Humboldt County Workforce Development Board
Executive Committee Meeting
Location: Humboldt County Office of Education (Annex)
901 Myrtle Ave Eureka CA 95501

AGENDA
Date: 4/19/2024            Time: 9:00 a.m.

Opening

Meeting called to order
Roll call
Adjustments to the agenda
Public comment on non-agenda items

Consent Items

1. March 22, 2024, HCWDB Executive Committee special meeting minutes (Attachment A)
2. Attendance review (Attachment B)
3. Grant tracking (Attachment C)
4. Policy updates (Attachment D)

Items Pulled from Consent

a. Discussion
b. Public comment
c. Action

Action Items

5. Application review (Attachment E)
   a. Discussion
   b. Public Comment
   c. Action

6. Offshore Wind Ad Hoc Change to Standing Committee
   a. Discussion
   b. Public Comment
   c. Action

Discussion Items

7. 9:15am: High Road Training Program: Women in Construction (Attachment F)
   a. Discussion
   b. Public Comment
8. Offshore Wind and Port Development Update  
   a. Discussion  
   b. Public Comment  

9. Director and Staff Updates  
   c. Discussion  
   d. Public Comment  

Adjourn
AGENDA DETAIL

Consent Item 1
March 22, 2024 Executive Committee Meeting Minutes

DISCUSSION
Receive and review the March 22, 2024 HCWDB Executive Committee regular meeting minutes.

ACTION
Approve the March 22, 2024 minutes via consent.

Consent Item 2
Attendance Review

DISCUSSION
Receive and review HCWDB member attendance. Per the HCWDB Bylaws, HCWDB Executive Committee shall routinely review member attendance at board and committee meetings. Members of the Board must not miss more than three (3) consecutive committee and full meetings of the Humboldt Board unless the absences are excused or more than five (5) consecutive committee and full meetings even if some or all of those absences are excused, except that the board may grant the member a leave of absence upon prior request.

ACTION
Accept the attendance review via consent.

Consent Item 3
Grant Tracking

DISCUSSION
Receive and review the grant spreadsheet detailing updates on HCWDB’s funding.

ACTION
Accept the grant tracking spreadsheet via consent.

Consent Item 4
Policy Updates and Approval

DISCUSSION
Review and approve updates to the WIOA Youth Program Requirements policy pursuant to Training and Employment Guidance Letter (TEGL) 09-22 which expands supportive services to allow food costs under specific conditions.
ACTION
Approve the updated Youth Program Requirements policy via consent.

Action Item 5
Application Review

DISCUSSION
Review HCWDB application received from Cody Freitas, representing labor for Operating Engineers Local #3. Discuss application and consider impact of appointment to the HCWDB’s board composition.

ACTION
Direct staff to move the application on to the full HCWDB for review and recommendation to Board of Supervisors.

Action Item 6
Offshore Wind Ad Hoc Change to Standing Committee

DISCUSSION
Pursuant to the Ralph M. Brown Act (Gov. Code Sec 54952 (b) et seq.), ad hocs are intended to be in the short term with a specific goal in mind. The HCWDB Offshore Wind Ad Hoc was created at the Nov.14, 2022 meeting with the intent of acting in an advisory capacity for workforce development projects associated with offshore wind and ancillary industries until BOEM selected a developer for the project. As the developers have been selected the Offshore Wind Ad Hoc should either be dissolved or established as a Standing Committee, which requires agendized meetings, but does not require an end date.

ACTION
Establish an Offshore Wind Standing Committee with quarterly meetings.

Discussion Item 7
High Road Training Program: Women in Construction Grant

DISCUSSION
Receive an update on the status of Cal Poly Humboldt Sponsored Program’s “High Road Training Program: Women in Construction” to increase equity in the trades in partnership with the Multi-Craft Core Curriculum (MC3).

Action Item 8
Offshore Wind and Port Development Update

DISCUSSION
Receive an update from the HCWDB Executive Director on the status of offshore wind and port development in Humboldt County.
Discussion Item 9
Director and Staff Update

DISCUSSION
Receive updates on the work being done by HCWDB Executive Director and staff to support the HCWDB's direction, programs, and regional and local plans.
Humboldt County Workforce Development Board Meeting
Executive Committee Meeting Minutes

Location: Humboldt County Office of Education Annex
901 Myrtle Ave, Eureka, CA 95501

Date: 3/22/2024 Time: 9 a.m.

Members in Attendance:
- Daniel Dixon-Chair
- Dennis Leonardi- Vice Chair
- Shelly Nilsen
- Lee Cunningham
- Michelle Bushnell
- Cedar Reuben
- Jeff Hunerlach
- Kerry Venegas

Staff in Attendance: Scott Adair (Economic Development Director), Peggy Murphy (Economic Development Coordinator), Logan Ashworth (Economic Development Specialist), Elaine Starks (Administrative Analyst). Kate Shea (AJCC and Humboldt State University Sponsored Programs Staff) was also in attendance.

Opening
1. Meeting called to order
2. Roll Call
3. Adjustments to the agenda
   - Moved the High Road Training Program update to the next meeting.
4. Public comment on non-agenda items
   - Carl Hansen from the Headwaters Board gave updates. They now have a better knowledge of the money they have, they are getting ready for a large grant round, and are figuring out priority areas between the Headwaters and Workforce Boards.

Consent Items
a. The minutes of the last executive committee meeting on January 12 and March 11, 2024, attendance review, grant tracking, the QUEST NDWG and Additional Assistance extensions, and policy updates were brought before the board. Member Leonardi stated the “questionnaire” listed in the special meeting minutes under Offshore Wind Delegation Deliverables should be changed to “detailed analysis” and should be signed, and member Reuben said that “travel” should be changed to “project.”
   - Kerry Venegas arrived at 9:05 a.m.
   - Michelle Bushnell arrived at 9:06 a.m.
   - Lee Cunningham arrived at 9:07 a.m.
b. Public Comment
   - No public comment
c. Action
   - Board member Nilsen moved to accept the consent agenda with edits and member Reuben seconded. Motion carried 8:0.

Action Items
1. HCWDB Application Review (Attachment E)
   a. Discussion
      • The committee reviewed the application for Scott Thompson.
   b. Public Comment
      • None.
   c. Action
      • Vice Chair Leonardi moved to advance the applicant to the full HCWDB for a vote and member Reuben seconded. Motion carried 8:0.

2. HCWDB Executive Committee nomination committee
   a. Discussion
      • Members discussed needing one executive committee member and two full board members on the committee. The HCWDB needs the committee assembled by May so they can have nominations prepared to start the new fiscal year with a full executive committee. Member Reuben volunteered.
   b. Public Comment
      • None.
   c. Action
      • Chief Local Elected Official (CLEO) Bushnell moved to appoint member Reuben to the HCWDB Executive Committee nomination committee and member Venegas seconded. Motion carried 7:0, with member Reuben abstaining.

3. Apprenticeship development funding
   a. Discussion
      • Staff talked about a funding opportunity that would allow time to develop apprenticeship programs. Staff is currently limited in this work as there is no money allocated. CLEO Bushnell mentioned she was worried about time being monopolized, but this is just for planning and the State wants more apprenticeship programs.
   b. Public Comment
      • Carl Hansen wants us to engage more with higher education.
   c. Action
      • Member Hunerlach moved to support staff in pursuit of apprenticeship development funding, and member Nilsen seconded. Motion carried 8:0.

4. Job Market Transition
   a. Discussion
      • Director Adair summarized our partnership with Cal Poly Humboldt State University, as they stepped in and floated the bill when our previous partner quit because they weren’t getting paid. He explained how we will move forward running the Job Market, and how this transition will remove barriers and extra work.
   b. Public Comment
      • Carl was worried about supportive services falling off since IT transitions can take a long time.
   c. Action
      • Member Reuben moved to advance the transition plan and member Nilsen seconded. Motion carried 6:0, CLEO Bushnell and member Hunerlach abstained.

Discussion Items
5. Director and Staff Updates
a. Discussion

- Director Adair said he and Peggy attended the California Workforce Association (CWA) Day at the Capitol, where they talked with state senators about continued Breaking Barriers support, and the Executive Bootcamp, where the two figured out their capstone projects. The offshore wind trip will include 35 people, along with anyone Vinyard is inviting. None of the tribes opted in, and a report will be created after the trip. He also gave updates on the Job Market building. We are keeping it the site of the Job Market but must get it ADA compliant and are also hoping to get the master lease and move all of the Economic Development Division there.

b. Public Comment
- None.

6. Future Agenda Items

- Member Venegas wants to discuss our role with the community in relation to “Community Problem Policing.” We want thriving businesses and how does that connect with police. Peggy mentioned other Workforce areas have done programs to help people who run small business feel safe. We could bring in Eureka Police Department. Member Nilsen mentioned she set up a de-escalation training.

Meeting adjourned at 10:29 a.m.
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**Key**
- **Present:** ✓
- **Excused:** EX
- **Unexcused:** UE

**Attachment B**

- Full Board Meeting
- Executive Committee Meeting
- Special Meeting

**Excused Absence** (notified 24+hrs in advance of meeting)
- **Unexcused Absence** (less than 24 hrs notice or no communication regarding absense)
- 3 or more consecutive meetings missed
- ? Not accepted in outlook - Left message and awaiting reply
## Annual Formula Allocations

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Grant Round/Term</th>
<th>Program Detail</th>
<th>Funders</th>
<th>Allocation Total</th>
<th>Expenditures to Date</th>
<th>Partners</th>
<th>Program Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult</td>
<td>AA3 (4/1/22-6/30/24)</td>
<td>Individualized career and training services to those over the age of 24 with priority going to veterans and their spouses, recipients of other public assistance, those of low income, and/or who are basic skills deficient.</td>
<td>Employment Development Department</td>
<td>$400,407.00</td>
<td>$474,364.49</td>
<td>Cal Poly Humboldt</td>
<td>On track for spenddown, is seeing growth in metrics comparatively past years.</td>
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<tr>
<td></td>
<td>AA4 (4/1/22-6/30/25)</td>
<td>Individualized career and training services to those over the age of 24 with priority going to veterans and their spouses, recipients of other public assistance, those of low income, and/or who are basic skills deficient.</td>
<td>Employment Development Department</td>
<td>$323,830.00</td>
<td>$</td>
<td>Cal Poly Humboldt</td>
<td>On track for spenddown, is seeing growth in metrics comparatively past years.</td>
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<tr>
<td>Dislocated Worker</td>
<td>AA3 (4/1/22-6/30/24)</td>
<td>Individualized career and training services to adult populations who are displaced and face a number of barriers such as exhausted unemployment insurance and unable to return to the industry, facility closures, unemployment from self-employment due to economic conditions, displaced workers, and/or veteran spouses who lose barriers to employment due to duty relocation.</td>
<td>Employment Development Department</td>
<td>$75,487.00</td>
<td>$75,487.00</td>
<td>Cal Poly Humboldt</td>
<td>Spenddown complete for AA3, spending down AA4</td>
</tr>
<tr>
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<td>AA4 (4/1/22-6/30/25)</td>
<td>Individualized career and training services to adult populations who are displaced and face a number of barriers such as exhausted unemployment insurance and unable to return to the industry, facility closures, unemployment from self-employment due to economic conditions, displaced workers, and/or veteran spouses who lose barriers to employment due to duty relocation.</td>
<td>Employment Development Department</td>
<td>$288,716.00</td>
<td>$18,694.61</td>
<td>Cal Poly Humboldt</td>
<td>Spenddown complete for AA3, spending down AA4</td>
</tr>
<tr>
<td>Rapid Response Layoff Aversion</td>
<td>AA3 (7/1/22-6/30/23)</td>
<td>The primary purpose of Rapid Response Layoff Aversion is to work with businesses to prevent layoffs altogether by providing labor market and workforce information, integrating industry requirements into training strategies and career pathways, brokering relationships and job connections, making services efficient and easy to access and coordinating with regional partners to reduce duplication.</td>
<td>Employment Development Department</td>
<td>$34,170.00</td>
<td>$34,170.00</td>
<td>Cal Poly Humboldt</td>
<td>Spenddown complete for AA3, spending down AA4</td>
</tr>
<tr>
<td></td>
<td>AA4 (4/1/22-6/30/24)</td>
<td>The primary purpose of Rapid Response Layoff Aversion is to work with businesses to prevent layoffs altogether by providing labor market and workforce information, integrating industry requirements into training strategies and career pathways, brokering relationships and job connections, making services efficient and easy to access and coordinating with regional partners to reduce duplication.</td>
<td>Employment Development Department</td>
<td>$18,693.00</td>
<td>$135.25</td>
<td>Cal Poly Humboldt</td>
<td>Spenddown complete for AA3, spending down AA4</td>
</tr>
<tr>
<td></td>
<td>AA4 (4/1/22-6/30/24)</td>
<td>The primary purpose of Rapid Response Layoff Aversion is to work with businesses to prevent layoffs altogether by providing labor market and workforce information, integrating industry requirements into training strategies and career pathways, brokering relationships and job connections, making services efficient and easy to access and coordinating with regional partners to reduce duplication.</td>
<td>Employment Development Department</td>
<td>$102,220.00</td>
<td>$27,377.26</td>
<td>Cal Poly Humboldt</td>
<td>Spenddown complete for AA3, spending down AA4</td>
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## Competitive Grants

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Grant Term</th>
<th>Program Detail</th>
<th>Funders</th>
<th>Allocation Total</th>
<th>Expenditures to Date</th>
<th>Partners</th>
<th>Program Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality Jobs, Equity, Strong, and Fishing Disaster Recovery National/Dislocated Worker Grant (QDST NW)</td>
<td>10/1/22–6/30/24</td>
<td>Individualized career and training services to workers disproportionately displaced by the COVID-19 pandemic who are interested in entering high-demand jobs.</td>
<td>Employment Development Board</td>
<td>$250,000.00</td>
<td>$27,007.81</td>
<td>Humboldt</td>
<td>Seeking modification for one year extension request. Grant is beginning to scale up with a few participants being added to the cohort.</td>
</tr>
<tr>
<td>All 628 Breaking Barriers</td>
<td>1/1/23-4/30/23</td>
<td>Provides intensive, paid, vocational and job skills training, including necessary certification, to justice-involved participants that focuses on the skills that lead to long-term employment in the construction trade.</td>
<td>California Workforce Development Board</td>
<td>$288,395.84</td>
<td>$218,902.59</td>
<td>Humboldt</td>
<td>Program is exceeding expectations and a modification is pending to allow more funding to WCIA for their work with their cohorts.</td>
</tr>
<tr>
<td>Regional Equity and Recovery Partnership Grant (REP)</td>
<td>5/1/22-10/31/25</td>
<td>A partnership with College of the Redwoods and the Humboldt to create a high-potential pipeline for those desiring to enter aquaculture.</td>
<td>Humboldt</td>
<td>$500,000.00</td>
<td>$5,614.08</td>
<td>Humboldt</td>
<td>Grant is moving at a positive rate with deliverables being met.</td>
</tr>
<tr>
<td>Regional Plan Implementation (RPI)</td>
<td>1/1/23-6/30/24</td>
<td>A capacity-building grant aimed to fund the work of the Regional Organizer outreach staff to training.</td>
<td>Humboldt</td>
<td>$100,000.00</td>
<td>$45,245.97</td>
<td>N/A</td>
<td>Grant is moving at a positive rate with deliverables being met.</td>
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<tr>
<td>Offshore Wind (OSW) Additional Assistance</td>
<td>1/1/23-6/30/25</td>
<td>Governor-discretionary funding with the aim of gaining knowledge, staff time, and studies related to Offshore Wind.</td>
<td>Employment Development Board</td>
<td>$1,500,000.00</td>
<td>$662,277.63</td>
<td>N/A</td>
<td>Grant is moving at a positive rate with deliverables being met.</td>
</tr>
</tbody>
</table>
TO: All Humboldt County Workforce Innovation and Opportunity Act (WIOA) Staff, Subrecipients and Service Providers

FROM: Humboldt County Workforce Development Board

EFFECTIVE: August 14, 2020

SUBJECT: WIOA Youth Program Requirements

REFERENCES: California Education Code (EC) Sections 47612.1, 56026, 58500, and 66010 California Unemployment Insurance Code Section 14209
                CUIC Section 14209
                Title 2 Code of Federal Regulations (CFR) Part 200, 2900
                Title 20 CFR Part 681, Sections 681.100 - 681.120, 684.130, 681-230, 681.400, 681.460, 681.480, 681.520, 681.540, 681.560, 681.570, 681.620, 681.640,
                Training and Employment Guidance Letter (TEGL) 8-15, 12-14, 13-09, 19-14, 21-16, 23-14, 09-22
                Title 20 U.S.C. Section 1401, 1401[27]
                WIOA Public Law 113-128
                WIOA Section 3(36), 3 [38], 3[44], 3[54], 129 (a)(1)(B)(ii), 129(a)(4), 129[c][1]), 129(c)(3)(C)(4), 129[c][4]), 188, 194(1), 194[12]129(c)
                Workforce Service Directive (WSD)16-1
                2 CFR part 200 of Uniform Guidance
                Regs, 681.420(e), 681.590

PURPOSE

This policy provides the guidance and establishes the procedures regarding the Workforce Innovation and Opportunity Act (WIOA) youth programs provided by WIOA One-Stop Partners within the America’s Job Centers of California (AJCC) in Humboldt County.

DEFINITIONS

Adult Education – academic instruction and education services below the postsecondary level that increases an individual's ability to: read, write, and speak in English, and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent; transition to postsecondary education and training; and obtain employment (WIOA Section 203).

Alternative school – an alternative school is a type of school designed to achieve grade-level
(K-12) standards and meet student needs. Examples of alternative schools include, but are not limited to, continuation, magnet, and charter schools. If the youth participant is attending an alternative school at the time of enrollment, the participant is considered to be In-School.

**Attending School** – an individual is considered to be attending school if the individual is enrolled in secondary or postsecondary school. If a youth is between high school graduation and postsecondary education, the youth is considered an In-School (IS) youth if they are registered for postsecondary education, even if they have not yet begun postsecondary classes. However, if the youth registers for postsecondary education, but does not follow through with attending classes, the youth is considered Out-of-School (OS) youth if the eligibility determination is made after youth decided not to attend postsecondary education. Youth on summer break are considered IS youth if they are enrolled to continue school in the fall.

**Non-Federal Entity** - a state, local government, Native American tribe, institution of higher education (IHE), or nonprofit organization that carries out a Federal award as a recipient or subrecipient.

**Not Attending School** – an individual who is not attending a secondary or postsecondary school. In addition, individuals enrolled in the following programs would be considered an OS youth for eligibility purposes:

- WIOA Title II Adult Education, Youth Build, Job Corps, high school equivalency program, or dropout re-engagement programs.
- A youth attending a high school equivalency program funded by the public K-12 school system who is classified by the school system as still enrolled in school are the exception; the youth would be considered an IS youth.
- Non-credit bearing postsecondary classes only.
- A charter school program that provides instruction exclusively in partnership with WIOA, federally funded YouthBuild programs, federal Job Corps training or instruction, California Conservation Corps, or a state certified local conservation corps (in alignment with EC Section 47612.1).

**Offender** – An adult or juvenile subject to any stage of the criminal justice process or an adult or juvenile who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or convictions or for whom services under WIOA may be beneficial.

**Postsecondary School** – California community colleges, and accredited public and private universities.

**School** – any secondary or postsecondary school. These include, but are not limited to, traditional K-12 public schools and private schools (e.g., continuation, magnet, charter, and home).

**School Dropout** – an individual who is no longer attending any school and has not received a secondary school diploma or its recognized equivalent. This term does not include individuals who dropped out of postsecondary school.

**Secondary School** – a nonprofit institutional day or resident school, including a public secondary charter school, that provides secondary education, as determined under state law, except that the term does not include any education beyond grade 12.

**Subrecipient** - a non-Federal entity that receives a subaward form a pass-through entity to carry out part of a Federal program; but does not include an individual that is a beneficiary of such program. A subrecipient may also be a recipient of other Federal awards directly from a Federal awarding agency.
POLICY

Eligibility for Youth Services

Individuals enrolled in the WIOA Youth program must meet the general eligibility criteria outlined under item A, and meet the additional criteria outlined for Out-of-School Youth (item B) or In-School Youth (item C).

Eligibility is determined based on information collected during registration and these criteria follow the participant through the entire course of WIOA programs and services attached to that application. If the participant’s circumstances change during the WIOA registration cycle (such as a change in age, education status, employment status, etc.), the participant remains eligible. Eligibility for services should not be construed as a guarantee of services. The WIOA is not an entitlement program.

A youth participant’s eligibility is determined at intake. Therefore, the youth remains eligible for youth services until exited. For example, an individual who is an OS youth at time of enrollment and is subsequently placed in school is still considered an OS youth. Additionally, an individual who is an OS youth and between the ages of 16-24 at the time of enrollment, and is now beyond the age of 24, is still considered an OS youth until exited.

A. General Eligibility Criteria
   All youth must meet the following general eligibility criteria:
   1. Citizen Status
   2. Compliance with Selective Service Registration
   3. Age 14-24 on the Date of Participation

All of these general eligibility criteria must be documented in the participant file prior to the provision of WIOA services.

B. Additional Eligibility Criteria for Out-of-School Youth

In addition to the general eligibility criteria outlined in item A under this section, Out-of-School Youth (OSY) must also:

1. Not be attending any school
2. Not be attending any secondary or postsecondary school (not including Title II Adult Education, YouthBuild, Job Corps, high school equivalency programs [exceptions in definitions], non-credit bearing postsecondary classes, dropout reengagement programs or charter schools with federal and state workforce partnerships)
3. Be aged 16 -24 years
4. Have one or more of the following barriers
   - A school dropout
   - A youth who is within the age of compulsory school attendance but has not attended school for at least the most recent complete school year
   - A youth who is within the age of compulsory school attendance but has not attended school for at least the most recent complete school year quarter. i. Note – If the school does not use school year quarters, Local Areas must use calendar quarters.
• A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is –
  • Basic skills deficient; or
  • An English Language Learner
• A youth who is subject to the juvenile or adult justice system
• A homeless youth or runaway
• In foster care (or aged out of the foster care system)
• An individual in foster care or who has aged out of the foster care system or who has attained 16 years of age and left foster care for kinship guardianship or adoption
• A youth eligible for assistance under section 477 of the Social Security Act
• A youth in out of home placement
• A youth who is pregnant or parenting
• A youth with a disability
• A low-income youth who requires additional assistance to enter or complete an education program or to secure or hold employment.

These additional eligibility criteria must be documented in the participant file prior to the provision of WIOA services.

C. Additional Eligibility Criteria for In-School Youth

In addition to the general eligibility criteria outlined in item A under this section, In School Youth must also:
1. Be attending school (secondary as well as postsecondary)
2. Be aged 14-21 years old (A youth with disabilities who is in an individualized education program at the age of 22 may be enrolled as an IS youth)
3. Be low income
4. Have one or more of the following barriers:
   • Basic Skills Deficient
   • English Language Learners
   • Justice-Involved
   • A homeless youth or runaway
   • In foster care
   • An individual who has aged out of the foster care system or who has attained 16 years of age and left foster care for kinship guardianship or adoption
   • A youth eligible for assistance under section 477 of the Social Security Act
   • A youth in an out of home placement
   • A youth who is pregnant or parenting
   • A youth with a disability
   • Requires additional assistance to enter or complete an educational program or to secure or hold employment. *Note no more than 5% of ISY enrolled in a given program year may be found eligible based solely on meeting this criterion.

These additional eligibility criteria must be documented in the participant file prior to the provision of WIOA services.
**Determining School Status**

Different eligibility criteria apply to In-School (ISY) and Out-of-School youth (OSY), and the determination of school status is the first eligibility criterion that determines if a youth is to be designated ISY or OSY.

School status is determined at the time of program enrollment and remains the same throughout the youth’s participation in the WIOA program.

1. **ISY versus OSY** – If a youth is enrolled in the WIOA youth program during the summer and is in between school years, he/she is considered as ISY if he/she is enrolled to continue school in the fall. A youth is also considered ISY if they are enrolled in the youth program between high school graduation and postsecondary education if they are registered for postsecondary education, even if they have not yet begun postsecondary education at the time of WIOA youth program enrollment.

   A youth would be considered OSY if they graduated from high school and register for postsecondary education but do not ultimately follow through with attending postsecondary education, as long as the eligibility determination for youth is made after the point, they decide not to attend postsecondary education.

2. **Non-Credit Bearing Postsecondary Classes** – If a youth is enrolled in any credit-bearing postsecondary education classes, including credit-bearing community college classes and credit-bearing continuing education then they shall be considered to be attending postsecondary education and are therefore an ISY.

3. **Exception for Youth with Disabilities** – There is one exception to age eligibility for youth attending school. Youth with disabilities who have an Individualized Education Program (IEP) may be enrolled as ISY after the age of 21, if state law allows youth with disabilities to be served by the K-12 public school system beyond the age of 21. Such youth may only be enrolled as ISY up to the age allowed by their state law to receive postsecondary education services.

4. **High School Equivalency Programs and Dropout Re-engagement Programs** – For the purposes of WIOA, providers of Adult Education under Title II of WIOA, YouthBuild programs, the Job Corps program, high school equivalency programs, and dropout re-engagement programs are not to be considered to be schools for the purposes of determining school status.

   There is one exception – youth attending high school equivalency (HSE) programs, including those considered to be dropout re-engagement programs, funded by the public K-12 system that are classified by the school system as still enrolled in school are considered ISY.

   Any HSE program offers preparation for and the taking of tests which lead to an HSE degree. The “High School Equivalency: Resource Guide for the Workforce System” provides information about the options for high school equivalency.

   A dropout re-engagement program conducts active outreach to encourage OSY to return to school and assists such youth in resuming their education and/or training to become career ready. A program of this type may provide case management and
other services to support youth in overcoming barriers that prevent them from returning to school or work.

5. Homeschooling – State education agencies and/or local education agencies have policies regarding the classification of youth who are home-schooled. DOL has chosen not to provide guidance in this area except to state WIOA youth programs must classify homeschooled youth as ISY or OSY based on their state education agency (or local agency, if relevant) policy.

Determining Low Income Status

Income is determined by collecting information from the family for the complete six-month period and prior to application. This figure is then doubled (annualized) and compared to a table provided via Directive by the State of California to determine whether the youth is considered low income based upon family size and total reported “annualized” income.

A. Low Income Individuals

All In-School Youth (ISY) and some Out-of-School Youth must be “low income” to qualify for WIOA services (unless they qualify under the 5% window/low income exception as outlined in subsequent section of this policy).

A low-income individual is defined as one who:

1. Receives, or is a member of a family receiving, or in the past 6 months has received, assistance through the supplemental nutrition assistance program established under the Food and Nutrition Act of 2008.
2. Is in a family with total family income that does not exceed higher of:
   a. the poverty line
   b. 70 percent of the lower living standard income level
3. Is a homeless individual or homeless child or youth
4. Receives or is eligible to receive a free or reduced priced lunch under the Richard B. Russell National School Lunch Act

Under WIOA, a youth who receives or is eligible to receive a free or reduced lunch under the Richard B. Russell National School Lunch Act, is considered to be low-income. While the free/reduced lunch low-income category primarily applies to IS Youth, OS youth may also qualify as low income if the youth is a parent living in the same household as a child who receives or is eligible to receive free or reduced price lunch based on their income level.

However, not all youth who receive a free or reduced priced lunch automatically qualify as low income for the WIOA youth program eligibility. In areas where a school district subsidizes all student meals under the Hunger-Free Kids Act of 2010, the Local Area must base low-income status on an individual student’s eligibility to receive free or reduced price lunch or on the youth’s ability to meet one of the other low-income categories under WIOA.

5. Is a foster child on behalf of whom state or local government are made; or
6. Is an individual with a disability whose own income meets the requirements of item 2 above but whose family income is above the limits (item 2)

**High Poverty Area**

A youth living in a high-poverty area is automatically considered to be a low-income individual. A high-poverty area is a Census tract or county that has a poverty rate of at least 25 percent as set every 5 years using American Community Survey (ACS) 5-Year data. The regulations allow Indian and Native American grantees to use either the poverty rate of the total population or the poverty rate of Indian and Native Americans in determining whether the poverty rate of an area meets the 25 percent threshold. Refer to the following for more information:

**Family**

Family is defined as 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 married couple and dependent children
- A parent/guardian and dependent children
- A married couple

The phrase “living in a single residence” with other family members includes temporary, voluntary residence elsewhere (e.g. attending school or college or visiting relatives). It does not include involuntary temporary residence elsewhere (e.g. incarceration or placement as a result of a court order).

In determining whether an individual without a disability can be considered to be a family unit of one, eligibility specialists are to consider the following:

- An individual 14 years of age or older, not living with his/her family, and receiving less than 50 percent maintenance from the family in the 6-month period prior to program application
- An individual 18 years of age, living with his/her family, receiving less than 50 percent maintenance from the family in the 6-month period prior to program application, and is not the principal earner nor the spouse of the principal earner.

Family income is the income received from included sources of income of all members of the family, as defined above. Eligibility specialists are to determine self-employment income based on the most recently submitted federal income tax return or based on annualized proceeds posted in more up-to-date acceptable accounting records. Specialists are to annualize other income based on receipts incurred during the past 6 months.

Family size is the maximum number of family members during the income determination period. For a separated or divorced applicant, specialists are to prorate the income depending on the length of time during the last 6 months the applicant lived with the other wage earner.
B. Sources of Income

The following income sources should be included in an individual’s income calculation:

- Monetary compensation for services, including wages, tips, salary, commissions, or fees before any deductions;
- Unemployment insurance payments;
- Child support payments;
- Net receipts from non-farm self-employment (receipts from a person’s own unincorporated business, professional enterprise, or partnership, after deductions for business expenses);
- Net receipts from farm self-employment (receipts from a farm which one operates as an owner, renter, or sharecropper, after deductions for farm operating expenses);
- Interest, dividends, and other net income from real or personal property;
- Regular payments from railroad retirement, strike benefits from union funds, worker’s compensation, and training stipends (e.g. wages from the California Conservation Corps);
- Alimony, military family allotments, or other regular support from an absent family member or someone not living in the household;
- Private pensions, government employee pensions (including military retirement pay);
- Regular insurance or annuity payments (including state disability insurance);
- College or university scholarships (not needs-based), grants, fellowships, and assistantships;
- Net gambling or lottery winnings;
- Net royalties;
- Periodic receipts from estates or trusts;
- Severance payments;
- Terminal leave pay;
- Social Security Disability Insurance (SSDI) payments (Title II of the Social Security Act, Federal Old Age, Survivors and Disability Insurance); and
- Social Security Old Age, Survivors Disability Insurance (OASI) benefits received under Section 202 of the Social Security Act.

The following income sources should not be included in an individual’s income calculation:

- Foster care child payments;
- Needs-based public assistance payments;
- Social Security old age and survivors’ insurance benefit payments;
- Financial assistance under Title IV of the Higher Education Act (i.e. Pell Grants);
- Supplemental Educational Opportunity Grants and Federal Work Study;
- Needs-based scholarship assistance;
- Loans
- Veteran’s Benefits
- Income earned while the veteran was on active military duty and certain other veterans’ benefits, i.e., compensation for service-connected disability, compensation for service-connected death, vocational rehabilitation, and education assistance;
- Capital gains;
• Any assets drawn down as withdrawals from a bank, the sale of property, a house or a car;
• Tax refunds, gifts, loans, lump-sum inheritances, one-time insurance payments, or compensation for injury;
• Non-cash benefits such as employer paid or union-paid portion of health insurance of other fringe benefits, food or housing received in lieu of wages;
• The value of food produced and consumed on farms;
• The imputed value of rent for from owner occupied nonfarm or farm housing;
• Medicare, Medicaid, food stamps, school meals, and housing assistance; and
• Allowances, earnings and payments to individuals participating in programs under WIOA (except on-the-job-training wages).

C. Low Income Exception (5% Window)

Under WIOA, no more than five percent of IS youth enrolled in a given program year may be found eligible based solely on meeting the criterion, “requires additional assistance.” This limitation applies to IS youth enrolled on or after July 1, 2015. Therefore, participants that were enrolled under WIA and carried into WIOA would not be factored in.

WIOA allows a low-income exception where five percent of WIOA youth may be participants who ordinarily would be required to be low-income for eligibility purposes and meet all other eligibility criteria for WIOA youth, except the low-income criterion. The five percent must be calculated based on the percent of newly enrolled youth during a program year who would ordinarily be required to meet low-income criterion. It cannot be based upon all youth, since several of the OSY categories do not require low-income status.

The 5% window exception shall be calculated for each service provider in Humboldt County, based upon newly enrolled participants during a program year. Service providers that choose to enroll under this category without the total number of enrollments required for compliance with this exception run the risk of disallowed costs as the youth would not technically be eligible for WIOA youth program.

In some instances, the HC-WDB may grant a Service Provider permission to enroll a youth under this exception, based upon the total number of enrollments throughout the consortium. This permission must be obtained in writing/email prior to the enrollment of the youth and placed in the participant file with other eligibility documentation.

Requires Additional Assistance- Qualifications

Youth that qualify under “requires additional assistance” include both OS and IS youth include youth who have:

• Have repeated at least one secondary grade level or are one year over age for grade.
• Have a core grade point average of less than 1.5.
• For each year of secondary education, are at least two semester credits behind the rate required to graduate from high school.
• Are emancipated youth.
• Have aged out of foster care.
• Are previous dropouts or have been suspended five or more times or have been expelled.
• Have received court/agency referrals mandating school attendance.
• Are deemed at risk of dropping out of school by a school official.
• Have been referred to or are being treated by an agency for a substance abuse related problem.
• Have experienced recent traumatic events, are victims of abuse, or reside in an abusive environment as documented by a school official or other qualified professional.
• Have serious emotional, medical or psychological problems as documented by a qualified professional.
• Have never held a job (applies to OS youth).
• Have been fired from a job within the 12 months prior to application (applies to OS youth).
• Have never held a full-time job for more than 13 consecutive weeks (applies to OS youth).

OS Youth Expenditure Requirement

In compliance with WIOA Section 129[a] [4], Humboldt County will spend at least 75 percent of their WIOA youth formula allocation on youth workforce investment activities for OS youth. The OS youth expenditure rate is calculated after subtracting funds spent on administrative costs.

Recruiting OS Youth

Youth outreach and recruitment are among the limited instances in which WIOA youth funds may be expended on costs related to individuals who are not yet participants. However, youth program services may not be provided until a formal eligibility determination being made.

Work Experience

The WIOA places a priority on providing youth with occupational learning opportunities through work experience.

Work Experience Expenditure Requirement

The HC-WDB will spend at least 20 percent of their WIOA youth formula allocation on work experience]. Leveraged resources will not be used to fulfill any part of the 20 percent minimum work experience expenditure requirement. The work experience expenditure rate is calculated after subtracting funds spent on administrative costs. Additionally, the expenditure rate is not applied separately for IS youth and OS youth.

Work Experience Criteria

Work experience provides IS and OS youth an invaluable opportunity to develop workplace skills. Paid and unpaid work experiences will include academic and occupational education (provided either concurrently or sequentially) and may include the following:

• Summer employment opportunities and other employment opportunities available throughout the school year.
• Pre-apprenticeship programs—Designed to prepare individuals to enter and succeed in an apprenticeship program. Pre-apprenticeship programs include the following elements:
WIOA Youth Program Requirements

- Training and curriculum that aligns with the skill needs of employers in the economy of the state or region involved.
- Access to educational and career counseling and other supportive services, directly or indirectly.
- Hands-on, meaningful learning activities that are connected to education and training activities.
- Opportunities to attain at least one industry-recognized credential.
- A partnership with one or more registered apprenticeship programs that assists in placing individuals who complete the pre-apprenticeship program in a registered apprenticeship program.

- Internships and job shadowing. Job shadowing is a temporary, unpaid exposure to the workplace an occupational area of interest to the participant and may last anywhere from a few hours to a week or more.
- On-the-job training (OJT) opportunities. OJT means training by an employer that is provided to a paid participant while engaged in a job that meets the following criteria:
  - Provides knowledge or skills essential to the full and adequate performance of the job.
  - Is made available through a program that provides reimbursement to the employer of up to 50 percent of the wage rate of the participant or up to 75 percent in circumstances of extraordinary costs of providing the training and additional supervision related to the training.
  - Is limited in duration to the occupation for which the participant is being trained, taking into account the content of the training, prior work experience of the participant, and the service strategy of the participant as appropriate.

The academic and occupational education component refers to contextual learning that accompanies a work experience. It includes the information necessary to understand and work in specific industries or occupations. For example, if a youth is in a work experience in a hospital, the occupational education could be learning about the duties of different types of hospital occupations such as a phlebotomist, radiology tech, or physical therapist. Whereas, the academic education could be learning some of the information individuals in those occupations need to know such as why blood type matters, the name of a specific bone in the body, or the function of a specific ligament.

WIOA One-Stop Partners within the America’s Job Centers of California (AJCC) in Humboldt County will determine the appropriate type of academic and occupational education necessary for a specific work experience. The academic component may take place inside or outside the worksite, and the work experience employer may provide the academic and occupational education component or such components may be provided separately in the classroom or through other means.

Youth formula funds may be used to pay a participant’s wages and related benefits for work experience in the public, private, for-profit or non-profit sectors when the participant’s objective assessment and individual service strategy indicate that a work experience is appropriate.

Additionally, youth formula funds may be used to pay wages and staffing costs for the development and management of work experience. Allowable expenditures beyond wages may include the following:
- Staff time spent identifying potential work experience opportunities.
- Staff time working with employers to develop the work experience.
• Staff time spent working with employers to ensure a successful work experience.
• Staff time spent evaluating the work experience.
• Classroom training or the required academic education component directly related to the work experience.
• Orientation sessions for participants and employers.
• Incentive payment to youth for an achievement directly tied to the work experience.
• Employability skills/job readiness training to prepare youth for a work experience.

Allowable Transitional Job Experience and On-the-Job Training (OJT) activities and hours

• With the exception of Pre-Apprenticeship activities, all other work experience activities must be of a duration of 320 hours or less for Transitional Jobs or 640 hours for On-the-Job Training, unless prior HC-WDB approval is obtained. All work experience activities must also be paid experiences, with the exception of Pre-Apprenticeship and Job Shadowing activities.
• WIOA funds can subsidize Transitional Job Experience and OJT placements and employers can be reimbursed a percentage of the wage. Based on the placement and funds available, wage reimbursement percentages will need to be negotiated with employers.
• OJT wages can be reimbursed up to 50% while Transitional Job Experience has the flexibility to reimburse up to 100% based on the negotiation with employer.
• For the youth program - WIOA wage subsidies cannot exceed the $6,000 amount allocated per client annually. A portion of the funds cover staff time, overhead and supportive services. It is recommended that Transitional Job Experience and OJT wages for each client should not exceed $4,800 annually.
• Example of reimbursement and allowable hours – If OJT wages were to be reimbursed at 50%, approximately 640 hours could be covered for the youth program. If Transitional Job Experience wages were to be reimbursed at 100%, approximately 320 hours could be covered for the youth program.
• The length of the Transitional Job Experience and OJT and the percentage of subsidy needs to be determined at onset of Transitional Job Experience and OJT. In some instances, additional hours can be allowed.
• To request an amount higher than $4,800 per client annually, a written request stating the amount and justification must be submitted and approved by the HC-WDB Executive Director.
• Labor standards apply in any internship where an employee/employer relationship as defined by the Fair Labor Standards Act, exists.
• There is no expectation that the Transitional Job Experience/OJT trainee will be retained in employment after the training period.

Stipends and incentives
Stipends and incentives are achievement awards for milestones directly tied to education, work readiness and work experience accomplishments. Neither are to be used in place of wages and both are provided to youth clients.

Stipend Competency Program:
Up to five competency-based learning activities are allowed per client annually. These activities will support StepUP youth attaining work readiness competencies that may include but are not limited to arriving on time; dressing professionally; customer service; working on trainee activities assigned; and acting in a leadership capacity. The need for work readiness needs to be detailed in case notes, including achievements or challenges. The Stipend Competency

WIOA Youth Program Requirements
Program does not pay wages, therefore minimum wage is not applicable. In all settings where youth are gaining work readiness competencies, supervision and mentoring is required. Program participants may not take the place of an employee. A stipend award may be granted at the completion of each set of activities and should be reasonable and justified. The intent of the program is better prepare clients for Transitional Job Experience and OJTs.

Note: If a client is in need of additional opportunities to gain work readiness skills, approval from the HC-WDB Executive Director is required.

Incentives
The County of Humboldt may provide incentive payments to youth participants for recognition and achievement directly tied to training activities and work experiences. When offering incentive payments, the County will:

- Tie the incentive to the goals of the specific program;
- Outline in CalJOBS' case notes the incentive before the commencement of the activity and providing the payment;
- Align the incentive with local organizational policy; and
- Meet the requirements in 2 CFR part 200.

IS Youth
Under WIOA, fewer resources are available to serve IS youth. As a result, the Board proactively works to identify resources and/or establish partnerships with youth providers that can provide services to IS youth that are cost effective and reach more students.

The following additional uses of Youth Funds may be used, as appropriate, to serve area youth.

Individual Training Accounts
In order to enhance individual participant choice in their education and training plans and provide flexibility the HC-WDB may choose to use youth funds for Individual Training Accounts (ITA) for OS youth between the ages of 16 to 24. When using youth funds for ITAs, only training providers on the Eligible Training Provider List can be used.

Braiding Funds
Braiding funds is the process of using different funding streams to support different needs for the same participant while maintaining documentation to support the charging and allocations of cost to the separate funds. The HC-WDB and WIOA One-Stop Partners providing youth services in Humboldt County may use braided funds to provide more comprehensive services to participants and maximize partner resources available to assist youth. Braiding funds must meet the following criteria:

- The cost to each funding stream is tracked, documented, and allocated based on the proportional benefit.
- The cost benefits two or more programs in proportions that can be determined without undue effort or cost.
- The youth meets the eligibility requirements for each program from which they are receiving funds.

Youth Standing Committees
Youth councils are not required under WIOA. However, the HC-WDB may, at its discretion, determine to establish and operate a youth council as a standing committee. If established, the Youth Standing Committee may provide information and assist with planning, operations, oversight, and other issues related to the provision of services to youth. The committee may be asked to recommend youth policy direction, ensure quality services, and leverage financial and programmatic resources and may oversee eligible youth providers.

An existing youth council may be designated as the Youth Standing Committee or a design a Youth Standing Committee to meet the needs of Humboldt County’s youth program. When no Youth Standing Committee exists, the HC-WDB remains responsible for conducting the oversight of youth activities.

The membership of any established Youth Standing Committee will include:
(1) a member of the HC-WDB Board, who must chair the committee, (2) members of community-based organizations with a demonstrated record of success in serving eligible youth, and (3) other individuals with appropriate expertise and experience who are not members of the HC-WDB. The committee may include parents, participants, and youth.

When appointing members to a Youth Standing Committee the HC-WDB will endeavor to appoint:
- Representatives of youth who are enrolled IS and OS youth
- Representatives from the private sector
- Representatives of local education agencies serving with youth
- Representatives of private nonprofit agencies serving youth
- Representatives of apprenticeship training programs serving youth

**Procurement of WIOA Youth Service Providers**

The HC-WDB will award grants or contracts to youth service providers through a competitive process that does the following:
- Takes into consideration the ability of the youth service provider to meet performance accountability measures.
- Meets the procurement standards specified in Uniform Guidance and the DOL Exceptions.
- Follows state and local procurement laws.

Youth service providers will also meet criteria in the State Plan and perform the following:
- Employ proven recruitment strategies of effective outreach, engagement, enrollment, and retention of OS youth.
- Demonstrate meaningful partnerships with eligible training providers, institutions of higher education, and employers from in-demand industries.
- Offer a continuum of services that allow participants to obtain a GED/High School diploma, enroll into postsecondary education, and obtain employment within their chosen career path.
- Utilize career pathways and sector strategy models with a structured sequence of activities, as well as multiple entry and exit points that provide adequate supportive services.
- Use structured work-based learning, such as paid and unpaid work experiences and career exploration that leads to gainful employment.
• Provide intensive case management and support services to help youth overcome complex barriers, successfully complete the program, and retain employment.

The HC-WDB may choose to:
• Award youth service provider contracts on a sole source basis where the HC-WDB determines there is an insufficient number of eligible youth providers in the County.
• Assign the function of selecting service provider contracts to the standing youth committee (if established).

When the HC-WDB awards a grant or contract to a youth service provider who also fulfills another role in the Area, a written agreement will be established that provides clarity on the expectation for those roles and clear methods of tracking execution and accountability for the distinct roles.

Youth Program Elements
In order to support the attainment of a secondary school diploma or its recognized equivalent, entry into postsecondary education, and career readiness for participants, youth programs will be designed to offer the following fourteen elements to youth participants

Program Element 1 – Tutoring, Study Skills Training, Instruction, and Dropout Prevention Services

Tutoring, study skills training and instruction that lead to a high school diploma or its equivalent, including a recognized certificate of attendance or similar document for individuals with disabilities. These services focus on providing academic support, helping a youth identify areas of academic concern, assisting with overcoming learning obstacles, and providing tools and resources to develop learning strategies. Services may include tutoring, study skills training, and instruction in a one-on-one or group setting, through resources and workshops.

Program element 1 also includes secondary school dropout prevention strategies that keep a youth in school and engaged in formal learning or training. These activities include, but are not limited to, tutoring, literacy development, active learning experiences, after-school opportunities, and individualized instruction.

Program Element 2 – Alternative Secondary School Services or Dropout Recovery Services

Alternative secondary school services assist youth who have struggled in traditional secondary school education. These services include, but are not limited to, basic education skills training, individualized academic instruction, and English as a Second Language training.

Program element 2 also includes dropout recovery services aimed at getting youth who have dropped out of secondary education back into a secondary school or alternative secondary school/high school equivalency program. Examples of these services include credit recovery, counseling, and educational plan development. While there is some overlap with dropout prevention strategies (program element 1), the activities within both program elements are provided with the goal of helping youth re-engage and persist in education that leads to the completion of a recognized high school equivalent.

WIOA Youth Program Requirements
Program Element 3 – Paid and Unpaid Work Experience
Work experience is covered in detail on a previous section of this policy.

Program Element 4 – Occupational Skills Training

Occupational skills training is an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupation fields at entry, intermediate, or advanced levels. Priority consideration is given to training programs that lead to recognized postsecondary credentials that align with in-demand industry sectors or occupations in the region.

Occupational skills training will meet the following criteria:
- Be outcome-oriented and focused on an occupational goal specified in the individual service strategy.
- Be of sufficient duration to impart the skills needed to meet the occupational goal.
- Lead to the attainment of a recognized postsecondary credential.
- Meet the quality standards in WIOA Section 123.

Program Element 5 – Education Offered Concurrently with Workforce Preparation and Training for a Specific Occupation

This program element reflects an integrated education and training model. Workforce preparation activities, basic academic skills, and hands-on occupational skills training will be taught within the same time frame and connected to training in a specific occupation, occupational cluster, or career pathway. While programs developing basic academic skills, which are included as part of alternative secondary school services and dropout recovery services, workforce preparation activities that occur as part of a work experience, and occupational skills training can all occur separately and at different times (and are counted under separate program elements), this program element refers to the concurrent delivery of these services which make up an integrated education and training model.

Program Element 6 – Leadership Development Opportunities

This program element encourages responsibility, confidence, employability, self-determination, and other positive social behaviors and includes:
- Exposure to postsecondary educational possibilities.
- Community and service learning projects.
- Peer-centered activities, including peer mentoring and tutoring.
- Organizational and teamwork training.
- Training in decision-making such as determining priorities and problem solving.
- Citizenship training, including life skills training such as parenting and work behavior training.
- Civic engagement activities which promote quality of life in a community.
- Other leadership activities that place youth in a leadership role such as serving on the Standing Youth Committee.

Program Element 7 – Supportive Services

Supportive services are services that enable an individual to participate in WIOA activities. Supportive services include, but are not limited to, the following:
• Linkages to community services.
• Assistance with transportation.
• Assistance with childcare and dependent care.
• Assistance with housing.
• Needs-related payments.
• Assistance with educational testing.
• Reasonable accommodations for youth with disabilities.
• Legal aid services.
• Referrals to health care.
• Assistance with work attire and work-related tools including eyeglasses and protective eye gear.
• Assistance with books, fees, school supplies, and other necessary items for student enrolled in postsecondary education classes.
• Payments and fees for employment and training-related application, tests, and certifications.

Program Element 7.5 – Food as a Supportive Service

Eligibility Criteria:
• Food assistance is available on a limited, as needed, basis and is restricted to participants actively engaged in a training or work experience program within the WIOA Youth program.
• Participants must have applied for Supplemental Nutrition Assistance Program (SNAP) or other food assistance services such as WIC, food banks, etc.

Guidelines for Provision:
• Food may be provided when it enables participants to actively engage in program activities and work towards achieving their employment and training objectives.
• Food may not be purchased for events.
• Food costs should serve as a temporary measure until participants are able to access alternative assistance programs, such as SNAP, food banks, or WIC.
  • Alternatively, food can be paid for if participants are found to be ineligible for food assistance programs.
• All food costs must adhere to the principles outlined in CFR 200.403.
• All incurred costs must be documented and aligned within budget period of service

Restrictions:
• Food costs are limited to the participant or their dependents and cannot extend to roommates, other family members, alcohol, pet food, or non-food items.
• Food costs should not exceed $1,116 per participant over the duration of their case management.

Documentation Requirements:
• Receipts of food purchases signed by the participant.
• Evidence demonstrating the benefit of the food assistance to the participant should be attached to receipts.
• Participants must provide either an acceptance letter for SNAP benefits or a denial letter if ineligible.

Program Element 8 – Adult Mentoring

Adult mentoring will last at least 12 months and may take place both during the program and following the youth’s exit from the program. The HC-WDB may use group and electronic mentoring, but at a minimum, the youth program must match the youth with an individual mentor with whom the youth interacts on a face-to-face basis. Case managers may serve as adult mentors in areas where adult mentors are sparse.
Program Element 9 – Follow-up Services

Follow-up services for youth may include supportive services, adult mentoring, financial literacy education, services that provide labor market and employment information about in-demand industry sectors, and activities that help youth prepare for and transition to postsecondary education and training. When these elements are provided as follow-up services, they will occur after the exit date, and should be documented as such in case files.

Program Element 10 – Comprehensive Guidance and Counseling

This program element provides individualized counseling to participants and may include drug and alcohol abuse counseling, mental health counseling, and referral to partner programs. And referrals to outside providers must include coordination with the referred counseling organization to ensure continuity of service.

Program Element 11 – Financial Literacy Education

Financial literacy education includes information and activities such as creating budgets, setting up checking and saving accounts, managing spending, understanding credit reports, and protecting against identity theft. Service providers may partner with local financial institutions to provide this element.

Program Element 12 – Entrepreneurial Skills Training

This program element helps youth develop the skills associated with starting and operating a small business. Such skills may include 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. Approaches to teaching youth entrepreneurial skills may include the following:

- Entrepreneurship education that introduces the values and basics of starting and running a business, such as developing a business plan and simulations of business start-up and operation.
- Enterprise development which provides supports and services that incubate and help youth develop their own businesses, such as helping youth access small loans or grants and providing more individualized attention to the development of viable business ideas.
- Experiential programs that provide youth with experience in the day-to-day operation of a business.

Program Element 13 – Services that Provide Labor Market and Employment Information

These services provide labor market and employment information about in-demand industry sectors or occupations available in the region. Services may include career awareness, career counseling, and career exploration. Career counseling provides advice and support in making decisions about what career path to take and may include providing information about resume preparation, interview skills, potential opportunities for job shadowing, and the long-term benefits of postsecondary education and training. In addition to connecting youth to self-service labor market information (LMI) tools, youth providers will share and discuss state and local LMI with youth participants.

Program Element 14 – Postsecondary Preparation and Transition Activities
This program element prepares IS youth and OS youth for postsecondary education after attaining a high school diploma or its recognized equivalent. Activities include exploring postsecondary education options such as registered apprenticeships, technical training schools, community colleges and four-year colleges and universities. Additional services may include, but are not limited to, the following:

- Preparing youth for the SAT/ACT
- Assisting with college admission applications
- Searching and applying for scholarships and grants
- Filling out financial aid applications
- Connecting youth to postsecondary programs

All of these elements will be available to youth enrolled in the WIOA program, but there is no requirement that all elements must be funded with WIOA title I youth funds or that every youth receives all fourteen program elements. The HC-WDB will leverage partner resources, when practical, to provide some of the elements. Local agreements will be established between the WIOA youth service provider and partners to ensure the program element are closely connected and coordinated with the WIOA youth program.

**Program Design**

Youth programs will emphasize individual participant needs by adding new components as needed and incorporating career pathways to the objective assessment and individual service strategy. Additionally, individual service strategies will be directly linked to one or more of the performance indicators. The program design framework will consist of an objective assessment, an individual service strategy, case management, and follow-up services that will support successful outcomes for youth participants.

**Assessment**

Youth service providers will implement an objective assessment of academic levels, skill levels, and services needs of each participant, which includes a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes, supportive service needs, and developmental needs. Assessments will also consider a youth’s strengths rather than just focusing on areas that need improvement. Assessments will be valid and appropriate for the target population and provide reasonable accommodation in the assessment process. Any formalized testing must also be cost effective, well-matched to the test administrator’s qualifications, and easy to administer and interpret results. Assessments approved by the Department of Education’s National Reporting System (NRS) are not required and service providers are not required to determine an individual’s grade equivalent or educational functioning level, although it is permitted. Service providers may also use previous basic skills assessment results if such previous assessments have been conducted with the past six months.

If service providers do measure Educational Functioning Level (EFL) gains after program enrollment under the measurable skills gain indicator, the provider must use an NRS-approved assessment for both the EFL pre and post-test to determine a youth’s educational functioning level.
Career assessments may also be used to help youth understand how a variety of their personal attributes affect their potential success and satisfaction with different career options and work environments. These career assessments may be provided through youth program staff and/or through referrals to national and community-based partners and resources.

**Registration**

Registration is an information collection process that documents a determination of eligibility (registration is also referred to as the “intake process”). For an individual to be registered into a WIOA program, the following must occur:

1. The individual must complete the application/eligibility.
2. The individual must provide documentation to substantiate his/her eligibility.

After eligibility has been confirmed, potential participants should undergo a “suitability screening” or “structured interview” to determine the youth’s need for, and ability to benefit from, services. If the youth is deemed “suitable,” service provider staff will then enroll the individual in the WIOA program. Enrollment into the WIOA program must then occur within 90 days of the date of application.

Employment and training opportunities must be provided to youth who can benefit from, and are most in need of, such opportunities.

**Enrollment**

WIOA requires all eligible individuals enrolled in the Youth program must receive an objective assessment and have an individual service strategy (ISS) developed based on the needs of each youth that is directly linked to one or more of the performance indicators outlined in section 116(b)(2)(A)(ii) of the WIOA.

In CalJOBS (the State of California’s participant tracking system), an individual is considered enrolled in WIOA as of the “Participation Date” that is recorded under the Create Participation section. After information is entered in to the Create Participation section, the “412-Objective Assessment” activity must be entered under the Create Activity section.

Note: The “begin date” of the “412-Objective Assessment” activity must be the same date as the “Participation Date.” Additional activities shall be added to CalJOBS as they are provided.

The second activity that must be entered is “413 – Develop Service Strategies IEP/ISS/EDP”. (The “actual begin date” for this activity can be the same date as the “actual begin date” for the objective assessment activity, but it is usually a few days after.)

Occasionally, a youth may participate only in “412” and “413” activities. DOL has determined that each Youth must receive at least one of the 14 program elements outlined under WIOA in order to be considered a “participant.” In instances where a Youth does not receive services beyond “412” and “413,” the system will soft exit the participant 90 days after the completion date of the last activity, and this individual will NOT be included in performance standard calculations. These Youth will also be excluded from enrollment number calculations when HC-WDB calculates average cost per enrollment figures for the Youth program.
Exited Participants
After a participant has completed his/her last service under the WIOA program, a case closure shall be entered into the participant tracking system (CalJOBS). Ninety days after the closure date, CalJOBS will soft exit the participant from the WIOA program. The soft-exit process will record the exit date to match the end date of the last reported service in CalJOBS.

If additional services are required after the case closure has been entered but the 90 days have not yet lapsed, the case closure shall be deleted, and a new activity will be entered with a start date reflecting the date the service began. The 90 day “exit” clock will be reset, and will begin again, upon the entry of the next case closure.

If additional services are required after the 90-day period lapses, the individual must begin the application/registration process again. The eligibility documentation must be updated to reflect the circumstances of the individual on the date of the new application.

Additional Assessment and Referral
If a youth applies for enrollment in a program of workforce investment activities and does not meet the enrollment requirements for the program or cannot be served by the program, Service Provider staff shall ensure that the youth is referred for further assessment, if necessary, or referred to appropriate programs to meet the skills and training needs of the youth, to the extent practicable.

INQUIRIES:
Any questions regarding this policy may be directed to the Workforce Development Board Director at 707-445-7745.

Humboldt County Workforce Development Board Approval Required? ☒ Yes ☐ No
APPLICANT QUESTIONNAIRE

1. Meetings of the Workforce Development Board shall be called and held pursuant to the provisions of the Ralph M. Brown Act.
   Have you ever been participated on a board or committee that adheres to the Brown Act?
   Yes____ No X. If yes, which one? ________________________________________________________

2. Appointment to the Humboldt County Workforce Development Board is a commitment for a two-year term starting the date of appointment by the Board of Supervisors through June 30th of the following fiscal year. If appointed to the Workforce Development Board, you are expected to attend meetings quarterly. Each meeting of the full Workforce Development Board is approximately three hours long.
   If appointed to the Workforce Development Board, do you agree to attend these meetings?
   Yes X No____

3. Upon appointment to the board, you will be provided with a copy of the current Workforce Development Board bylaws.
   Do you agree to review and adhere to the Workforce Development Board bylaws? Yes X No____

4. Attendance expectations are outlined in the bylaws. Members of the board must not miss more than three consecutive meetings unless excused and no more than five consecutive meetings, whether excused or unexcused, to maintain your seat on the board. Attendance is tracked, reviewed and recorded in the minutes for each meeting. Failure to adhere to the attendance guidelines may result in termination from the Board. If you expect to be absent from a meeting that you must notify the Chair of the Board and/or the Executive Director of the intended absence by no later than 5:00PM the day prior to the scheduled meeting, to be considered excused.
   Do you agree to properly notify staff if you are unable to attend a scheduled meeting? Yes X No____
   Do you understand the attendance expectations for this Board? Yes X No____

5. Applicants selected for appointment will be required to submit a Form 700: Statement of Economic Interest, annually.
   Do you agree to file the Form 700 annually and disclose any conflict of interest? Yes X No____

   For more information on the Form 700 please go to: www.fppc.ca.gov/Form700.html

FOR OFFICE USE ONLY:
Date Rec’d: ___________________________ Staff: ___________________________ Submittal Date: ___________________________
APPLICATION FOR APPOINTMENT

PART I – Personal Information

Applicant Name (Last, First, and Middle Initial)  
Freitas, Cody, D

Home Telephone  
E-Mail Address  
Cfreitas@oe3.org

Mailing Address

City  
Eureka

State  
CA  
95501

Residence Address (if different from mailing address)

City  
McKinleyville

State  
CA  
95519

Name of Business, Agency, or Tribe

Operating Engineers Local #3

Occupation/Title

Business Agent

Business Address

1330 Bayshore Way Ste 103

City  
Eureka

State  
CA  
95501

Business Phone  
(707) 601-4711

Business Fax

Please provide three references (name, phone # and e-mail)

1. Jeff Huerchach
2. Mark Pluhell
3. Ryan Witting

Please indicate which industry you represent.

PRIVATE INDUSTRY (please specify which sector you represent)

Diversified Health Care
Building and Systems Construction
Management and Innovation Services
Forest Products
Other:

PUBLIC INDUSTRY (please specify which sector you represent)

Wagner-Peyser
Board of Supervisors Representative
Assembly/State Representative
Education (specify)
Adult  
K-12

Community Based Organization (specify)
Native American employment development
Address Barriers to Employment

PART II – Guidelines
Attachment E

PART II – Guidelines

The following guidelines have been developed to assist the Board of Supervisors in the process of recruiting and appointing new Workforce Development Board members.

To become a member of the Workforce Development Board, you must:

1. Represent the sector for which you are applying (be an owner of a business, a chief executive/operating officer of a business or agency, or other business executive or employer with optimum policy making or hiring authority).

2. Private Sector seats require a formal nomination by an open-membership business organization (i.e., a chamber of commerce or a professional or business organization such as Kiwanis or Rotary), a business trade association, or an agency board of directors. Labor Union seats require a formal nomination from a local labor federation. All other seats require no formal nomination. Your nomination must be secured prior to submitting this application by completing Part III below.

3. Forward the completed application to:

   Workforce Development Board
   825 5th Street
   Eureka, CA 95501
   Attn: Scott Adair, Economic Development Director
   sadair@co.humboldt.ca.us

   Applicants selected for appointment will be required to file Form 700, Statement of Economic Interest.

   For questions or additional information, please call (707)445-7745
   or visit our website: http://gohumco.org/216/Humboldt-County-Workforce-Development-Bo

PART III – Nomination

PLEASE NOTE: Private Sector and Labor Union applications must secure the nomination and signature as described in Part II - #2 above, prior to submitting the application to the Workforce Development Board.

   Humboldt & Del Norte Central Labor Council
   (Agency/Organization/Association Name)

   hereby formally nominates

   Cody Freitas
   (Applicant’s Name)

   for appointment to the Workforce Development Board of Humboldt County

   Signature of Chair/Director/Chief of Nominating Agency  3/12/24
   Date

PART IV – Applicant Certification and Signature

I hereby certify all answers and statements are true and complete to the best of my knowledge. I understand the County may verify information and that untruthful or misleading answers are cause for rejection of this application.

   Signature of Applicant

   3/11/2024
   Date

FOR OFFICE USE ONLY:

Date Rec’d:       Staff:       Submittal Date:
### I. Representatives of Business

<table>
<thead>
<tr>
<th>Category</th>
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<tr>
<td>Investment Services</td>
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<td>Daniel Dixon</td>
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<td>Investment Support Services</td>
<td>Independent Physicians Association</td>
<td>Rosemary Den Ouden</td>
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<td>Megan Bonham</td>
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<td>Bay Tank Metals</td>
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<td>Cedar Reuben</td>
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<td>Building and Systems Construction</td>
<td>Still Center, LLC</td>
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<td>Humboldt Bay Social</td>
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<td>Aquiculture</td>
<td>Nordic Aquafarms</td>
<td>Scott Thompson</td>
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**Sub-Total**: 16

### II. Workforce Representatives

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<td>Jeff Hunerlach</td>
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<td>Laborer's Local 324</td>
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<td>Cody Freitas</td>
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<tr>
<td>CBO addresses employment, training, education for eligible youth</td>
<td>Vacant</td>
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<td>CBO addresses employment, training, education for eligible youth</td>
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<td>Madison Flynn</td>
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**Sub-Total**: 7

### III. Education and Community Development Entities

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<td>Institution of Higher Education Offering Workforce Investment Activities</td>
<td>College of the Redwoods</td>
<td>Lila Gartel</td>
</tr>
<tr>
<td>Wagner-Peyser Act</td>
<td>CA Employment Development Department</td>
<td>Emilia Bartolomeu</td>
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<tr>
<td>Vocational Rehabilitation</td>
<td>CA Department of Rehabilitation</td>
<td>James Forbes</td>
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<tr>
<td>Economic and Community Development</td>
<td>City of Eureka- Economic Development</td>
<td>Swan Ashbury</td>
</tr>
<tr>
<td>Chief Elected Official (BOS)</td>
<td>Humboldt County Board of Supervisors</td>
<td>Michelle Bushnell; Rex Bohn (Alt.)</td>
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**Sub-Total**: 6

### IV. Local Area representatives appointed by BOS

#### MAY

- K-12 Education: Humboldt County Office of Education | Tanya Trump | 1
- Federally funded serving low income: [State elected representative] | 0
- Former Youth Council Board Member to serve on the Executive Committee | 0

**Sub-Total**: 1

### V. Up to 3 representatives from CBO or businesses that provide any of the following services

#### MAY

- Native American Employment Development | Changing Tides Family Services | Kerry Venegas | 0
- Child Care non-profit | Ink People | Leslie Castellano | 0
- Employees people with disabilities | 0
- Serves youth employment, training or education | 0
- Trains people with barriers | 0

**Sub-Total**: 2

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**Total Private Sector Representatives**: 16

**Total Workforce Representatives**: 7

**Caregory Sub-Totals**: 32

**HCWDB Applicant at Ex Comm Review**: 25%

**HCWDB Applicant at Full Board Review**: 15%

**VACANT SEAT**: 22%

**Pending BOS Ratification**: 16%
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<tr>
<td>Primary Contact</td>
<td>Connie Stewart</td>
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<tr>
<td>Primary Contact Email</td>
<td><a href="mailto:ces54@humboldt.edu">ces54@humboldt.edu</a></td>
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<tr>
<td>Fiscal Contact</td>
<td>Anthony Johnson</td>
</tr>
<tr>
<td>Fiscal Contact Email</td>
<td><a href="mailto:aj27@humboldt.edu">aj27@humboldt.edu</a></td>
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<tr>
<td>Authorized Representative</td>
<td>Kacie Flynn</td>
</tr>
<tr>
<td>Date</td>
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</tbody>
</table>

| Grant Proposal         | Humboldt High Road Construction Careers       |
| Is project serving participants? | Yes                                             |
| Match                  | $0.00                                          |
| Address                | 1 Harpst Street                                |
| Zip Code               | 95521                                          |
| Mailing Address        | P.O. Box 1185                                  |
| Mailing Zipcode        | 95518                                          |
| DUNS or SAM Number     | 014302074                                      |
| Primary Contact Title  | Executive Director of Initiatives, Cal Poly Humboldt |
| Primary Contact Phone  | (707) 845-9535                                  |
| Fiscal Contact Title   | Grant Analyst                                  |
| Fiscal Contact Phone   | (707) 826-5164                                  |
| Signature              | Kacie Flynn                                    |
| Submission Date        | 11/4/2022                                      |
**Narrative**

**Section 1**

**Question - 1**

Outline project goals specific to this funding and grant program.

The Humboldt High Road Construction Program (HRCP) goals align with those established by the CWDB Resilient Workforce Fund to support and extend existing HRCC programs (including the SB1 and CCI programs), including:

- Increase regional access to state-approved apprenticeships in the building and construction trades.
- Promoting local hire ordinances and other approaches such as Community Workforce Agreements (CWAs) or Project Labor Agreements (PLAs) to increase demand for apprentices and generate increased employment opportunities.
- Assure continuity of the existing construction pre-apprentice programs in Humboldt County, built on MC3, to address the need for programming that is equitable, competitive, and resilient.
- Facilitate the building of a broader equitable stakeholder network.
- Continuing existing construction workforce programming and begin a planning and implementation process for pre-apprentice and apprenticeship program that connects trainees to the region's workforce and to emerging opportunities.
- Developing a skilled construction workforce to deliver high-quality construction and infrastructure projects.
- Offering access to state-approved building and construction trades apprenticeships, particularly for disadvantaged communities and priority populations.
- Serving underrepresented and disadvantaged construction trades workers while also increasing gender and racial diversity in the workforce.
- Exploring labor, management, and government collaborative frameworks that better anticipate, plan for, and address how construction work is changing and may change in the future in Humboldt County and beyond.
- Continuing existing regional programming while planning and implementing a pre-apprenticeship/apprenticeship program that connects trainees to the region's workforce, including creating connections to emerging regional opportunities in housing and commercial construction, offshore wind, broadband deployment and telecommunications, aquaculture, port development, and more.

Assuring continuity of the existing construction pre-apprentice programs in Humboldt County (currently run by SMART and North State Builds; AJCC), built on the MC3 model, and addressing the need for programming that is equitable (with a focus on recruiting women into the construction industry) will be important to the success of HRCP. So too, building a broad and equitable stakeholder network including workers, management, and government as well as Tribes, justice-involved advocates and transitional age youth organizations will go a long way toward charting a path forward for the success of construction pre-apprenticeship programs in Humboldt County.

**Question - 2**

What will be accomplished by the end of the grant term?

Upon award, the HRCP project team will develop performance goals, targets, deliverables, and outcomes to clarify the intended accomplishments of the project and to establish relevant performance measures. The project team will establish a formal documentation, monitoring and evaluation (M&E), and reporting protocol to help ensure that process and impact evaluations (built on a continuous improvement model) and progress reporting occur throughout the grant term. Planning program benchmarks (prior to implementation) include: 1) development of a documented and formalized process to continually gather skills needs information from HRCP partners to translate into trainings, 2) demonstrations of ability to implement trainings, and 3) letters of commitment from additional partners (beyond those included with this application).

Accomplishments of HRCP will be tied to programmatic goals and activities, including: 1) increasing access to state-approved apprenticeships in the building and construction trades, 2) building a broader and more equitable stakeholder network, and 3) advocating for local hire ordinances, community benefits agreements, and other policies. The biggest accomplishment at the end of the grant term will be innovative workforce development and pre-apprentice training that creates real pathways to the high-quality, high-road jobs already in and coming to the region.

A key accomplishment of HRCP will thus be to evaluate and leverage existing pre-apprentice trainings for construction trades (including the MC3 curriculum), conduct program evaluations, and develop updated programming and outreach that effectively achieves the goal of a stronger, more diverse workforce—to identify what is working and what is not, and continue building the program.

To help ensure that desired accomplishments are achieved, HRCP staff will document, evaluate, and report on progress over the three-year grant term and provide formative and summative assessments of work accomplished. Evaluation plans will be developed along formal mixed-method guidelines, including quantitative and qualitative measures. In addition to guidance provided by CWDB, HRCP staff will use SMART (Specific, Measurable, Achievable, Relevant and Time-Bound) metrics for project management planning and for performance measurement.
Question - 3
Outline strategies and timeline for implementing project activities. Include information on how your region will improve, expand, and/or scale this body of work based on lessons learned.

**Strategies and Timeline**

**Strategy 1 (Timeline: Program Quarter (PQ) 1):** In planning the implementation of the HRCP, the project staff will initiate dialogue among industry leaders, community-based organizations, labor, environmental and social justice groups, civic leaders, and others wishing to become involved in the HRCP program. This dialogue will help ensure that the program 1) is industry led, 2) is partnership-driven, 3) incorporates worker wisdom, 4) deploys instructional methodologies and content appropriate for the construction sector (jobs and workers), and 5) is able to support success and address shortcomings in such areas as operations, work environment, and wraparound supports for participants.

**Strategy 2 (PQs 1, 5, 9):** Conduct an industry analysis using industry stakeholder input to develop a comprehensive list of region-specific employer and worker skills and training needs. Additional industry analyses in PQs 5 and 9 will help ensure that all input and ideas are accounted for and to accommodate industry changes over the program period.

**Strategy 3 (PQs 1-2):** Review current program offerings, including the existing MC3 curriculum to identify gaps and opportunities for improvements. This will be a more thorough review in PQs 1-2, with ongoing review throughout the program as needed.

**Strategy 4 (PQs 2-12):** Deliver the HRCP pre-apprenticeship programming and provide navigation services to assure placement of participants following completion of the program.

**Strategy 5 (PQs 1-12):** In addition to program administration, conduct ongoing program monitoring and evaluation, with clear performance metrics, including: goals and milestones for pre-apprentice diversity, completion, and tracking graduates into apprentice programs and/or jobs. As with other strategies, this evaluation will be continuous and designed to feed directly into program design and delivery.

**Improving, Expanding, and Scaling Efforts**
An important part of the planning period in program quarters 1 and 2 (and throughout the program, really) is to generate actionable strategies based on an industry-wide deep dive led by HWC and involving all program partners and other stakeholders. Conducted in coordination with CWDB staff experts, the ongoing evaluation (Strategy 5, above) will also provide for continuous improvement of the HRCP program, with the goal of program expansion and scaling. Staff at the Humboldt County Workforce Coalition (HWC, a partnership between Cal Poly Humboldt, The Humboldt Workforce Development Board, the College of the Redwoods, and the County of Humboldt; the WIOA Title 1 operator for the regional America’s Job Center of California (AJCC)) will help identify and share best practices identified to facilitate program replication.

**Question - 4**
If requesting a development phase: Outline length of time, activities, priorities, and outcomes that will be achieved prior to implementation. Include how much funding will be dedicated to development phase and how funding will be utilized.

Planning and development will occur in PQ1 as part of Strategy 1 described above. Priorities of the development phase are to ensure that 1) the key elements of pre-apprentice programs are identified, 2) existing regional pre-apprentice construction training program parameters and assessments are identified, and 3) effective strategies for recruiting more women and other underrepresented groups into the construction trades (creating more equity across career profiles) are identified and/or developed. An important component of this stage will be to review existing offerings and practices, and related research, to ensure that best practices are identified and to minimize time wasted "reinventing the wheel."

Key outcomes of the development phase are to help HRCP stakeholders get a clear focus on real-time, industry-defined needs that are developed from worker, management, and other HRCP stakeholder input. The development phase will provide additional "outcome-based outcomes," including: 1) a better understanding of the pre-apprentice workforce development opportunities that provide measurable skill attainment leading to outcomes such as increases in retention, upskilling, and quality-job placements, 2) a better awareness of how to achieve outcomes for traditionally underserved people, including women, who have experienced barriers to employment in the construction-related trades, and 3) the need for identification and development of continually updated construction skillset inventories as a basis for the curriculum and training activities, with a focus on how skills and related occupations support both resilience and equity outcomes.

**Question - 5**
Provide details on strategies and planned outcomes to establish structured pathways to pre-apprenticeship and permanent employment.
HRCP will deploy strategies designed around the planned outcomes identified above, using structured and connected skills-learning pathways to help participants graduate and gain apprenticeships or employment. The HRCP team will use such tools as career ladders and lattices to help participants progress along the construction career pathway. Project partners and other stakeholders, facilitated by HWC, will: 1) help identify new training priorities and career pathway opportunities through employer, market, and skills needs assessments, 2) review (e.g., gap analysis), refine, develop, and formalize the high-road skills MC3 pre-apprenticeship curriculum with an eye toward its efficacy in building career pathways, 3) develop a stronger program outreach and recruitment plan built on the notion of "building pathways to construction careers," and 4) monitor program activities and conduct process and impact assessments of training activities and outcomes to ensure that measurable progress for participants along pathways is achieved.

As currently planned, the HRCP project will offer six trainings over the three-year program period, serving a total of (at least) 75 participants. The trainings will follow the established MC3 curriculum model. Training methods will include "job-skills relationship career mapping" that describe updated high-road career pathways for construction workers tied to specific skills; career mapping can help pre-apprentice trainees think strategically about career goals through self-assessments and "opportunity exploration" that links their skills, knowledge, and abilities (including past experience, accomplishments, and interests) to high-road construction occupations. Data and labor market analyses and related qualitative information will also inform the career mapping process. Importantly, the HRC team recognizes the critical importance of face-to-face meeting and mentoring to keep participants' "eyes on the pathway prize."

Related to career mapping is "skills adjacency" assessment, which looks at an individual's existing skillset and interests, and identifies promising high-quality careers (in construction or related trades) that offer higher wages or are growing in demand, but that (given a pre-existing skillset) might require less investment of training time and money in training. A skills-adjacency approach enables workers to build "lattices" to higher-quality, higher-skill jobs in addition to ladders—a different way to both envision and traverse the career pathway.

Question - 6
Discuss HRCC programs and partnership commitments that currently exists in your region and how the RWF investment will further these. Include information on successful elements to be scaled and/or replicated. Identify required partners as appropriate.

In addition to lead agency Cal Poly Humboldt, the following required partners—many of whom have worked together for decades—are involved with HRCP:
- Humboldt Workforce Coalition, the WIOA Title 1 operator for America's Job Center of California (AJCC) located in Eureka, California.
- The local Building Trades Council(s) in the region: the Building and Construction Trades Council of Humboldt and Del Norte Counties.
- NBACA-North Bay Apprenticeship Coordinators Association
- Community-Based Organization (CBO): Westside Community Improvement Association (WCIA; 501(c)(3)). WCIA conducts job training, job placement, holistic navigation and stabilization services, among other activities.

Additional HRCP partners include:
- Humboldt County Workforce Development Board: includes representation from labor unions and the private sector, including business and nonprofits.
- College of the Redwoods (CR): CR is a two-year community college offering A.A. degrees. CR is a founding partner of HWC. CR has a strong commitment to building and sustaining programs in Career and Technical Education.
- County of Humboldt Economic Development Department (EDD): EDD is the umbrella organization managing all of Humboldt County government's economic development programming and workforce development activities.

The HRCP will be collaboratively delivered by a Humboldt County workforce development ecosystem that has a significant track record of successful collaboration among diverse and complementary partners. Because of the region's relatively low population base and historically lower level of resources for workforce development (though that is changing), partnering can be critical to the success of initiatives, as expertise, resources, and training facilities (in-class, at the work site) can be shared.

**How HRCP furthers successful existing programs.** A key program design consideration of HRPC is to build on "what works" regionally, and to identify what has not worked and why. Programs succeed and fail for many reasons, not always related to their structure and/or delivery mechanisms. From lack of funding or expertise to lapses in communication, staff turnover, or on-the-ground changes that impact program performance, there can be several reasons that a program performance can be eroded. From our experience, key elements for the success of a program are high-quality, measurable program performance metrics that allow for continuous oversight, monitoring, and improvement of programs in the field (the philosophy of "what gets measured gets managed"). The CWDB RWF guidance that focuses on data collection and evaluation as part of program success is well-aligned with the HRCP approach, and HRCP partners will ensure that meaningful evaluation remains an essential and integral part of the program's efforts.

**Question - 7**
If there are partnerships that do not exist yet and you are hoping to develop through RWF, outline the strategy to engage and secure them.
Cal Poly Humboldt (lead agency) and the Humboldt Workforce Coalition (HWC) have a long history of trust-building and support for organizational and intermediating activities in California's North Coast region, and will play a critical role in the success of HRCP, including the development of new program partners. The strategy to engage and secure new partners will involve aligning HRCP program objectives with complementary programming at each of the proposed additional partners.

Entities that HRCP staff will seek to develop formal partnerships with include:
- The Blue Lake Rancheria (BLR) Tribe: BLR is developing a 15,000 square-foot resilience-related workforce development campus on reservation lands (focused on disaster preparedness, clean energy, and related economic and workforce development sectors). The goal of the tribe's efforts is to create and facilitate career pathway development for underrepresented populations, with an emphasis on the region's Native American population.
- Labor Market Information Division (LMID), the North Coast Labor Market Consultant for LMID provides needed labor data, which facilitated the region's "Targets of Opportunity" Regional Industry Cluster Study on behalf of the HWC.
- Humboldt County Office of Education (HCOE): runs the Career-Technical Education programming for K-12 (focused on 9-12) schools, including career pathway programming.
- Humboldt County WIOA Youth Program Providers: Representing geographic reach throughout the County.

**Question - 8**

Who will be the core conveners of the partnership? Core conveners are organizations/individuals within the partnership that will be involved in making major partnership decisions, communicating to and on behalf of other partners, and ensuring coordination throughout the region. Include organizations and individuals along with their role and commitment to engage and act on behalf of the partnership.

HWC coordinates community members from the private sector, local government, non-profits, labor unions, education, and public agencies to identify industry needs and develop programs to prepare skilled workforce by articulating career pathways, including career pathways in the construction sector. HWC also works to increase the number of high school students who graduate school already prepared for post-secondary vocational training, further education, and/or a career with advancement opportunities; many of these programs focus on girls/women, at-risk youth, and members of underrepresented and low-income communities.

Importantly, and relevant to the vision of HRCP, HWC supports networking and system alignments, service integration, and continuous improvement in the use of industry data for evidence-based strategic planning, policymaking, and deployment of resources within the greater workforce system County-wide. These types of efforts all jibe well with the goals and objectives of HRCP.

Other partners (e.g., Humboldt County Economic Development division) provide workforce development programming and related services.

Cal Poly Humboldt (lead agency) has long played a regional coordinating role and has designed and led forums around a range of topics. Cal Poly Humboldt and the university's Sponsored Programs Foundation (SPF) have solid infrastructure in place and a proven track record of managing multi-year grants from a wide range of federal, state, and local funders. SPF is an auxiliary organization to Cal Poly Humboldt, with a primary mission to provide the university community with professional and accessible grant and contract services. SPF administers virtually all externally-funded grants/contracts and submits proposals to external funding agencies on behalf of Cal Poly Humboldt.

**Question - 9**

Outline status, priorities, and strategy to engage and work together throughout the grant term and beyond. Include details on regional strategies to for proper data collection and reporting.

HRCP priorities and strategies for working together and for collecting program data are well aligned with and draw from high-road workforce development principles. HRCP programming incorporates the following essential elements of operating a successful high-road program: 1) **Industry-led Problem Solving**: industry leaders representing both employers and workers lead the problem solving for the workforce demands unique to that industry; 2) **Partnerships are a Priority**: strong and durable industry partnerships provide insights and guidance for the program; 3) **Worker Wisdom**: bringing worker voice into strategies and tactics is a core value that strengthens the efficacy of partnerships and of pre-apprentice programs; and 4) **Industry-driven Education and Training Solutions**: HRCP partnerships will tap into existing training, develop, and deliver new high-road-focused programs, or use a hybrid tailored to specific workforce needs, driven by industry (labor/management)-defined needs.

In delivering programming, the HRCP team will develop an ongoing data collection, monitoring, and evaluation plan, continually assessing the effectiveness of the program in: 1) preparing pre-apprentices for entry into the trades through industry-tied curriculum, 2) increasing the completion rates for pre-apprenticeships in the construction trades, 3) increasing the entry of women and underrepresented populations into apprenticeships, and 4) assessing the impact of pre-apprenticeship programs on the skills, perceptions, and career outcomes of women and minorities.
Performance metrics will include: outreach targets, enrollment, training completion, attainment of industry-valued credentials (e.g., MC3 Certificate), placement in a state-certified apprenticeship program, placement in post-secondary education, and placement in construction-related employment other than apprenticeship. To the extent possible, HRC will also track post-program employment and apprenticeship retention, as well as income increases over time.

**Question - 10**

Describe regional strategies that will be used to target and serve priority populations. Identify the type of supportive services that will be provided (e.g. incentives, stipends, etc.) along with key partner organizations with experience, ability, and capacity to implement outreach and placement plans.

Regional strategies used to target and serve priority populations include development of a targeted outreach plan designed to enhance diversity and the participation of women; outreach will be focused on community-based organizations, workforce system partners, regional educational institutions, public agencies engaged in community/economic development, and organizations serving targeted populations of job seekers. Target populations for the program include (among others): 1) women, 2) justice-involved people, 3) under-resourced communities, including Native American communities, communities of color, and unemployed individuals, and 4) people without family or friends in the trades who may not be exposed to and/or aware of available opportunities.

Types of supportive services that will be provided include (but are not limited to) increasing recreational, educational, vocational, and employment opportunities where they are either lacking altogether or insufficient to the needs of the community. The HRCP CBO partner WCIA is a non-profit dedicated to fostering a sense of working together for the benefit of the greater community; WCIA provides job training, job placement, holistic navigation, and stabilization services and has been very successful in helping participants rebuild their lives, find employment leading to high-road careers, and bolstering individual agency and economic security.

A key tenet of the HRCP participant engagement processes is that it requires understanding what it means to be responsive to the community needs defined by that community. HRCP staff ground their community engagement and associated processes in community participation and mobilization approaches where local constituency and cultural influences predominate and where understanding, skill, and sensitivity is needed to fit engagement efforts into the community's self-defined needs. It is hoped that these community-focused and-directed efforts can lead to new networks, partnerships, and collaborations, and to the building of trust that will be critical to ongoing success of HRCP.

**Question - 11**

Describe the counties where project activities will occur during the grant term along with total participants to be served for each.

A total of 75 participants will be served by HRCP over three years in Humboldt County. The County is geographically large with a small-ish population (~150K), and a program imperative will be to schedule meetings and trainings at times and locations that are both convenient and inclusive; teleconferencing (where access and equity allow) may be used to reduce strains on participants for whom travel may be difficult or cost-prohibitive.

While virtual public participation opportunities have become important for maintaining community relationships during the pandemic (and at other times), in-person meetings will be the primary mode of outreach and connection. The dispersed populations in the North Coast region are nothing new for people here, and established networks and communication channels among HRCP partners are already in place to facilitate more effective outreach and program delivery despite these challenging geographical dynamics. An expected outcome of program outreach efforts is the development of new partnerships to leverage the complementary strengths of different entities and more effectively deliver targeted programs to more remote and underserved areas of the County.

Regarding the County's construction demand side, the recent transition of Humboldt State University to Cal Poly Humboldt and the state investment of $458 million—includes creation of 2,200 units of housing and a 70,000 square-foot Engineering building. Roughly $10 billion in offshore wind power and port development is also planned in Humboldt. Local Hire policies are needed to assure the region benefits.

**Question - 12**

Present labor market information that forecasts employment opportunities for first-period apprentices in the building and construction trades in your region.

While plenty of anecdotal information exists in Humboldt County from employers and industry experts regarding the need for workers, there is also a clear need for data-driven, evidence-based labor market information that informs potential workers and workforce development professionals about the employment opportunities that exist for first-period apprentices in Humboldt County. A key goal of the planning phases of HRCP is to conduct an industry analysis to get a better sense of the general issues facing the construction trades, and then to drill down to identify specific opportunities among various skill categories. This assessment will both be guided and inform the work of HRCP partners, in particular the navigation and job placement services.
Ongoing construction industry assessments will identify (and confirm) market trends, emerging opportunities, and also identify gaps in worker training services and in the numbers of workers themselves. The HRCP team will assess the construction industry to identify emerging trends in the sector (e.g., the forecasted growth rate the market is increasing), who the players (firms, suppliers), the workforce training opportunities that exist, and how the HRCP program can better match program curriculum and participant support services with industry needs.

Expend Plan

Funding & Expenditure Plan

In the spaces provided below, in Section I. Funding Plan: Please provide figures for Total Administration (cannot exceed 10% of Total Subgrant/Amount Requested), Total Program Cost (Requested Award Amount minus Administration Costs), and the amount of Leveraged/Match Funds.

In Section II. Expenditure Plan: Applicant must project quarterly spending projections for both grant funds and leveraged funds/match. Quarterly Planned Expenditures refers to the amount of funding applicant is requesting from the CWDB. Quarterly Planned Match refers to leveraged funds as match contribution.

For Application Instructions, please refer to the High Road Construction Careers Webpage.

I. FUNDING PLAN

<table>
<thead>
<tr>
<th>Fund Source</th>
<th>Grant Funds</th>
<th>Leveraged Funds (Match)</th>
<th>Project Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Administration - 20%</td>
<td>$186,073.00</td>
<td>$0.00</td>
<td>$186,073.00</td>
</tr>
<tr>
<td>Total Program Cost</td>
<td>$813,927.00</td>
<td>$0.00</td>
<td>$813,927.00</td>
</tr>
<tr>
<td>Total Subgrant Amount</td>
<td>$1,000,000.00</td>
<td>$0.00</td>
<td>$1,000,000.00</td>
</tr>
</tbody>
</table>

II. EXPENDITURE PLAN

<table>
<thead>
<tr>
<th>Quarter/Year</th>
<th>Quarterly Planned Expenditures</th>
<th>Cumulative Planned Expenditures</th>
<th>Quarterly Planned Match</th>
<th>Cumulative Planned Match</th>
<th>Project Total Planned Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter 1</td>
<td>$55,475.00</td>
<td>$55,475.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$55,475.00</td>
</tr>
<tr>
<td>Quarter 2</td>
<td>$55,500.00</td>
<td>$110,975.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$110,975.00</td>
</tr>
<tr>
<td>Quarter 3</td>
<td>$123,500.00</td>
<td>$234,475.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$234,475.00</td>
</tr>
<tr>
<td>Quarter 4</td>
<td>$55,500.00</td>
<td>$289,975.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$289,975.00</td>
</tr>
<tr>
<td>Quarter 5</td>
<td>$55,500.00</td>
<td>$345,475.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$345,475.00</td>
</tr>
<tr>
<td>Quarter 6</td>
<td>$123,500.00</td>
<td>$468,975.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$468,975.00</td>
</tr>
<tr>
<td>Quarter 7</td>
<td>$55,500.00</td>
<td>$524,475.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$524,475.00</td>
</tr>
<tr>
<td>Quarter 8</td>
<td>$123,500.00</td>
<td>$647,975.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$647,975.00</td>
</tr>
<tr>
<td>Quarter 9</td>
<td>$55,500.00</td>
<td>$703,475.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$703,475.00</td>
</tr>
<tr>
<td>Quarter 10</td>
<td>$123,500.00</td>
<td>$826,975.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$826,975.00</td>
</tr>
<tr>
<td>Quarter 11</td>
<td>$123,500.00</td>
<td>$950,475.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$950,475.00</td>
</tr>
<tr>
<td>Quarter 12</td>
<td>$49,525.00</td>
<td>$1,000,000.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$1,000,000.00</td>
</tr>
</tbody>
</table>
Submit one Budget Narrative on behalf of the partnership. Every line item on the Budget Summary in which you provide a cost allocation paid directly with grant funds must be reflected on this form (do not include leverage funding). Enough detail should be provided to justify each allocation. Ensure to include a breakdown for all costs encompassing many items under “Narrative Details” as appropriate. For example, if your total Supportive Service allocation the Budget Summary is $200,000, a break down must be provided on this form detailing what specific supports are being covered by the $200,000 along with an estimate cost for each (e.g. transportation services-$50,000, work attire-$70,000, tools-$90,000, etc.).

Staff Salaries and Benefits: Enter the job title and a brief description of the roles and responsibilities for each staff working on your project that is being paid directly with grant funds. For example: “Case Manager; coordinates services and supports for HRTP participants linking them to training and appropriate placement”.

For the salaries cost breakdown, include (FTE), fringe benefits, and benefits percentage. Example provided below:

\[
\text{FTE x Monthly Salary x Time ("X" months) = Total Salary} \\
\text{Total Salary x Benefit Percentage (0.00) = Total Benefits} \\
\text{Total Salary + Total Fringe Benefits = Grand Total}
\]

***See Case Manager Salaries example provided on form

<table>
<thead>
<tr>
<th>Quarter/Year</th>
<th>Quarterly Planned Expenditures</th>
<th>Cumulative Planned Expenditures</th>
<th>Quarterly Planned Match</th>
<th>Cumulative Planned Match</th>
<th>Project Total Planned Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter 13</td>
<td>$0.00</td>
<td>$1,000,000.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$1,000,000.00</td>
</tr>
<tr>
<td>Total</td>
<td>$1,000,000.00</td>
<td>$1,000,000.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$1,000,000.00</td>
</tr>
<tr>
<td>Job Titles of Staff &amp; Roles and Responsibilities</td>
<td>FTE</td>
<td>Monthly Salary</td>
<td>Months</td>
<td>Total Salary</td>
<td>Benefits</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------------------------------------</td>
<td>-----</td>
<td>----------------</td>
<td>--------</td>
<td>---------------</td>
<td>----------</td>
</tr>
<tr>
<td>HWC Program Coordinator: plan and coordinate HRCP program and activities. Monitor implementation of program policies and practices. Work to keep HRCP program on schedule, within budget, and functioning smoothly. Support program growth and development as necessary.</td>
<td>0.12</td>
<td>7,000</td>
<td>36</td>
<td>$30,240.00</td>
<td>23,833</td>
</tr>
<tr>
<td>Labor relations Lead: Coordinate with labor and industry to develop workforce employment opportunities including project labor and community workforce agreements.</td>
<td>1</td>
<td>3,333.33</td>
<td>36</td>
<td>$119,999.88</td>
<td>64,412</td>
</tr>
<tr>
<td>Navigator (WCIA): Career navigation, job placement, wraparound services provider.</td>
<td>1</td>
<td>4,315.89</td>
<td>36</td>
<td>$155,372.04</td>
<td>72,944.08</td>
</tr>
</tbody>
</table>

| Total Salary | $305,611.92 |
| Total Benefits | $161,189.08 |

| Staff Salaries & Benefits Total | $466,801.00 |

**Staff Travel**
List staff traveling, destination/event, and of transportation*
Note: Staff Travel is for employees of the subrecipient entity only. Anyone else listed under Staff Travel would be an unallowable cost.
Contractors should budget their own travel into their contracts and cannot be included under subrecipient entity travel costs.

| Vehicle travel In-State and in-County for meetings, trainings, outreach, and recruitment: 1) estimated mileage and fuel costs at $0.625/mile, for regional travel between cities and outlying communities. Calculated as an average of 10 miles per day * 365, * three years. Total mileage reimbursement = $6,843.75. Average of 2 persons/trip, $46 per diem each, $90/night hotel stays = $136 per person/day (costs estimated per calhr.ca.gov), 10 nights per person per year * three years = $8,160. | $15,003.75 |

**Operating Expenses**
Provide breakdown of operating expenses in each of the major line items below (if applicable)*Based on FTE for Program Staff

<p>| Total | $39,220.25 |</p>
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rent</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>$0.00</td>
</tr>
<tr>
<td>Insurance</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>$0.00</td>
</tr>
<tr>
<td>Accounting (Payroll Services) and Audits</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>$0.00</td>
</tr>
<tr>
<td>Consumable Office Supplies</td>
<td>Office supplies for program delivery: 1) general supplies ($75/month * 35 months) = $2,625, 2) postage ($50/month * 35 months) = $1,750, 3) health and safety (First Aid, PPE; $10/month * 35 months = $350; AED @ $1,500) = $1,850, 4) laptop (yr 1) = $875, 5) printer (yr 1) = $400. 35 months is used rather than 36 months to account for start-up and closeout time.</td>
<td>$7,500.00</td>
</tr>
<tr>
<td>Printing</td>
<td>Costs of printing for promotional and educational material (training packets, handouts) as needed, approximately $93/month* 35 months. Includes costs for specialized printing services. 35 months is used rather than 36 months to account for start-up and closeout time.</td>
<td>$3,269.95</td>
</tr>
<tr>
<td>Communications (phones, web services, etc.)</td>
<td>Basic costs for communications utilities (phone, web, etc.) is estimated at ~ $98/month. Employees receive a monthly reimbursement for home internet and/or mobile phone use (estimated at $46.50/month/employee for 35 months * 2.12 employees) = $3,450. 35 months is used rather than 36 months to account for start-up and closeout time.</td>
<td>$3,450.30</td>
</tr>
<tr>
<td>Mailing and Delivery</td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>Dues and Memberships</td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>Outreach</td>
<td>1 week rental of the facility to host a MC3 related fair labor training event in 23/24 to promote the launch of the grant opportunity. It will allow union training facilities in the bay area and Sacramento to bring heavy equipment to our region for one week to showcase and spread the word about apprenticeship opportunities. CWDB will not approve cost until breakdown and description is provided. This outreach cost is an estimate, specific cost and breakdown by 12/23.</td>
<td>$25,000.00</td>
</tr>
<tr>
<td>Furniture and Equipment</td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>Small Amount of Equipment and Furniture</td>
<td>Pooled items less than $2,500 per unit, include cost allocation - list name of item, cost, and quantity</td>
<td>$0.00</td>
</tr>
<tr>
<td>Equipment and Furniture</td>
<td>Greater than $2,500: List name of item, cost, and quantity to be purchased - prior approval required and added to the Supplemental Budget</td>
<td>$0.00</td>
</tr>
<tr>
<td>Leased Equipment</td>
<td>Provide a description of what is being leased, length of time and costs. See Supplemental Budget for leasing information</td>
<td>$0.00</td>
</tr>
<tr>
<td>Consumable Testing and Instructional Materials</td>
<td>Explain purpose and planned use along with breakdown of individual costs totalling to total line item allocation</td>
<td>$0.00</td>
</tr>
<tr>
<td>NA</td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>Training Tuition, Payments/Vouchers</td>
<td>$346,975.00</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>Detail costs for programs and sector-specific training and certificate programs (include name of organization), as well as training costs for outside training providers (organization/location) For all training (and OJTs below), read Training Services:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supportive Services: We will be providing breakfast to trainees during training. The details are provided in the additional information section.</td>
<td>$7,000.00</td>
<td></td>
</tr>
<tr>
<td>Stipends will be provided to MC3 participants. 75 MC3 participants * $4,533 per participant = $339,975. Please see details in attached document titled Additional Information Requested.</td>
<td>$339,975.00</td>
<td></td>
</tr>
<tr>
<td><strong>On-The-Job Training</strong></td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>List employers and industries partnering in the OJTs. Employer reimbursements for training by an employer that is provided to a paid participant while engaged in productive work in a job that: a) provides knowledge or skills essential to the full and adequate performance of the job; b) is made available through a program that provides reimbursement to the employer of up to 50 percent of the wage rate of the participant, for the extraordinary costs of providing the training and additional supervision related to the training; and c) is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant, as appropriate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Participant Wages and Fringe Benefits</strong></td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>State planned number of participants to receive wages and benefits and give detail of Work Experience or Transitional Jobs along with breakdown of individual costs totaling to total line item allocation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Supportive Services</strong></td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Gas cards, bus passes, housing, or any additional immediate assistance not available through any other source. Describe the specific services you will provide along with the breakdown of individual costs totaling to total line item allocation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Contractual Services</strong></td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Providing Goods or Services that are required to conduct a federal program. Describe services provided by each contractor, cost of individual contract, and name of organization/individual service provider. If the contract needs to be procured, list type of procurement and the estimated date the contract will be awarded. Upon award, updated information must be submitted to CWDB/EDD in a revised Supplemental Budget. To determine if an agency is a contractor or subrecipient (below): WSD 18-06 - Subrecipient and Contractor Distinctions</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subrecipient</strong></td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Carries out a portion of the federal program and is required to meet all programmatic compliance requirements. Describe program services provided by each subrecipient, amount of agreement, and name of program service provider. If procurement needs to occur, list type of procurement and the estimated date the agreement will be awarded. Upon award, updated information must be submitted to CWDB/EDD in a revised Supplemental Budget.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Indirect costs</strong></td>
<td>$132,000.00</td>
<td></td>
</tr>
<tr>
<td>Must have approval of Cognizant Agency. WSD 18-15 Indirect Cost Rates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A 25% MTDC rate is applied, since 20% TC (Total Cost) = 25% TDC; the actual IDC is 13% of the project total. Together with the Program Coordinator salary and benefits ($54,073), which are an administrative direct cost, the combined administrative cost for this project amounts to 18.6% of the project budget.</td>
<td>$132,000.00</td>
<td></td>
</tr>
</tbody>
</table>
Supplemental Budget

If grant funds are used for Equipment Purchase, Leased Equipment, Contractual Services, and/or Subrecipient, Supplemental Budget must be completed. Instructions, guidance, and resources are outlined within the tab/sections below.

Please Note: The solicitation/application process does not act as procurement nor does it waive state and procurement rules and requirements. All contractual services must be competitively procured in accordance with state procurement regulations and policies and type of procurement must be outlined on the Supplemental Budget.

I. Equipment

List equipment items with a useful life of more than one year and/or with a unit acquisition cost of $2,500 or purchase orders over $2,500. The approval of the budget plan contained in the subgrant does not constitute approval of the purchase of equipment or request. A separate request to purchase equipment must be submitted to the state for prior approval and three competitive quotes must be obtained. If leasing equipment is being considered, it must be include in the procurement analysis. See Leasing Info link below.

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Cost Per Item</th>
<th>Quantity</th>
<th>Total Cost</th>
<th>% Charged to Project</th>
<th>Total Cost Charged to Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>$0.00</td>
<td></td>
<td>$0.00</td>
<td></td>
<td>$0.00</td>
</tr>
</tbody>
</table>

Subrecipients and Contractors - Prior to completing Section II and III, review WSD 18-06 to distinguish between the two.

Subrecipient and Contractor Distinctions WSD 18-06

II. Contractual Services - Providing Goods or Services that are required to conduct a federal program. **If procurement needs to occur and TBD, provide selection timeframe.

All contractual services must be competitively procured in accordance with WSD 17-08 Procurement of Equipment and Related Services:

<table>
<thead>
<tr>
<th>Description - Type of Service</th>
<th>Cost</th>
<th>**Service Provider</th>
<th>Type of Procurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>$0.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

WSD 17-08

III. Subrecipient - Carries out a portion of the federal program and is required to meet all programmatic compliance requirements.

A subrecipient does not require procurement if it aligns with the criteria in WSD 18-06. Upon review, the State may determine that a subrecipient is a contractor. If this occurs, procurement would be required.

<table>
<thead>
<tr>
<th>Program Service Activities</th>
<th>Cost</th>
<th>Agency Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>$0.00</td>
<td></td>
</tr>
</tbody>
</table>

Budget Summary
Submit one Budget Summary on behalf of the partnership.

Provide clear accounting of all costs associated with the project activities and include the leveraged/match amount, source of leveraged match fund, and type of leveraged fund. For each line item of the project, indicate Admin, In-House, or Contracted with the appropriate requested amount. For reference:

Admin (and Indirect): costs associated with administrative and general functions of the fiscal agent
In-House: costs that will be absorbed by the fiscal agent;
Contracted: services that will be contracted to other organization(s); Should align with Supplemental Budget Contracts.

<table>
<thead>
<tr>
<th>Line Item</th>
<th>Budget Line Item</th>
<th>Grant Funds</th>
<th>Leveraged Funds (Match)</th>
<th>Total Project Budget</th>
<th>Source of Leveraged Funds</th>
<th>Type of Leveraged Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Staff Salaries</td>
<td>$305,611.92</td>
<td>$305,611.92</td>
<td>$305,611.92</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Number of full-time equivalents:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Staff Benefit Cost</td>
<td>$161,189.08</td>
<td>$161,189.08</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Staff Benefit Rate (Percent):</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>78.81</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Staff Travel</td>
<td>$15,003.75</td>
<td></td>
<td>$15,003.75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Operating Expenses</td>
<td>$39,220.25</td>
<td>$39,220.25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>Furniture and Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G1</td>
<td>Small Purchase (unit cost of under</td>
<td></td>
<td></td>
<td>$0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$5,000)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G2</td>
<td>Equipment Purchase (See Supplemental</td>
<td></td>
<td></td>
<td>$0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Budget)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G3</td>
<td>Leased Equipment (See Supplemental</td>
<td></td>
<td></td>
<td>$0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Budget)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>Consumable Testing and Instructional</td>
<td></td>
<td></td>
<td>$0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Training Tuition, Payments/ Vouchers</td>
<td>$346,975.00</td>
<td></td>
<td>$346,975.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J</td>
<td>On-The-Job Training</td>
<td></td>
<td></td>
<td>$0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>Participant Wages and Fringe Benefits</td>
<td></td>
<td></td>
<td>$0.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Indirect Cost Rate** must be negotiated and approved by Cognizant Agency, per Appendices III or IV to Uniform Guidance 2CFRPart200.

EDD Directive - Indirect Cost Rates

2CFRPart200 Appendix III

2CFRPart200 Appendix IV

**See Exhibit G for definitions for Subrecipients vs Contractors**

EDD Directive - Subrecipient vs Contractor Distinctions

**Administrative Costs**

**Program Costs**

***A maximum of 10% of the total project budget will be allowed for administrative costs.***

The definition of administrative costs is provided in Appendix A of the RFA.

### Work Plan

This form is a tool to help projects plan the various components and identify milestones leading to achievement of project deliverables. Provide details about the activities that will occur each quarter throughout the grant term along with estimated completion dates. This should align with scope of work and goals and deliverables outlined in the project narrative and throughout the application. Activities can carry-over between quarters and should be clearly outlined. Additionally, provide your cumulative monthly planned expenditures reflecting your planned project activities for each quarter (i.e. increasing by successive additions until all awarded funds are utilized). Note: Do not divide your total awarded amount by the total number of months in your project as this does not demonstrate a correlation between planned expenditures and activities.

<table>
<thead>
<tr>
<th>Line Item</th>
<th>Budget Line Item</th>
<th>Grant Funds</th>
<th>Leveraged Funds (Match)</th>
<th>Total Project Budget</th>
<th>Source of Leveraged Funds</th>
<th>Type of Leveraged Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>L</td>
<td>Participant Support Services</td>
<td></td>
<td></td>
<td>$0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td><strong>Contractual Services (must complete Supplemental Budget)</strong></td>
<td></td>
<td></td>
<td>$0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td><strong>Subrecipient (must complete Supplemental Budget)</strong></td>
<td></td>
<td></td>
<td>$0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>O</td>
<td><em>Indirect costs (complete items 1 and 2 below)</em></td>
<td>$132,000.00</td>
<td></td>
<td>$132,000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Other (describe)</td>
<td></td>
<td></td>
<td>$0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q</td>
<td>TOTAL FUNDING</td>
<td>$1,000,000.00</td>
<td>$0.00</td>
<td>$1,000,000.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **See Exhibit G for definitions for Subrecipients vs Contractors**

EDD Directive - Subrecipient vs Contractor Distinctions

**Administrative Costs**

**Program Costs**

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### Work Plan

This form is a tool to help projects plan the various components and identify milestones leading to achievement of project deliverables. Provide details about the activities that will occur each quarter throughout the grant term along with estimated completion dates. This should align with scope of work and goals and deliverables outlined in the project narrative and throughout the application. Activities can carry-over between quarters and should be clearly outlined. Additionally, provide your cumulative monthly planned expenditures reflecting your planned project activities for each quarter (i.e. increasing by successive additions until all awarded funds are utilized). Note: Do not divide your total awarded amount by the total number of months in your project as this does not demonstrate a correlation between planned expenditures and activities.

<table>
<thead>
<tr>
<th>Objectives/Activities</th>
<th>Estimated Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter 1:</td>
<td></td>
</tr>
<tr>
<td>Objectives/Activities</td>
<td>Estimated Completion Date</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Objective: Planning/Partnership Development. HWC project lead will coordinate HRCP partners and additional stakeholders and begin industry assessment, program design development, and partner identification and outreach. Host meeting with partners quarterly. Collect relevant data for program monitoring, evaluation, and performance tracking.</td>
<td>Jun 30, 2023</td>
</tr>
<tr>
<td>Quarter 2:</td>
<td></td>
</tr>
<tr>
<td>Objective: Host meeting with partners quarterly on program planning and partnership development. HWC project lead will coordinate HRCP partners and additional stakeholders and begin industry assessment, program design development, and partner identification and outreach. Collect relevant data for program monitoring, evaluation, and performance tracking.</td>
<td>Sep 30, 2023</td>
</tr>
<tr>
<td>Quarter 3:</td>
<td></td>
</tr>
<tr>
<td>Objective: Host meeting with partners quarterly. Continue successful programmatic activities from program quarters 1 and 2, and offer MC3 training and ongoing program management. Collect relevant data for program monitoring, evaluation, and performance tracking. Implement planned wraparound and supportive services. Evaluation of program with participants and partners</td>
<td>Dec 31, 2023</td>
</tr>
<tr>
<td>Quarter 4:</td>
<td></td>
</tr>
<tr>
<td>Objective: Graduation celebration for participants from Q3. Begin placement activities for graduates. Share evaluation results with partners. Make changes to next MC3 training based on results. HWC project lead will coordinate continued program design development, and partner identification and outreach. Collect relevant data for program monitoring, evaluation, &amp; performance tracking. Implement planned wraparound &amp; supportive services. Evaluation of program with participants and partners</td>
<td>Mar 31, 2024</td>
</tr>
<tr>
<td>Quarter 5:</td>
<td></td>
</tr>
<tr>
<td>Objective: HWC project lead will coordinate continued program design development, and partner identification and outreach. Host quarterly partners meeting. Collect relevant data for program monitoring, evaluation, and performance tracking. Implement planned wraparound and supportive services. Assist with post-training placements. Provide case management for trainees.</td>
<td>Jun 30, 2024</td>
</tr>
<tr>
<td>Quarter 6:</td>
<td></td>
</tr>
<tr>
<td>Objective: Host quarterly partners meeting to discuss training and ongoing program management activities. Deliver second round of MC3 pre-apprentice training. Collect relevant data for program monitoring, evaluation, and performance tracking. Implement planned wraparound and supportive services. Assist with post-training placements. Provide case management for trainees.</td>
<td>Sep 30, 2024</td>
</tr>
<tr>
<td>Quarter 7:</td>
<td></td>
</tr>
<tr>
<td>Quarter 8:</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Objective:</strong> Host a graduation for trainees. Host quarterly partners meeting. Provide partners evaluation of MC3 training #2. Start outreach for trainees. HWC project lead will coordinate continued program design development based on evaluation outcomes. Collect relevant data for program monitoring, evaluation, and performance tracking. Implement planned wraparound and supportive services for graduates. Assist with post-training placements. Provide case management for trainees.</td>
<td><strong>Estimated Completion Date:</strong> Dec 31, 2024</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quarter 9:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective:</strong> Host a graduation for trainees. Deliver third round of MC3 pre-apprentice training. Continue program design development and partner identification and outreach. Collect relevant data for program monitoring, evaluation, and performance tracking. Implement planned wraparound and supportive services. Assist with post-training placements. Provide case management for trainees.</td>
<td><strong>Estimated Completion Date:</strong> Mar 31, 2025</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quarter 10:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective:</strong> Host a graduation for trainees. Start outreach for next round of trainees. HWC project lead will coordinate continued program design development, and partner identification and outreach. Collect relevant data for program monitoring, evaluation, and performance tracking. Implement planned wraparound and supportive services. Assist with post-training placements. Provide case management for trainees.</td>
<td><strong>Estimated Completion Date:</strong> Jun 30, 2025</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quarter 11:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective:</strong> Start outreach for trainees. Deliver fourth round of MC3 pre-apprentice training. Continue program design development and partner identification and outreach. Collect relevant data for program monitoring, evaluation, and performance tracking. Implement planned wraparound and supportive services. Assist with post-training placements. Provide case management for trainees.</td>
<td><strong>Estimated Completion Date:</strong> Sep 30, 2025</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quarter 12:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective:</strong> finalize evaluation and reporting. HWC project lead will coordinate final evaluation and reporting. Final data collection for monitoring, evaluation, and performance tracking. Continue to implement planned wraparound and supportive services and prepare for post-program support. Assist with post-training placements. Provide case management for trainees. Wrap-up project.</td>
<td><strong>Estimated Completion Date:</strong> Mar 31, 2026</td>
</tr>
</tbody>
</table>

| Quarter 13: |  |
### Participant Plan

#### Section I. Target Populations

1. Identify target population(s) project will serve:

   Target populations served by HRCP (but the program is not limited to these populations) include: 1) women, 2) justice-involved people, 3) under-resourced communities, including Native American communities, communities of color, and unemployed individuals. While not a formal category, the HRCP staff also recognizes the importance of targeting people without family or friends in the trades who may not be exposed to and/or aware of available opportunities.

#### Section II. Participant Plan

1. Identify your project goals, performance measures, and outcomes to be accomplished with grant funding and by the end of the grant term:

<table>
<thead>
<tr>
<th>Participant Outcome</th>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
<th>Quarter 5</th>
<th>Quarter 6</th>
<th>Quarter 7</th>
<th>Quarter 8</th>
<th>Quarter 9</th>
<th>Quarter 10</th>
<th>Quarter 11</th>
<th>Quarter 12</th>
<th>Quarter 13</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled in Program</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>14</td>
<td>14</td>
<td>28</td>
<td>28</td>
<td>42</td>
<td>42</td>
<td>56</td>
<td>70</td>
<td>70</td>
<td>378</td>
<td></td>
</tr>
<tr>
<td>No of Participants at Start of Quarter</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>14</td>
<td>14</td>
<td>28</td>
<td>28</td>
<td>42</td>
<td>42</td>
<td>56</td>
<td>70</td>
<td>70</td>
<td>378</td>
<td></td>
</tr>
<tr>
<td>No of New Participants Joined This Quarter</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>0</td>
<td>15</td>
<td>0</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>No of Participants Exited This Quarter</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>No of Participants at End of Quarter</td>
<td>0</td>
<td>0</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>28</td>
<td>28</td>
<td>42</td>
<td>42</td>
<td>56</td>
<td>70</td>
<td>70</td>
<td>448</td>
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#### Training

<table>
<thead>
<tr>
<th>Training</th>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
<th>Quarter 5</th>
<th>Quarter 6</th>
<th>Quarter 7</th>
<th>Quarter 8</th>
<th>Quarter 9</th>
<th>Quarter 10</th>
<th>Quarter 11</th>
<th>Quarter 12</th>
<th>Quarter 13</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled in Training</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>0</td>
<td>15</td>
<td>0</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Completed Training</td>
<td>0</td>
<td>0</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>14</td>
<td>0</td>
<td>14</td>
<td>0</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>Attained Industry-Identified Certificate or Credential</td>
<td>0</td>
<td>0</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>14</td>
<td>0</td>
<td>14</td>
<td>0</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>70</td>
<td></td>
</tr>
</tbody>
</table>

#### Placement

<table>
<thead>
<tr>
<th>Placement</th>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
<th>Quarter 5</th>
<th>Quarter 6</th>
<th>Quarter 7</th>
<th>Quarter 8</th>
<th>Quarter 9</th>
<th>Quarter 10</th>
<th>Quarter 11</th>
<th>Quarter 12</th>
<th>Quarter 13</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postsecondary Education</td>
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<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td></td>
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<tr>
<td>State-Approved Apprenticeship</td>
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<td>7</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>35</td>
<td></td>
</tr>
</tbody>
</table>
2. Provide details on desired placement outcomes:

a. Post-secondary Education

As part of the navigation and support services, all program participants will be introduced to opportunities for post-secondary education, including the regional community college (College of the Redwoods) and Cal Poly Humboldt. College of the Redwoods offers Career Technical Education programming well-aligned with HRCP. As part of these efforts, HRCP will align with regional K-16 pipeline programming, and other K-16 career technical education offerings, to improve awareness about career opportunities and the ways in which training and coursework facilitates access to those careers.

b. State-Approved Apprenticeship

HRCP will build relationships with state-approved apprenticeship programming (e.g., California Building Trades Joint Apprenticeships Program), and work with area partners to increase apprenticeship opportunities, as a key goal to build a clearer pathway to careers for HRCP participants. Program planning and industry assessments at the outset of the project will work to identify pathways from pre-apprentice to apprentice programs, and to align MC3 curriculum and programming with available opportunities where possible. For individual participants, awareness-raising about the trades (types of jobs, income opportunities, etc.) and to ways to enter them (viz., apprenticeships) is very important to the success of the program. To this end, a key part of program recruitment will be to continue broader regional efforts in career pipeline development, awareness raising, and opportunity provision.

c. Career Advancement / Promotion for Incumbent Workers

HRCP participants may include incumbent workers for whom the program offers a way to move up the career ladder, or to move sideways to related occupations. The program team anticipates that incumbent workers will not represent a significant percentage of program participants (but will also be prepared if those expectations prove incorrect). A key outcome of the program would be the ability to apply new skills to existing jobs, to gain promotions and/or raises, or to identify new career pathways.

d. Employment (New Employees)

A key goal of the project is the employment of participants, either directly following MC3 training or as a step following placement into education or state-approved apprenticeship. A key goal of the HRCP project team is to ensure that support services are tailored to individual participant interests and needs, to ensure that the path developed out of training is the most effective. Ultimately, of course, all paths will lead to employment in a high-road career!

The HRCP is aware that the program is not an end in itself but rather that it fits into an ecosystem, where participant interests and skills combine with industry needs to create multiple pathways to employment and a fulfilling career. The task will be to create replicable approaches that are customized to regional construction industry needs, but also to the specific needs of participants. We are well aware that these needs go beyond just skill-building in the construction trades. Program partners are well versed and experienced in providing the wrap-around services to help workers gain the broader skillset needed for success in the workplace. We are also aware that this success requires working with employers to address worker needs (e.g., trauma-informed approaches).

### Partner R&R

Form is meant to identify all partners and their specific involvement in your project's outcomes and deliverables. Identify partners involved and list them under the appropriate category. Detail their roles and responsibilities and provide the total Match/Leverage contribution as well as the type of contribution (Cash or In-Kind) if partner is providing match contribution. The total Match/Leverage total should be consistent with the amount notated on the cover page, budget summary, and throughout the application where Match/In-Kind total is mentioned.
<table>
<thead>
<tr>
<th>List Partners</th>
<th>Roles and Responsibilities</th>
<th>Leveraged Funding Amount (if applicable)</th>
<th>Leveraged Funding Type (Cash/In-Kind)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Building Trades Council(s) * (required)</td>
<td>Work with other program partners on program development, industry assessments, curriculum design, data identification and collection, evaluation, project labor agreements, post-training placements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building and Construction Trades Council of Humboldt and Del Norte Counties.</td>
<td></td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Joint Apprenticeship Training Committee(s) * (required)</td>
<td>Work with other program partners on program development, industry assessments, curriculum design, data identification and collection, evaluation, project labor agreements, post-training placements. Assist NABTU as needed with MC3 program design and delivery.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joint Apprenticeship Training Committee, Construction Trades Workforce Initiative (CTWI).</td>
<td></td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>MC3 Provider * (required)</td>
<td>Training Provider; deliver MC3 in conjunction with other partners. Work with other program partners on program development, industry assessments, curriculum design, data identification and collection, evaluation, project labor agreements, post-training placements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>North American Building Trades Union (NABTU).</td>
<td></td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Community Based Organization(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Westside Community Improvement Association</td>
<td>Provide career navigation and wraparound/support services. Work with other program partners on program development, curriculum design, data identification and collection, evaluation, and post-training placements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others:(Please List)</td>
<td></td>
<td>--NA--</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>$0.00</td>
<td></td>
</tr>
</tbody>
</table>

Note: Leverage Funds listed in this section should also be included on the Budget Summary, for all entities contributing funds (leverage or match).