual; (2) has a record of an impairment described in paragraph (1); or (3) is regarded as having an impairment described in paragraph (1). This definition includes any individual who has been evaluated under Part B of the Individuals with Disabilities Education Act and determined to be an individual with a disability who is in need of special education and related services; and any individual who is considered disabled under section 504 of the Rehabilitation Act of 1973. At the secondary level, counts of disabled students are typically based on whether a student has an Individualized Education Plan (IEP). At the postsecondary level, counts of disabled students are typically based on student self-reports of disabling conditions.

Documentation: The physical evidence that is obtained during the verification process and is maintained in the participant's file. Such evidence would be hard copies of documents, completed telephone/documents inspection forms and signed self-certification statement.

DUNS: "Data Universal Numbering System (DUNS) number", means the 9-digit number assigned by Dun and Bradstreet, Inc. (D&B) to identify unique business entities, which is used as the identification number for Federal Contractors.

Earning Gains: A performance measure that is used to monitor the average gain in earnings of WIOA youth participants age 19-24 after entering employment. Of those older youth who are employed in the first quarter after exit and who are not enrolled in post-secondary education or advanced training in the third quarter after exit. Total post-program earnings minus pre-program earnings divided by the number of older youth who exit during the same period.

Economically Disadvantaged: An individual who received an income, or is a member of family that received a total of family income, that, in relation to family size, does not exceed the higher of the poverty line; or seventy percent (70%) of the lower living standard income level.

Educational Functioning Level: The six Adult Basic Education (ABE) and six English as a Second Language (ESL) levels describe sets of skills and competencies that participants entering as that level demonstrate in the areas of reading, writing, numeracy, speaking, listening, functional and workplace skills. Participants are placed in levels based on their performance on standardized tests.

Educational Gain: An increase in the educational functioning level of an individual as evidenced by the score attained in a post-test as compared to the score attained in a pre-test administered at entry into the program.

Electronic Data Systems: See Information Technology Systems.

Eligible Provider: The term "eligible provider", used with respect to: 1) Training services, means an organization, such as a public or private college and university, or community-based organization whose application has been approved for the State list of training services as identified under section 122 (e) (3) of the Act; 2) Intensive services, means a provider who is identified or awarded a contract as described under section 134 (d) (3) (B) of the Act; 3) Youth activities, means a provider who is awarded a grant or a contract under section 123 of the Act; or 4) Other workforce investment activities, means a public or private entity selected to be responsible for such activities, such as a one-stop operator designated or certified under section 121 (d) of the Act.

Eligible Training Provider List (ETPL): A statewide collection of providers that are approved to give services through the One-Stop system. These lists contain consumer information, including cost and performance information for each of the providers, so that participants can make informed choices on where to use their Individual Training Accounts.

Employment and Training Administration (ETA): Department of Labor (DOL)-Employment and Training Administration, the part of DOL with direct responsibility for WIOA programs.

Eligibility: The process used to obtain information about an applicant's eligibility status at the time of registration and to identify and evaluate information, which are necessary for the participant's eligibility determination for WIOA and/or TANF services. At the time of enrollment, a participant must be a legal U.S. resident, between the ages of 14 through 24. If the participant is a male and 18 or older, he must also be registered with the Selective Service.

Emancipated Minor/Youth: A youth, age 16-17, whose parents have entirely surrendered the right to the care, custody and earnings of such minor, no longer are under any duty to support or maintain such minor, and/or have made no provision for the support of such minor.

Employ Miami-Dade (EMD)/Employ Monroe (EM): Formerly Employ Florida (EF). EMD/EM is a powerful on-line labor exchange tool which connects employers to jobseekers while providing access to workforce tools, resources and local workforce experts. The site offers job listings posted by CareerSource centers or employment providers and also uses "spidering" technology to capture openings from recruiting pages of company websites throughout the state.

Employability Skills: Also referred to as Job Readiness Skills, Soft Skills, or Work Readiness Skills; a set of skills and behaviors that are necessary for any job such as, social competence, job seeking and interview skills, workplace norms, conflict resolution, and communication skills, to name a few.

Employed at Participation: An individual employed at the date of participation is one who: did any work at all as a paid employee on the date participation occurs (except the individual is not considered employed if: a) he/she has received a notice of termination of employment or the employer has issued a Worker Adjustment and Retraining Notification (WARN) or other notice that the facility or enterprise will close, or b) he/she is a transitioning service member; did any work at all in his/her own business, profession, or farm; worked 15 hours or more as un unpaid worker in an enterprise operated by a member of the family; or was not working, but has a job or business from which he/she was temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, regardless of whether paid by the employer for time off, and regardless of whether seeking another job.

Employed in Quarter after Exit: An individual is considered employed if Unemployment Insurance (UI) wage records for the quarter after exit show earnings greater than zero. UI wage records will be the primary data source for tracking employment in the quarter after exit. When supplemental data sources are used, individuals should be counted as employed if, in the calendar quarter after exit, they did any work at all as a paid employee.

Enrollee/Eligible Youth: A youth who has been deemed eligible and is formally enrolled in the youth program. An individual who is not less than age 14 and not more than age 24, low income, with one or more of the following categories: deficient in basic literacy skills, a school dropout, homeless, a runaway, or a foster child, pregnant or a parent and/or an offender.

English Language Learner: is a person who is learning the English language in addition to his or her native language (often capitalized as English Language Learner or abbreviated to ELL).

Enrollment Date: The point at which the administrative registration process is completed and the first service commences. The first service could be an individual assessment and the development of an individual service strategy. The date on which an individual began to receive program services after initial screening for eligibility and suitability.

Entrepreneurial Skills Training: Entrepreneurial Skills Training provides the basics of starting and operating a small business. This training helps youth develop the skills associated with entrepreneurship and the gig economy, such as the ability to take initiative, creatively seek out and identify business opportunities, develop budgets and forecast resource needs, understand various options for acquiring capital and the trade-offs associated with each option, and communicate effectively and market oneself and one's ideas.

Evaluation: A systematic and organized review of gathered documentation, details, evidence and other information to determine the validity, accuracy, standing and merits and/or deficiencies of its content.

Exclusions: Participants who exit from services because they are incarcerated, institutionalized, deceased, or have a family care/health/medical condition that prevents them from participating in services, are relocated to a mandated program; or are a reservist called to active duty should be excluded from the performance measures for their appropriate funding stream as well as the customer satisfaction surveys.

Exit: Determined as follows: a participant who has a date of case closure, completion or known exit from WIOA funded or non-WIOA funded partner services within the quarter (hard exit) or a participant who does not receive any WIOA funded or non-WIOA funded partners service for ninety days and is not scheduled for future services except follow-up services (soft exit). The separation of a participant exiting the youth programs, which can either, be a positive or negative exit. This individual is no longer receiving employment, training or services funded under WIOA.

Exit Date: The last date of which WIOA funds or partner services are received by a participant, excluding follow-up services. For so-called "soft exits", date of exit is the last day of actual services and not the date of the end of the 90 day period of inactivity.

Exit Quarter: Represents the calendar quarter in which the date of exit is recorded for the participant. Quarter in which the last date of service (except follow-up services) takes place.

Faith Based Organization (FBO): Organization whose founding, governance, or membership is derived from a religious institution or religiously-affiliated entity.

Family: The term "family" means two or more persons related by blood, marriage, or decree of court, who are living in a single residence, and are included in one or more of the following categories:

- A husband, wife and dependent children;
- A parent or guardian and dependent children;
- A husband and wife.

For purposes of this definition:

- A step-child or a step-parent is considered to be related by marriage;
- One or more persons not living in the single residence but who are claimed as a dependent on the family's most recent federal income tax return will be presumed to be, unless otherwise demonstrated, a member of the family.

Family Income: All income received by all members of the family during the six-month period prior to application/registration, annualized by multiplying the six-month income by two (6 month income x 2). The composition of the family is determined as of the date of the application/registration. Therefore, the income of prior family members who may have comprised part of the family during the past six months, but are no longer members of the household (i.e., divorced, separated or deceased spouse, or other family member) would not be counted for income determination purposes. Only the income of members of the current family should be counted and applied against the current family size.

Family of One: The following may be considered a family of one for the purpose of determining eligibility: An adult or youth with a physical, mental, learning, or emotional/behavioral disability. (This includes substance abuse. The disability must be documented if pertinent to eligibility).

- An individual 14 years of age or older not living with his/her family and receiving less than fifty percent (50%) of his/her maintenance from the family.
- An individual 18 years of age or older living with his/her family who received less than fifty percent (50%) of his/her maintenance from the family and is not the principal earner nor the spouse of the principal.

Family Size: The maximum number of family members during the income determination period. For a separated or divorced applicant, income shall be pro-rated depending on the length of time during the last six months the applicant lived with the other wage earner. The "actual" family size is the actual number of members in the family without regard to an eligibility test. The "eligible" family size refers to the number in the family for income eligibility purposes. For instance, a disabled child living with his or her parents can be considered a "family of one" under current guidelines.

Financial Literacy: Supporting the ability of participants to create household decisions budgets initiate savings plans and make informed financial about education, retirement, homeownership wealth building other savings goals. Supporting the ability to manage spending, credit and debt, including credit card debt, effectively, increasing awareness of the availability and significance of credit reports and credit scores in obtaining credit, including determining their accuracy (how to correct inaccuracies in the reports and scores) and their effect on credit terms supporting the ability to understand, evaluate and compare financial products, services and opportunities and supporting activities that address the particular financial literacy providing the support through the development, distribution of multilingual financial literacy and education material.

Five Percent (5%) Exception: Up to five percent (5%) of youth participants served by youth programs may be individuals who do not meet the income criterion for eligible youth provided that they are within one or more of the following categories: school dropout, basic skills deficient, one or more grade levels below the grade level appropriate to the individual's ages, pregnant or parenting, possess one or more disabilities, homeless, runaway, offender or face serious barriers to employment as identified by the Local Board.

Follow-up Services: Follow-up services are provided to youth after program exit and support youth development, retention and advancement in long-term employment and educational placements. Follow up services for youth may include: leadership development and support service activities, regular contact with a youth participant's employer, assistance in securing better paying jobs, career development and further education, support groups, adult mentoring, and tracking the progress of youth in employment after training. All youth must receive some form of follow up services for a minimum duration of twelve (12) months after exit from the WIOA program.

Foster Care Youth: A youth 14-18 years of age on whose behalf state or local governmental payments are made. This may include youth who have been made a ward of the state by a court, including those in the following categories: youth state institutions, youth in community group homes, youth in foster homes and parolees.

GED (General Education Development): The term also refers to the General Education Development certificate awarded by the state to persons who have passed a specific examination.

GED Preparation: A type of pre-placement activity intended to prepare an enrollee for passing the GED examination. This includes any preparation for high school graduation examinations. A minimum of five (5) hours per month is required in this activity in order to constitute participation.

Global Exclusion: A participant who is hard exited has a planned gap in service that will exceed ninety (90) days. This individual is not considered an exiter and does not count in performance.

Graduate: A person who has successfully completed a course or level of study and been awarded a certificate, diploma or degree.

Guardian: An adult with court ordered responsibility for another person.

Hard Exit: Term used to refer to a customer that formally completes or withdraws from services.

High-Growth Industry/Occupation: An industry and/or occupation that meets one or more of the following factors: 1) it is projected to add substantial numbers of new jobs to the economy; 2) it is being transformed by technology and innovation requiring new skill sets for workers; 3) it is a new and emerging industry or occupation that is projected to grow; or 4) it has a significant impact on the economy overall or on the growth of other industries and occupations.

High Poverty Area (HPA): Under the Workforce Innovation and Opportunity Act (WIOA), a youth who lives in a High Poverty Area is automatically considered to be a low-income individual for the purpose of providing WIOA services. A High Poverty Area is a Census tract, a set of contiguous Census tracts, Indian Reservation, tribal land, or Native Alaskan Village or county that has a poverty rate of at least thirty percent (30%) as set every five years using American Community Survey (ACS) five-Year data.

High School: An academic program, operated by a state-approved entity, covering relevant course work for grades 9-12 or 10-12, as decided by the state or local school district.

High School Diploma or Equivalent: A GED or High School (H.S.) equivalency diploma recognized by the State. Note: The date of attainment should be the date on the diploma or equivalency certificate. For the Younger Youth Diploma Attainment Rate, this date must be no later than the end of the first quarter after exit.

High School Dropout: An individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent. A youth's dropout status is determined at the time of application and remains in effect throughout program participation.

High School Graduate: A youth who has received a high school diploma, but who has not attended any post-secondary vocational, technical, or academic school.

Hispanic or Latino: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Homeless: An individual who lacks a fixed regular, adequate nighttime residence, and any individual who has a primary nighttime residence that is a public or private operated shelter for temporary accommodation, an institution providing a temporary residence for individuals intended to be institutionalized or a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings. Children removed from their biological parents because of abuse or neglect and enter the child welfare system

Indirect Cost Proposal: Documentation prepared by an organization to substantiate its claim for the reimbursement of indirect costs. This proposal provides the basis for the review and negotiation leading to the establishment of an organization's indirect cost rate.

Indirect Cost Rate: An indirect cost rate is a percentage (indirect cost pool/direct cost base) used to distribute indirect costs to all cost centers benefiting from those costs.

In-kind Services: The value of services that are provided by the contactor at no cost to the program.

In-School Youth: An enrollee who at the time of enrollment is attending a regular, junior high or alternative high school or who is attending post-secondary school such as junior or four year college, and is not basic skills deficient. Also includes an enrollee who is not attending any school, and who has either graduated from high school or holds a GED and is not basic skills deficient and not unemployed and not underemployed.

An individual who is (1) attending school (as defined by State law), (2) not younger than age 14 or older than age 21 at time of enrollment, (3) low-income, (4) basic skills deficient, (5) an English language learner, (6) an offender, (7) homeless as defined by the Violence Against Women of 1994 or a homeless child or youth (as defined in the Homeless Assistance Act, (8) a runaway, (9) foster child or has aged out of the foster care system, (10) pregnant & parenting(11) a youth who is disability, (12) an individual who requires additional assistance to complete an educational program or to secure or hold employment.

In-School Youth Program: SFWIB's In-School Youth program is a comprehensive, year-round, multi-year academic and career linkage program that targets high school youth who are most at-risk of dropping out-of-school. In-School Youth are defined as an eligible young person, ages 14-21, who has not received a high-school degree or its recognized equivalent (GED) and is attending high school or alternative school at the time of enrollment.

Incentives: Incentives can be cash or other items as approved by SFWIB that are usually awarded to youth for successful completion of one or more components of the program.

Individual with a barrier to Employment: A member of 1 or more of the following populations: (A) Displaced homemakers; (B) Low-income individuals; (C) Indians, Alaska Natives, and Native Hawaiians; as such terms are defined in section 166; (D) Individuals with disabilities, including youth who are individuals with disabilities; (E) Older Individuals; (F) Ex-offenders; (G) Homeless individuals (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6)), or homeless children and youths (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a (2)); (H) Youth who are in or have aged out of the foster care system; (I) Individuals who are English language learners, who have low levels of literacy, and are facing substantial cultural barriers.; (J) Eligible migrant and seasonal farm workers, as defined in section 167(i); (K) Individuals within 2 years of exhausting lifetime eligibility under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.); (L) Single parents (including single pregnant women); (M) Long-term unemployed individuals; (N) Such other groups as the Governor involved determines to have barriers to employment.

Individual Employment Plan (IEP): The individual employment plan is an ongoing strategy jointly developed by the participant and the case manager that identifies the participant's employment goals, the appropriate achievement objectives, and the appropriate combination of services for the participant to achieve the employment goals.

Individual Training Accounts (ITA): An expenditure account established on behalf of an eligible participant in WIOA Title IB adult and dislocated worker programs to purchase training services from eligible providers they select in consultation with the case manager, counselor or coordinator.

Individual Service Strategy (ISS): The tool used to document an enrollee's service plan through his/her program participation. The ISS may be updated at any point during an enrollee's participation in order to best serve an enrollee's needs. The ISS should include benchmark(s), goal(s), activity description(s), and type(s) of pre-placement activity. For example, an enrollee's benchmark could be that his/her reading proficiency is two grade levels below his/her current grade in school. The goal is to increase reading proficiency by two grade levels; the activity description is to attend four months of a reading class remediation.

Industry Focus Learning: Industry focus learning is designed to provide exciting learning environments that will engage youth interests and stimulate youth desires to pursue career possibilities in a specific industry. Industry focus provides hands-on learning activities that immerse youth in learning by doing, through a curriculum that does not feel like traditional classroom instruction. Industry focus learning should convey a sense of what it feels like to work in a specific industry. Industry focus should expose the youth to facilities, equipment, technical environments, materials, products or creations that they would not otherwise come in contact with in their everyday surroundings.

Industry Recognized Credentials: The term credential refers to certification of an individual's attainment of measurable technical or occupational skills necessary to obtain employment or advance within an occupation. Industry-recognized credentials are either developed or endorsed by a nationally-recognized industry association or organization or are sought or accepted by employers within the industry sector for purposes of hiring or recruitment. The credential must be awarded by a third party, such as an educational institution or a professional, industry, or employer organization. Industry-recognized credentials demonstrate core competencies and meet industry standards for specific industry occupations. Examples of industry-recognized credentials include: Associates and Bachelor's degrees; Registered Apprenticeship certificates; occupational licenses (typically, but not always, awarded by State government agencies); industry-recognized or professional association certifications, also known as personnel certifications; and other certificates of skills completion for specific skill sets or competencies within one or more industries or occupations. For more information on credential, degrees, and certificate attainment, please refer to Training and Employment Guidance Letter (TEGL) No. 15-10.

Industry Theme: Topics of study that incorporate industry- and/or occupation-specific core competencies and that enhance a participant's ability to enter a specific career or career pathway.

Information Systems: See Information Technology Systems.

Information Technology Systems: Computing devices, ancillary equipment, software, firmware, and similar procedures, services (including support services), and related resources (2 CFR Part 200.58).

Initial Assessment: To determine whether the program can benefit the individual (suitability) and identify activities and services that would be appropriate, an assessment of the participant is necessary. Initial assessment is part of the overall intake process and includes the initial determination of each participant's employability, aptitudes, abilities and interests, through interviews, testing and counseling.

Initial Unsubsidized Placement: The first unsubsidized employment opportunity entered into by an enrollee while participating in the youth program. This placement must last at least two weeks before it constitutes a placement. This includes military and qualified apprenticeship placements. Qualified apprenticeship programs are those approved and recorded by the ETA/Bureau of Apprenticeship and Training or by a recognized State Apprenticeship Agency. Approval is by certified registration or other appropriate written credential.

Institutionalized: Term used to refer to a participant that is residing in an institution or facility providing twenty-four (24) hour support such as a prison or hospital and is expected to remain in that institution for at least ninety days.

Intake: The process of collecting basic information which is commonly collected by all program partners (e.g., name, address, phone number, SSN) and all required activities up to the decision of eligibility or ineligibility for an individual program.

Internship: A pre-placement activity that consists of onsite work experience designed to improve an enrollee's occupational skills and readiness for the world of work. A structured work-based learning experience connected to a participant's area of career interest. Internships involve youth in a one-on-one relationship with an employer that provides hands-on learning in the area of the youth's career interest.

Job Corps: A U.S. Department of Labor funded comprehensive educational and job training program for at-risk youth, ages 16-24. The program provides disadvantaged youth with integrated academic, vocational and social skills training in order to gain independence and receive quality long-term jobs of to further their education.

Job Placement: Services provided to assist a youth in obtaining a specific placement in unsubsidized employment.

Job Readiness Training: A pre-placement activity consisting of site-defined, structured classroom-based activities that are designed to improve an enrollee's work readiness skills for those enrollees who are determined to be deficient in work readiness skills. A minimum of five (5) hours per month is required in this activity in order to constitute participation.

Job Shadowing: A participant follows an employee for one or more days to learn about a particular occupation or industry. Participants can explore a range of career objectives.

Labor Force Status: Denotes whether the youth is attached, or not attached, to the labor force.

Labor Market Area: An economically integrated geographic area within which individuals can reside and find employment within a reasonable distance or can readily change employment without changing their residence. Such an area shall be identified in accordance with criteria used by the Bureau of Labor Statistics of the Department of Labor in defining such areas or similar criteria established by a Governor.

Labor Market Information: Occupational supply and demand information identifying areas of growth or decline for the labor market and the assessment of the effects of such growth or decline. The body of information that deals with the functioning of labor markets and the determination of the demand for and supply of labor. It includes, but is limited to such key factors as changes in the level and/or composition of economic activity, the population, employment and unemployment, income, earnings, wage rates and fringe benefits.

Last Expected Service: Occurs when the participant completes the activities outlined in his or her individualized service strategy or career plan and there are no additional services expected other than supportive or follow-up services. Last expected service may also occur in situations where the participant voluntarily or involuntarily discontinues his or her participation in services outlined in the service plan.

Last Expected Service Date: This date is used to determine when a participant becomes a part of the sampling frame for the customer satisfaction survey. In many instances, this date will be the same as the exit date. In situations where a case was ended, reopened within ninety (90) days of the original closure date, and then ended again, the date used to determine inclusion in the sampling frame is the initial last expected service date. This date is also the date that triggers follow-up services as long as no additional services are provided (other than supportive or follow-up services) ninety (90) days following this date.

Lawfully Admitted: The status of having been lawfully accorded the privilege of residing permanently in the United States as an immigrant in accordance with the immigration laws, such status not having changed (USC 8).

Leadership Development: A youth development activity, which encourages responsibility, decision-making, employability, citizenship, like skills, community service and other positive social behaviors. One of the ten required youth program elements. Leadership skills are those skills characteristic of productive workers and good citizens.

Legal Alien: A person who is a citizen of another country but who has permission from the government to live in the United States. Not all legal aliens are authorized to work in the U.S.

Life Skills Training: A youth development activity designed to equip a youth with the skills to succeed in life. This may include, but is not limited to, household management, personal finance and budgeting, parenting and pregnancy prevention, cultural history and diversity, anger management and parenting training. Activities and training that assist the youth to develop marketable work habits.

Limited English Proficiency (LEP): Inability of an applicant, whose native language is not English, to effectively communicate in English, resulting in a barrier to employment.

Literacy: An individual's ability to (1) read, write, and speak in English, and (2) compute and solve problems, at levels of proficiency necessary (at or above the 8th grade level as measured on a generally accepted standardized test) to function on the job, in the family, and in society.

Living in a High Poverty Area: People living in poverty tend to be clustered in certain regions, counties, and neighborhoods rather than being spread evenly across the Nation. Research has shown that the poor living in areas where poverty is prevalent face impediments beyond those of their individual circumstances. Concentrated poverty contributes to poor housing and health conditions, higher crime and school dropout rates, as well as employment dislocations. As a result, economic conditions in very poor areas can create limited opportunities for poor residents that become self-perpetuating.

Living Wage: An earning level that supports self-sufficiency without reliance on public and private subsidies.

Low-income Individual: An individual that (A) receives, or is a member of a family that receives, cash payments under a Federal, State, or local income based public assistance program; (B) received an income, or is a member of a family that received a total family income, for the 6-month period prior to application for the program that, in relation to family size, does not exceed the higher of: (i) the poverty line, for an equivalent period; or (ii) Seventy percent (70%) of the lower living standard income level, for an equivalent period; (C) is a member of a household that receives food stamps; (D) qualifies as a homeless individual; (E) is a foster child; or (F) is an individual with a disability whose own income meets the requirements of a program but who is a member of a family whose income does not meet such requirements.

An individual who (1) received, or is a member of a family that is receiving, or in the past 6 months has received, assistance through the supplemental nutrition assistance program (SNAP), (2) temporary assistance for needy family program (TANF), (3) supplemental security income program (SSI), (4) state or local income-based public assistance, (5) is in a family that does not exceed the higher of the poverty line or seventy percent (70%) of the lover living standard income level, (a homeless individual (as defined in section 41403 (6) of the Violence Against Women Act of, (6)), or a homeless child or youth (as defined under section 725 (2) of the McKinney-Vento Homeless Assistance Act (7) receives or is eligible to receive a free or reduced price lunch or (8) an individual with a disability whose own income meets the income requirement of clause (ii), but who is a member of a family whose income does not meet this requirement.

Lower Living Standard Income Level (LLSIL): WIOA defines the LLSIL as "that income level (adjusted for regional, metropolitan, urban, and rural differences and family size) determined annually by the Secretary of Labor based on the most recent lower living family budget issued by the Secretary."

Management Information System (MIS): Refers to a computer-based system designed to store, transmit, and process client data to support the activities of the program and to provide managers with the tools for organizing, evaluating and efficiently run the program (i.e. EMD, EM, OSST, WFMS, etc.).

Measureable Skills Gain: The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment.

Measurement Date: The date on which an enrollee is held to all of the applicable WIOA outcome measures. The measurement date is determined by the earliest date on which an enrollee has: completed all of his/her pre- placement activities as specified by their Individual Service Strategy (ISS); been placed; or has not participated in any youth development activities for three consecutive months. At such a point, an enrollee is held to all of the applicable WIOA outcome measures.

Median: The number that is in the middle of the series of numbers, so that there us the same quantity of numbers above the median as there are below the median.

Median Earnings Indicator-2nd Quarter After Exit Quarter: The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program, as established through direct UI wage record match, Federal or military employment records, or supplemental wage information.

Mentor: A caring adult who is matched with a student, who meets with the student once a week to assist with academics, provide college and career guidance and strengthen the student's social skills. Mentors provide students with valuable guidance, motivation and life lessons.

Mentoring: Serving as a model for others who are inexperienced; includes both the physical modeling of a task or behavior as well as the mental (thinking) steps required to effectively perform the task or behavior. Includes one-on-one, group, and/or service-based mentoring in which program participants are matched with adult mentors in the selected high-growth industry(ies) or occupation(s). Mentors should have frequent contact with program participants over a prolonged period of at least one year and should provide guidance in navigating their identified career pathway.

Migrant or Seasonal Farm Worker (MSFW): A migrant farm worker, a migrant processing worker, or a seasonal worker.

Military Selective Service Act: A federal law, which required that all males born on or after January 1, 1960 register with the Selective Service System on their 18th birthday.

Minimum Wage: The lowest wage set by Congress or a state, whichever is higher, which an employer may pay employees. Certain occupations are except from the minimum wage laws including farm workers, restaurant wait staff, and babysitters.

Modification: A letter or formal modification/amendment executed by both Parties, which provides for a change to the terms and conditions of this Contract or to the services to be provided under this Contract.

Monitoring: The process of observing and/or reviewing performance may include on-site observation, review of paperwork and files, interviews with staff or customers, telephone conversations and formal evaluation of compliance elements. A basic review of contracts to determine whether or not services were in fact provided in accordance with the defined Statement of Work and Contract terms and conditions.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Island.

Nepotism: When a person employs or appoints a family member.

Net Wages: Earnings received by an individual after taxes, social security and other deductions are taken out of their paychecks.

Nontraditional Employment: Refers to occupations or fields of work for which individuals from one gender comprise less than twenty-five percent (25%) of the individuals employed in each such occupation or field of work.

Not Employed at Participation: A youth is considered not employed at the date of participation when he/she (a) did no work at all as a paid employee on the date participation occurs, (b) has received a notice of termination of employment.

Occupational Skills: Primary occupational skills encompass the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels. Secondary occupational skills entail familiarity with and use of set-up procedures, safety measures, work-related terminology, record keeping and paper work formats, tools, equipment and materials, and breakdown and clean-up routines.

Occupational Skills Goal: A measurable increase in primary occupational skills that encompass the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels.

Occupational Skills Training: To count as a placement for the Youth Common Measures, advanced and occupational skills training constitutes organized programs of study that provide specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Such training should: (1) be outcome-oriented and focused on a long-term goal as specified in the Individual Service Strategy, (2) be long-term in nature and commence upon program exit rather than being short-term training that is part of services received and (3) result in attainment of a certificate.

Offender: An individual who is or has been subject to any stage of the criminal justice process for whom services may be beneficial or who requires assistance in overcoming barriers to employment resulting from a record of arrest or conviction.

On-the-Job Training (OJT): Paid full-time employment in which the employer provides training to a participant in order for the participants to learn the skills necessary to perform the job.

One-Stop Service Tracking (OSST): The One-Stop Service Tracking system (OSST) is the case tracking system for the CAP and SNAP programs to track case management activities and to provide data for state and federal level reporting.

Out-of-School Youth: A youth who at the time of enrollment is not younger that the age of 16 or older than the age of 24, who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter, attending post-secondary school and is basic skills deficient, an English language learner or who is not attending secondary or post-secondary school and has no diploma, who is a school dropout, or has a diploma and is basic skills deficient, unemployed or underemployed, or an individual who is subject to the juvenile or system. Alternative school youth are not considered Out-of-School Youth.

Outreach: An effort by program staff to encourage individuals in the service delivery area to use the program services. Outreach efforts also involve the collection, publication and dissemination of information on program services available in the community system to assure universal access to core services including eligibility information for services beyond core services.

Participant: An individual who has registered and been determined eligible for participation upon intake and who is receiving services under an authorized WIOA youth program, (i.e., employment, training, or other services provided under WIOA (including follow-up services)).

Participant File: A file containing the application, enrollment, status changes and termination forms, documentation of eligibility, individual service strategy and progress/case/counseling notes on a participant and any other documentation required.

Participation: When an enrollee takes part in any one of the youth development activities and meets the minimum level of participation in a given month.

PELL Grant: Popular name for the federal PELL Grant program whose primary objective is to provide funding to financially needy postsecondary and undergraduate students (and post-secondary students who have demonstrated a financial need) in order to meet educational expenses.

Performance-Based Contracting: A method of contracting in which successful completion of certain benchmarks by the enrolled population obligates the awarding agency to make certain predetermined payments.

Performance Improvement Plan (PIP): A plan to improve performance set forth by South Florida Workforce Investment Board (SFWIB) that will remain until the deficiency(s) is/are corrected.

Post-Secondary Education: A program at an accredited degree granting institution that leads to an AA, AS, BA, BS. Programs offered by degree granting institutions that do not lead to an academic degree (e.g., certificate programs) do not count as a placement in post-secondary education, but may count as a placement in "advanced training/occupational skills training."

Post-Secondary Transcript/Report Card: A transcript or a report card demonstrating the following based upon enrollment status: Full Time Student-completion of a minimum of twelve (12) hours for one (1) semester, Part Time Student-completion of a minimum of twelve (12) credit hours over the course of two (2) consecutive semesters during a program year.

Post Test: A test administered to a participant at regular intervals during the program.

Potential Drop-Out: A potential drop is an individual aged 14-21 who is enrolled in a secondary school or other educational program and who, for one or more of the reasons list is in danger of dropping out-of-school: poor attendance record, one grade level below, academic difficulties, pregnant, parenting teen, chemical dependency, juvenile offender, homeless, youth with a disability and/or limited English proficient.

Poverty Level: The level of income established by the Department of Health and Human Services at which a person or family is living in poverty.

Pre-enrollment Assessment: A process to determine the employability and training needs of participants before enrolling them into the program. Individual factors considered during pre-enrollment assessment include: a judgment of vocational interests, abilities, previous education and work experience, income requirements, and personal circumstances.

Pre-Employment Skills: A progression of instructional modules in which youth master and demonstrate proficiency in areas such as: interview skills, resume writing, work place readiness skills, and workplace standards.

Pregnant or Parenting Youth: An individual who is under 25 years of age and who is pregnant, or a youth female or male who is providing custodial care for one or more dependents under age 18.

Pregnant Youth: A female youth age 14-24 who is carrying an unborn fetus.

Pre-Test: A test used to assess a participants a participant's basic literacy skills, which is administered to a participant up to six (6) months prior to the date of participation, if such pre-test scores are available, or within sixty (60) days following the date of participation.

Project Based Learning: Learning experience that engages youth in complex, real world projects through which the youth develop and apply skills and knowledge, which takes effort and persistence over time, the result of this experience is a product that matters to the youth and is usually seen by the public. Development of a project that is youth driven and includes career related learning, appropriate workplace behaviors, decision making and problem solving techniques, effective teamwork and the application of academic learning to real world settings.

Program: Activities and services to be provided by the Contractor under and pursuant to this Contract.

Program Cost: The Contractor's cost to deliver the contracted services excluding administrative costs. Costs associated with the management of the program funded by this Contract that directly and immediately benefit program customers and are necessary for effective delivery of services.
Program Design and Service Delivery: Describes the work to be performed by all Contractor's under the terms and conditions of this Contract.

Program Elements: are high quality services for in-school and out-of-school youth beginning with career exploration and guidance, continued support for educational attainment, opportunities for skills training, and culminating with a good job along a career pathway or enrollment in post-secondary education.

Program Income: Interest earned on any advances under this Contract, income generated as a result of use or fees charged for the rental of real or personal property, fees for services performed, conferences, the sale of commodities or items developed with contract funds, or from the participants activities under the contract except for OJT, or revenue in excess of costs earned by organizations other than commercial organizations.

Program Year (PY): The period between July 1 of a calendar year and June 30 of the following calendar year.

Public Assistance: Financial cash payments made by federal, state or local program to individuals who meet specific income criteria.

Quarter: A calendar quarter is a three-month period within a calendar year. The first quarter is from the first day of January through the last day of March; the second quarter is from the first day of April through the last day of June; the third quarter is from the first day of July through the last day of September; and the fourth quarter is from the first day of October through the last day of December.

Reactivation: Moving an enrollee from inactive status to active status. An enrollee is reactivated when their health or medical condition no longer prevents participation in the program, or when they have not participated for twelve (12) months, but begin participating again. An enrollee who has not yet been placed who is inactivated upon leaving the target area may be reactivated upon returning to the target area.

Reading/Math Remediation: A pre-placement activity consisting of classroom instruction designed to improve an enrollee's reading and/or math skills for those enrollees who are determined to be basic literacy skills deficient. Basic education skills include reading comprehension, math computation, writing, speaking, listening, problem solving, reasoning, and the capacity to use these skills. A minimum of five hours per month is required in this activity in order to constitute participation.

Reasonable Costs: A cost may be considered reasonable if the nature of the goods or services acquired or applied, and the amount involved therefore, reflects the action that a prudent person would have taken under the circumstances prevailing at the time the decision to incur the cost was made.

Recruitment: The point at which a provider has met with a potential enrollee, informed them of the youth program, invited them to participate in the program, and has established eligibility of such individual for the program.

Referral: To direct an individual or program participant to another contractor, community based organization or agency or other community resources to receive services, information or assistance.

Registered Apprenticeship: A unique, flexible training system that combines job-related technical instruction with structured on-the-job learning experiences. Upon completion of a Registered Apprenticeship program, participants receive an industry-issued, nationally-recognized, portable credential that certifies occupational proficiency. Registered Apprenticeship requires a written plan designed to move an apprentice from a low- or no-skill entry-level position to full occupational proficiency. Registered Apprenticeship programs must meet parameters established under the National Apprenticeship Act.

Registration: Registration is the process of collecting information to support a determination of eligibility. Eligibility data must be collected on individuals during the registration process. At the point of registration, participants are counted for performance measurement purposes. All youth participants must be registered.

Re-employment Assistance (formerly Unemployment Compensation) Insurance (RAI): RAI is a federal-state program jointly financed through federal and state employer payroll taxes (federal/state RAI taxes).

Replacement: An unsubsidized job placement entered into by an enrollee after leaving or losing a prior unsubsidized job placement.

Residence: A person's primary or permanent dwelling or home. If a person is institutionalized or incarcerated, their place of institutionalization or incarceration is their primary residence.

Runaway Youth: A runaway youth is an individual 21 years of age or less who has absented themselves from home or place of legal residence without the permission of parent(s) or legal guardians.

School-Based Learning: School wide classroom instruction based on high academic and business defined occupational skill standards.

School Dropout: An individual who is no longer attending any school and who has not received a secondary school diploma or it recognized equivalent. Youth enrolled in alternative schools are not school dropouts.

Secondary Transcript/Report Card: For each school year, a transcript or a report card of a consumer in HS or a GED program demonstrating that they achieved a D- or above for all classes taken and are in good academic standing. The report card must not indicate the participant dropped out-of-school, was removed from the institution, or any other conditions that indicate removal on academic or conduct grounds.

Sector-Based Strategies: High growth, high wage industries that take a comprehensive, broad-based approach to identifying and addressing skills needs across key industries within a region rather than focusing on the workforce needs of individual employers on a case-by-case basis. Often result in the formation of industry partnerships, which are employer-led partnerships with support from workforce development, economic development, and education partners.

Selective Service: All males who are at least 18 years of age and who are not in the armed services on active duty must be registered for the selective service. A youth who becomes 18 years of age while participating in a WIOA youth program must register within thirty days of his 18th birthday.

Service Learning/Community Service Learning: A teaching and learning strategy that actively engages participants in meaningful and personally relevant service activities that simultaneously teach civic responsibility and strengthen communities. Learning activities incorporate participant reflection and are designed to develop work readiness skills and positive behaviors, such as leadership, time management, teamwork, and respect for authority and fellow participants.

Skills Progression: Successful passage of an exam required for a particular occupation or progress in attaining trade-related benchmarks. Examples include Pass Career Readiness Certificate (CRC) or National Counselor Examination (NCE) exams, obtaining Commercial Driver's License (CDL), and passing a welding certification exam .

Small Learning Community: Smaller, autonomous groups of students and teachers in a more personalized learning environment that can better meet the needs of students. Generally, the same teachers and student remain together from grade to grade. Teachers in these units usually have common planning time to allow them to develop interdisciplinary projects and keep up with the progress of their shared students.

Soft Exit: Participant does not receive a WIOA funded or partner service for ninety days and is not scheduled for services other than follow-up.

Soft Skills: Also referred to as Employability Skills, Job Readiness Skills, or Work Readiness Skills; a set of skills and behaviors that are necessary for any job such as, social competence, job seeking and interview skills, workplace norms, conflict resolution, and communication skills, to name a few. Workplace standards of behavior needed to interact and cooperate effectively with co-workers and the general public.

Source Documentation: Hard copy documentation, which proves a youth eligibility requirements.

Social Security Disability Insurance (SSDI): Pays benefits to individuals that have worked in the past, paid Social Security taxes, and are currently unable to work for a year or more because of a disability. SSDI is considered income replacement.

South Florida Workforce Investment Board (SFWIB): In March of 2006, the Miami-Dade County Board of County Commissioners adopted Resolution R-315-06, which approved an Inter-local Agreement between the two chief elected officials of Miami-Dade and Monroe counties. The approval of this Inter-local Agreement, created the SFWIB and its current administrative structure.

Statement of Work (SOW): Describes the work to be performed by the Contractor under the terms and conditions of this Contract.

Storage Device: A computer storage device is any type of device or hardware that is capable of storing data and includes, but is not limited to laptops, hard drives, external hard drives that connect via Firewire and USB, disks, Flash memory devices, such as USB keychain drives or iPod nanos, MP3 players, digital cameras, compact flash and SD cards, tape drives, personal digital assistants (PDA's), smart phones, etc.

Summer Work–Activities: which serves to provide useful work experience, employability skills training and academic enrichment activities such as projects and industry focus centers during the summer months, to assist youth to enhance their long-term employability potential.

Support Services: Services necessary to enable an individual to participate in a WIOA program, but who cannot afford to pay for such services. Such services may include transportation, childcare, dependent care and other reasonable expenses required for participation in youth programs. In addition, the following support services may be included for youth: linkages to community services, counseling on a variety of personal, financial or legal problems occurring during participation, assistance with transportation, assistance with child care, referrals to medical services, assistance with housing, assistance with uniforms or other appropriate work attire, work related tool costs, including such items as eye glasses and protective eye gear. Support services are offered to WIOA/TANF eligible participants depending on funding availability.

TABE: The Test for Adult Basic Education, or TABE is the authorized testing instrument used to assess youth: Out-of-School Youth are assessed for literacy/numeracy educational functioning levels and In-School Youth are assessed for basic skills deficiencies.

TANF-Temporary Assistance for Needy Families: Primary federal cash-assistance program for qualified families with children. A TANF recipient is in receipt of income or money payments pursuant to a state plan approved under the Social Security Act.

Targeted Populations: Targeted youth populations includes, but are not limited to: youth aging out of the foster care system, foster care youth, youth offenders, youth with disabilities, parenting youth, dropouts, migrant youth, emancipated youth, In-School and Out-of-School Youth and etc.

Teen Parent: A male or female, age 14-20, who is legal parent of a child or an unborn fetus.

Training Milestone: Satisfactory or better progress towards skill advancement while participating in an OJT, Registered Apprenticeship program or Business Enterprise program.

Training Services: Services include WIOA funded and non-WIOA funded partner-training services. These services include: occupational skills training, training for nontraditional employment, on the job training, programs that combine workplace training with related instructions, which may include cooperative education programs, training programs operated by the private sector, skill upgrading and retraining, entrepreneurial training, job readiness training, education and literacy activities in combination with other training, and customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

Underemployed: An individual who is working part-time but desires full time employment or who is working in employment not commensurate with the individual's demonstrated level of educational attainment.
Unemployed: An individual who is without a job and who wants and is available for work. The determination of whether an individual is without a job shall be made in accordance with the criteria used by the Bureau of Labor Statistics (BLS) of the Department of Labor in defining individuals as unemployed.

Unemployment Insurance (UI): Currently known as Re-employment Assistance Insurance (RAI).

Unsubsidized Employment: Full or part-time employment in which wages are paid to a participant that is not financially supported by Federal, State or local funding sources.

Vendor: An entity responsible for providing generally required goods or services to be used in the WIOA program. These goods or services may be for the recipient's or sub-recipient's (i.e., service providers) own use or for the use of participants in the program.

Verification of a Placement: Placements occurring after enrollment in the program are counted and reported once they are verified, rather than once they occur.

Veteran (WIOA Law Section 101 (49)(A)): An individual who served in the active military, naval, or air service, and who was discharged or released from such service under conditions other than dishonorable.

Veteran (Recently separated) (WIOA Law Section 101 (49)(B)): Any veteran who applies for participation under this title within 48 months after the discharge or release from active military, naval, or air service.

Vocational Exploration Training: A process to find out, by testing or counseling, what job occupations will best fit a customer's abilities and needs.

Vocational/Technical Training: A long-term occupational training consisting of specific classroom and work-based study in a specific occupation lead to a degree or certificate.

Wages: Earnings paid to an individual by an employer for services performed.

Wagner-Peyser- Employment Service programs: Employment Service basic labor exchange and other services funding source. Employment Services are provided in the Florida Workforce Centers located across the Region.

Welfare Recipient: An adult or youth listed on a welfare grant who (or whose family) receives cash payments under TANF, General Assistance, or the Refugee Assistance Act of 1980 at the time of eligibility determination.

Work-Based Learning: Educational training that combines rigorous academic preparation with hands-on career development experiences to connect classroom instruction to the world of work and future career opportunities.

Work-Based Training: Activities offered which are designed to enable youth to gain exposure to the working world. Short-term learning opportunities that take place at a worksite and provide experiences and activities for youth to understand the relevance of what is learned in the classroom and connect it to what it takes to be successful in the workplace. Activities can take place at private, for-profit, non-profit or public sector. Activities can be paid or non-paid. Activities must be relevant to the youth's individualized service strategy plan and include but not limited to: career exploration, work experience, structured training and mentoring at job sites, internships, job shadowing, and project based learning.

Work Experience Activity: Work experience is a planned, structured, learning experience that takes place in a work place for a limited period of time and it may be paid or unpaid, in the private for profit sector, non-profit sector or the public sector. Work experience is designed to enable a youth to gain exposure to the working world. It is one of the ten required youth program elements.

Workforce Development Area 23 ("Area"): State of Florida's local workforce development boards, which is comprised of Miami-Dade and Monroe Counties.

Workforce Innovation and Opportunity Act (WIOA): Legislation that laid the framework for delivery of workforce services at the state and local level to jobseekers who need the services. WIOA is designed to help jobseekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy.

Work Maturity Skills: Skills required meeting employer expectations for dependability and productivity and etc. to enable youth to retain their jobs.

Work Readiness Skills: Also referred to as Employability Skills, Job Readiness Skills, or Soft Skills; a set of skills and behaviors that are necessary for any job such as, social competence, job seeking an interview skills, workplace norms, conflict resolution, and communication skills, to name a few.

Work Readiness Skills Goal: A measurable increase in work readiness skills including world of work awareness, labor market knowledge, occupational information, career planning and decision-making, and job search techniques (resumes, interviews, job applications and follow up letters). They also encompass survival/daily-living skills such as renting an apartment, opening a bank account and using public transportation. They also include: positive work habits, appearance, attitudes, working well with others, following instructions and completing a job task, accepting constructive criticism, showing initiative and reliability and assuming the responsibilities involved in maintaining a job. This component also entails developing motivation and adaptability, obtaining effective coping and problem-solving skills, and acquiring an improved self-image.

Workforce Management System (WFMS) (formerly SAMS): The system for tracking participant's training related information, i.e., expenditures and performance data and that enables career advisors to create, modify and track budget accounts and expenditures for participants receiving support services.

Wrap-Around Support Services: Services that are designed to address needs and ensure participant success. Services may include, but are not limited to, childcare, transportation, tools, or work clothes.

Young Adult: An individual between the ages of 18 through 24.

Youth: An individual between 14 and 24 years of age, inclusive. Younger youth are between 14 and 18 years of age and Older Youth are between 19 and 24 years of age.

Youth (Older): A participant who is age 19-24 at registration and meets all other WIOA youth program eligibility requirements.

Youth (Younger): A participant who is between 14-18 years of age at time of registration and meets all other youth program eligibility requirements.

Youth Activity: To help low-income youth, between the ages of 14 and 24, acquire the educational and occupational skills, training, and support needed to achieve academic and employment success and successfully transition into careers and productive adulthood.

Youth Attainment Measure: The purpose of this measure is to analyze goal attainment rates of all in-school and any out-of-school youth who are assessed to be in need of basic skills, work readiness skills, or occupational skills. The goal attainment date must be within one year of the goal set date.

Youth Development: A process which prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them to become socially, morally, emotionally, physically and cognitively competent.

Youth Summer Employment Opportunity: A summer worksite learning experience, which provides direct linkages between academic and occupational learning.

Youth Voucher: A document that has an assigned monetary value that is utilized to pay for a specified training course.

FINANCIAL CLOSEOUT PROCEDURES

I. Purpose

The purpose of this procedure is to document and provide guidance to Contractors and the South Florida Workforce Investment Board's (SFWIB) staff on the required process to close out contracts at the expiration or termination date.

II. Policy

A. Contractors shall complete and submit a Financial Closeout for each contract on or before thirty (30) calendar days after the contract expires, or upon termination of the contract. For example, if the contract expires June 30, the Financial Closeout will be due to the SFWIB on or before July 30.

B. If the Contractor's Final Expenditure Report indicates that payments were made to the Contractor in excess of the actual costs of providing contracted services or if the actual expenditures surpass the budgeted amount, the Contractor shall refund the difference to the SFWIB forthwith. If the Contractor does not repay the difference within thirty (30) calendar days following the SFWIB's notification of overpayment, the SFWIB will charge the Contractor the lawful rate of interest on the outstanding amount.

C. The following required Financial Closeout documents shall be submitted by the Contractor:

1. Final Expenditure Report **(Enclosure 1).**
2. Year to Date Reconciliation between specified line items in Enclosure 2 by fund and actual expenditures by line item.
3. Year to Date General Ledger for the SFWIB's expenditures only.
4. Indirect Cost Reconciliation.

D. Upon the request of the Contractor, the SFWIB's Accountant will provide technical assistance on completing the Financial Closeout.

E. Contractors shall complete and submit to the SFWIB an annual fiscal audit report within six months after the end of the fiscal year and in compliance with 2 CFR Chapter II, Subpart F, §200.512(a).

III. Procedure

A. Salaries/Wages

Staff persons may be paid for absences (vacations, sick leave, etc.), if such a provision for payment is included in the Contractor's personnel policies and procedures manual that was submitted as part of the operational documents. All Contractors are encouraged to allow staff to take time off rather than issue payment for leave time.

Staff persons may be paid for unused vacation time once they are terminated from the program. This payment shall be charged to staff salaries unless such payment, when added to the total salary, exceeds the maximum salary established in the operating budget.

B. Insurance

The Contractor shall keep in force all insurance policies, which are applicable to their program(s).

C. Professional Service, Sub-Contract & Rental Agreements

The Contractor shall cancel all of the following services, which will not be applicable to any future contract with the SFWIB:

1. All professional service agreements and sub-contract agreements paid by funds generated from this Contract;
2. All rental contracts associated with office space, equipment, and/or vehicles and maintenance contracts which are paid with funds generated from this Contract; and
3. All utility services associated with the operation of Contractor's program (i.e. telephone, electricity, water) paid by funds generated from this Contract.

D. Completion of Financial Closeout

1. **Final Expenditure Report (Enclosure 1):**

   The Contractor shall submit an actual expenditure report within thirty (30) days following the end of the contract. This report shall reflect:

   - A summation of the cumulative expenditures incurred by the Contractor for providing the contracted services.
   - A summation of the cash reimbursements and credits received by the Contractor for providing the contracted services.
   - The difference between the approved expenditures and the reimbursements received by the Contractor. This difference will reflect either an amount that is due and payable to the Contractor or an overpayment that the Contractor received that is due and payable to the SFWIB.

2. **Year to Date Reconciliation between specified categories by fund and actual expenditures (Enclosure 2):**

   Actual expenditures billed to the SFWIB should be equal to or less than line item budget.
   The SFWIB Year to Date General Ledger must be presented as supporting documentation.

3. **Indirect Cost Reconciliation:**

   Noting indirect costs charged in comparison to actual indirect cost. Refunds may be requested for overages.

E. The SFWIB's Accountant Responsibility

The SFWIB's Accountant assigned to the contract will provide technical assistance to complete the Financial Closeout upon request.

The SFWIB's Accountant will perform the following functions:

1. Verify that all required enclosures are completed accurately, signed and dated.

2. Verify Contractor's total expenditure against the financial records and the budget amounts to confirm there are no overages.

3. Verify indirect cost/profit calculations with approved rate.

 Rev. 6.29.17

FINAL EXPENDITURE REPORT

Contractor Name:	______________________	**Prepared By:**	____________
Program Name:	______________________	**Index Code:**	____________

CUMMULATIVE PROGRAM EXPENDITURES

Year to Date Expenditures Approved by SFWIB (from Payment Requests)	$ -
	$ -
Purchases made by the SFWIB on behalf of the Contractor	$ -
Less: Year to Date Late Invoicing Amount	$ -
Total Expenditures	$ -

CUMMULATIVE PAYMENTS

Year to Date Cash Payments Received from SFWIB	$ -
Purchases made by the SFWIB on behalf of the Contractor	$ -
Total Payments	$ -

BALANCE DUE TO CONTRACTOR (if not applicable enter zero)	$ -
or	
BALANCE DUE FROM CONTRACTOR (if not applicable enter zero)	$

Please detail any balance(s) due from Contractor by invoice packages:______________________________

Pursuant to the terms of this Contract between the Contractor listed above and the SFWIB, and in consideration of the total amounts earned and paid to the Contractor for performance, which equals $_____________ the Contractor does remise, release, and discharge the SFWIB, its officers, agents, and employees, of and from all liabilities, obligations, claims, and demands whatsoever under or arising from this Contract. **The Contractor's submission of the Financial Closeout Package is a complete release and waiver of any and all liability, claims or causes of action that allegedly resulted from engagement of and/or performance under this Contract and acknowledges the SFWIB has fully performed and satisfied any and all of its obligations due under this Contract.**

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

____

Name of Official Authorized to Sign the Contract

____

Signature of Official Authorized to Sign the Contract /Date

Enclosure 2
(Exhibit G)

CLOSEOUT RECONCILIATION YOUTH CONTRACTS

	1 Budget Original	2 Budget Adjustment	3 Budget Revised*	4 Actual Expenditures	5 Difference (3-4)	6 General Ledger
WIY						
Programmatic						
Salary		$ -			$ -	
Fringe Benefits		$ -			$ -	
Participant Cost		$ -			$ -	
Other Specified Costs		$ -			$ -	
Indirect Cost		$ -			$ -	
Profit		$ -		$ -	$ -	$ -
Total	$ -	$ -	$ -	$ -	$ -	$ -
Administrative						
Salary		$ -			$ -	
Fringe Benefits		$ -			$ -	
Participant Cost		$ -			$ -	
Other Specified Costs		$ -			$ -	
Indirect Cost		$ -			$ -	
Profit		$ -		$ -	$ -	$ -
Total	$ -	$ -	$ -	$ -	$ -	$ -
Grand Total	$ -	$ -	$ -	$ -	$ -	$ -
Grand Total - ALL	$ -	$ -	$ -	$ -	$ -	$ -

Exhibit H

BUDGET: PROJECTED PROGRAM COST

Agency Name: *Big Brothers Big Sisters of Miami, Inc. / Take Stock in Children Miami Dade*
August 16, 2018 - June 30, 2019

GL #'s					%	Amount
	Salaries:					
	Position	Name	Annual Salary	Salary Allocation		
	FT- College Success Coach	Ohilda Moore	$ 37,500.00	$ 12,500.00	50%	6,250.00
	FT- College Success Coach	Marilyn Romero	$ 45,415.83	$ 39,738.86	50%	19,869.43
	FT- College Success Coach	Dianelis Menendez	$ 35,713.23	$ 31,249.08	50%	15,624.54
	FT- Mentor Coordinator	Mallory Weintraub	$ 38,625.00	$ 33,796.88	50%	16,898.44
	FT- Data Specialist	Vanessa Lopez	$ 36,247.92	$ 31,716.94	50%	15,858.47
	FT - Continuing Education Coordinator	Monika Castaneda	$ 37,500.00	$ 32,812.50	50%	16,406.25
	FT- Miami Dade Program - Program Director	Marianne Weiss	$ 80,000.00	$ 70,000.00	25%	17,500.00
5001	**TOTAL FTE/Salaries**			$ 251,814.26	3.3	**108,407.13**
	Fringe Benefits:					
	Fica/Mica		Rate: 7.65%			8,293.14
	Workman's Comp		Rate: 0.00%			
	FT- Medical, Dental, Life, ST/LT disability, Vision, State Unemployment Insurance (SUI)		Rate: $450 per month per employee			13,893.75
5054	**TOTAL Fringe Benefits**					**22,186.89**

GL #'s	**Operating Expenses:**	Annual Cost	Allocation	%	Amount
	Space				
5210	Storage	$ -	$ -		-
5211	Lease / Rent	$ 360,000.00	$ 315,000.00	20.0%	63,000.00
5216	Maintenance-Repair	$ 36,000.00	$ 31,500.00	20.0%	6,300.00
5217	Security	$ 28,584.00	$ 25,011.00	20.0%	5,002.20
5218	Moving Expenses	$ -	$ -		-
5225	Electricity	$ 60,000.00	$ 52,500.00	20.0%	10,500.00
	Supplies				
5221	Office & Computer Supplies Inc. Reproduction	$ 30,000.00	$ 26,250.00	20.0%	5,250.00
5219	Printing (outside)	$ -	$ -		-
5249	Cleaning supplies	$ 600.00	$ 525.00	20.0%	105.00
	Other:				
	Insurance				
5250	General Liability	$ 22,000.00	$ 19,250.00	20.0%	3,850.00
5252	Property	$ -	$ -		-
	Other:				
5406	**Professional Services** (list each)				
~~5230~~	IT Services	$ 68,040.00	$ 59,535.00	20.0%	11,907.00
	Temporary Contract Staff	$ -	$ -		-
5237	**Shredding**				
	Shredding Service	$ 2,400.00	$ 2,100.00	20.0%	420.00
5209	**Temporary Staff**				
		$ -	$ -		-
	Participant Cost				
5559	Transportation - Local mileage	$ -	$ -		-
5575	Leadership	$ -	$ -		-
	TOTAL Operating Expenses				**106,334.20**
5991	**Attrition for Budget Purposes**				-
	TOTAL PROGRAM COST			$	**236,928.22**

Exhibit H

BUDGET: PROJECTED ADMINISTRATIVE COST

Agency Name: *Big Brothers Big Sisters of Miami, Inc. / Take Stock in Children Miami Dade*

	%		Amount
Allocation Base (Modified Total Direct)			
Total Direct Costs		$	236,928.22
Lease / Rent			(63,000.00)
Modified Total Direct Costs		**$**	**173,928.22**
TOTAL ADMINISTRATIVE COST		**$**	**13,071.78**
TOTAL ADMINISTRATIVE PERCENTAGE			**7.52%**

Note: Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above $25,000 (each award; each year).

Exhibit H

BUDGET NARRATIVE

BUDGET NARRATIVE
(Program & Administrative)

AGENCY: Big Brothers Big Sisters of Miami, Inc.
TITLE: WIOA YOUTH - Take Stock in Children Miami-Dade
PERIOD: August 16, 2018 - June 30, 2019

LINE ITEM	DESCRIPTION		NARRATIVE (A comprehensive explanation and calculation for all budgeted costs	TANF	Non-SFWIB Funds	TOTAL
				10.5 months (Aug 16, 2018 - Jun 30, 2019)		
	FT- College Success Coach	Ohilda Moore	$3,125.00 salary per month x 4 months @ 50% = $6,250.00 (hired Mar. 2019)	6,250.00	6,250.00	12,500.00
	FT- College Success Coach	Marilyn Romero	$3,784.65 salary per month x 10.5 months @ 50% = $19,869.43	19,869.43	19,869.43	39,738.86
	FT- College Success Coach	Dianelis Menendez	$2,976.10 salary per month x 10.5 months @ 50% = $15,624.54	15,624.54	15,624.54	31,249.08
	FT- Mentor Coordinator	Mallory Weintraub	$3,218.75 salary per month x 10.5 months @ 50% = $16,898.44	16,898.44	16,898.44	33,796.88
	FT- Data Specialist	Vanessa Lopez	$3,020.66 salary per month x 10.5 months @ 50% = $16,858.47	15,858.47	15,858.47	31,716.94
	FT - Continuing Education Coordinator	Monika Castaneda	$3,125.00 salary per month x 10.5 months @ 50% = $16,406.25	16,406.25	16,406.25	32,812.50
	FT- Miami Dade Program - Program Director	Marianne Weiss	$6,666.67 salary per month x 10.5 months @ 25% = $17,500.00	17,500.00	52,500.00	70,000.00
			Total Salaries	108,407.13	$ 143,407.14	251,814.26
5054	Staff FICA (6.5%)/ MICA (1.15%)	7.65%	3 College Success Coaches; 1 Mentor Coordinator; 1 Data Specialist; 1 Continuing Education Coordinator; 1 Program Director (7.65% x Salaries)	8,293.14	$ 10,970.65	19,263.79
5054	Group Health		3 College Success Coaches, 1 Mentor Coordinator, 1 Data Specialist; 1 Continuing Education Coordinator; 1 Program Director (50% of $450 per month x 5 staff x 10.5 months) + (25% of $450 per month x 1 staff x 10.5 months) + (50% of $450 per month x 1 staff x 4 months)	13,893.75	16,256.25	30,150.00
			Total Fringe Benefits	22,186.89	$ 27,226.90	49,413.79
			Total Salaries + Fringe Benefits	130,594.02	$ 170,634.04	301,228.05
5211	Lease/Rent		20% of $30,000 per month x 10.5 months	63,000.00	252,000.00	315,000.00
5216	Maintenance-Repair		20% of $3,000 per month x 10.5 months	6,300.00	25,200.00	31,500.00
5217	Security		20% of $2,382 per month x 10.5 months	5,002.20	20,008.80	25,011.00
5228	Electricity		20% of $5,000 per month x 10.5 months	10,500.00	42,000.00	52,500.00
5221	Office & Computer Supplies Inc. Reproduction		20% of $2,500 per month x 10.5 months	5,250.00	21,000.00	26,250.00
5249	Cleaning supplies		20% of $50 per month x 10.5 months	105.00	420.00	525.00
5250	General Liability		20% of ($22,000 per year / 12 months) x 10.5 months	3,850.00	15,400.00	19,250.00
5230	IT Services		20% of $5,670 per month x 10.5 months	11,907.00	47,628.00	59,535.00
5237	Shredding		20% of $200 per month x 10.5 months	420.00	1,680.00	2,100.00
			TOTAL PROGRAM COST	236,928.22	595,970.84	832,899.05
			TOTAL ADMINISTRATIVE COST	13,071.78	667,243.14	680,314.92
			TOTAL COST	$250,000.00	$1,163,213.98	$1,413,213.97

Exhibit I

CONTRACT INVOICE

Contractor Name: ______________________ Prepared By:

Index Code: ______________________ Telephone #:

Location Code: ______________________ Invoice Date:

Program Code: ______________________ Invoice Period:

Acct #			Program TANF	TOTAL
5001	STAFF SALARIES			$ -
5054	FICA			$ -
5054	MICA			$ -
5054	Retirement Plan			$ -
5054	Workers Compensation			$ -
5054	Unemployment Compensation			$ -
5054	Health			$ -
5054	Dental			$ -
5054	Disability			$ -
5054	Life			$ -
	TOTAL FRINGES		$ -	$ -
	TOTAL SALARIES & FRINGES	-	-	-
5209	Temporary Agency-Staff			$ -
5210	Storage Expense-Iron Mountain/Archives			$ -
5211	Building Lease/Rent			$ -
5221	Office & Computer Supplies (incl. Reproduction)			$ -
5223	Postage			$ -
5225	Electricity			$ -
5227	Telephone (including Cell)			$ -
5229	Internet Service			$ -
5230	Staff Background Screening (incl. Drug Testing & Finger Printing)			$ -
5231	Advertising			$ -
5241	Local Travel (incl. Toll & Parking)			$ -
5243	Out of Town Travel			$ -
5245	Staff Training			$ -
5247	Meetings & Conferences			$ -
5249	Cleaning Supplies			$ -
5250	General Liability Insurance			$ -
5251	Auto Insurance			$ -
5252	Property Insurance			$ -
5254	Crime Insurance			$ -
5255	Flood Insurance			$ -
5256	Bonding Insurance			$ -
5402	Capital Equipment (not incl. Software & Hardware)			$ -
5404	Non-Capital Equipment (not incl. Software & Hardware)			$ -
5405	Capital Software & Hardware			$ -
5406	Non-Capital Software & Hardware			$ -
5520	Participant Background & Fingerprinting			$ -
5524	Participant Field Trips (include bus, admission)			$ -
5525	Participant Training Materials & Supplies			$ -
5535	Participant Tutoring			$ -
5537	Participant Clothing			$ -

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Exhibit I

CONTRACT INVOICE

5575	Participant Leadership			$ -
5580	Participant End of Year Activities			$ -
5585	Participant Nutrition/Snacks			$ -
	Other (Please specify)			$ -
	Total Other Expenditures	-	$ -	$ -

TOTAL PROGRAM COSTS	-	$ -	$ -

Acct #		ADM TANF	TOTAL
5780 Indirect Costs			$ -
Other Administrative Costs(Please specify)			$ -
Total Expenditures		$ -	$ -

TOTAL ADMINISTRATIVE COSTS		$ -	$ -

		TANF	TOTAL
TOTAL PROGRAM		$ -	$ -
TOTAL ADMINISTRATIVE		$ -	$ -
TOTAL PAYABLE		$ -	$ -

The salary information and distribution across program funding streams are accurate and supported through detailed personnel activity report that meet the Uniform Guidance.

We understand that failure to maintain the required supporting documentation for staff time and all related expenses will result in payment disallowances that will either be deducted from future contract payments and / or payable in full to the South Florida Workforce Investment Board.

Name of Person Authorized to Sign Reimbursement/Justification Packages

Signature of Person Authorized to Sign Reimbursement/Justification Packages