



THE VIRGIN ISLANDS OF THE UNITED STATES

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WORKFORCE INVESTMENT BOARD

4401 Sion Farm, Suite 1
Christiansted, VI 00820
(340) 713-3411

February 1, 2018

To Whom It May Concern:

The Virgin Islands Workforce Investment Board (VIWIB) is accepting proposals for Youth Workforce Development Services authorized through the Workforce Innovation and Opportunity Act of 2014 (WIOA). WIOA Youth programs and services are administered through the VI Department of Labor.

Proposal application packages for WIOA Youth Services will be available beginning **February 8, 2018**. Packages may be downloaded from the VIDOL website at www.vidol.gov or hard copy packages may be obtained from a Youth Services representative at:

VI Department of Labor
2353 Kronprindsends Gade
Charlotte Amalie, VI 00802
(340) 776-3700 ext. 2080

or

VI Department of Labor
4401 Sion Farm – STE 1
Christiansted, VI 00820
(340) 773-1994 ext. 2144

Completed proposals are due by **March 8, 2018** no later than **4:00 p.m.** Electronic packages are preferred and may be returned to llanos@vidol.gov; however, hard copies are acceptable and may be returned at any of the above locations.

Bidder's Conferences will be held on St. Croix on Tuesday, February 20, 2018 and St. Thomas on Thursday, February 22, 2018. Please call one of the telephone numbers above for the location and time. At these conferences, interested applicants will be able to review the proposal package and ask questions about the materials and process.

Proposals must meet all specifications and all required documentation must be attached. Any submission without required content and documentation will be considered non-responsive. The Workforce Investment Board reserve the right to modify, alter or reject any proposal submitted.

If you would like more information about the Workforce Innovation and Opportunity Act of 2014 or have questions pertaining to the WIOA Youth Services Proposal package please contact Ms. Lizette Llanos at (340) 773-1994 x 2144.

Sincerely,

Adele Soto

Adele Soto
Executive Director, VIWIB

**Proposal Schedule for WIOA Youth Providers
Program Year 2017**

February 8, 2018	Proposal Packages Available to the Public
February 20, 2018	Bidder's Conference (St. Croix)
February 22, 2018	Bidders Conference (St. Thomas)
March 8, 2018	Deadline to Submit Proposals to VIDOL
March 13, 2018	Board Review
March 16, 2018	Notification of Award to Bidders
March 20-22, 2018	Negotiation Process
May 21, 2018	Targeted Start Date of Programs

Proposal Checklist Form

Forms

- Completed Application/Signature Sheet Form attached
- Executed *Assurance* Form attached
- Budget Form attached
- Proposal Checklist Form attached

Format

- Statement of Work included
- Required Documentation attached

Narrative

- Is the Statement of Work, which describes the number to be served, the outcomes that are planned and the basic program approach included?
- Are the goals/objectives and performance outcomes clearly stated including the number of youth (from specific target groups as appropriate) that will be served and what the numeric outcomes of the program will be in terms of job placements, going on to higher education, and obtaining additional skill and/or returning to school?
- Are target groups clearly spelled out?
- Have provisions for appropriate follow up services been addressed?
- Is the potential use of any subcontract described?
- Is a budget narrative included?
- Is a customer flow description included?

Assurances

I recognize that I must give assurance for each item below. If I cannot, this proposal will be automatically rejected. The assurances are:

- ✓ I am authorized by my Board of Directors, Trustees, other legally qualified officer, or as the owner of this agency or business to submit this proposal.
- ✓ We are not currently on any Federal or US Virgin Islands Debarment List.
- ✓ We will provide records to show that we are fiscally solvent, if needed.
- ✓ We have, or will have, all of the fiscal control and accounting procedures needed to ensure that WIOA funds will be used as required by law and contract.
- ✓ We have additional funding sources and will not be dependent on WIOA funds alone.
- ✓ We will meet all applicable Federal, State, and local compliance requirements.

These include, but are not limited to:

- ✓ Records that accurately reflect actual performance.
- ✓ Maintaining record confidentiality, as required.
- ✓ Reporting financial, participant, and performance data, as required.
- ✓ Complying with Federal and State non-discrimination provisions.
- ✓ Meeting requirements of Section 504 of the *Rehabilitation Act of 1973*.
- ✓ Meeting all applicable labor law, including Child Labor Law standards.

We will not:

- ✓ Place a youth in a position that will displace a current employee.
- ✓ Use WIOA money to assist, promote, or deter union organizing.
- ✓ Use funds to employ or train persons in sectarian activities.
- ✓ Use WIOA funds for activities that would interfere with or replace regular academic requirements for eligible youth who are not dropouts.

I hereby assure that all of the above are true.

NAME

TITLE

DATE

WORKFORCE INNOVATION AND OPPORTUNITY ACT OF 2014

The Workforce Innovation and Opportunity Act (WIOA) Title I Youth services provides a framework for delivering high-quality services for youth, beginning with career exploration and guidance, continued support for educational attainment, opportunities for skills training, such as pre-apprenticeships or internships, for in-demand industries and occupations, and culminating with employment or enrollment in postsecondary education.

Program Design and Delivery of Services

The Virgin Islands Workforce Development System is committed to helping to prepare youth for the workforce. This preparation may include one or more activities and/or services geared at addressing the educational and skill development of the young adult; it may also address supplemental activities such as career interest exploration, occupational aptitude, workplace preparation, leadership development, and life skills.

Services for youth are provided in a year round delivery format and outcomes are tied to the performance of both the youth and the provider. Providers are encouraged to design programs that take the time to develop the whole youth. All Program Designs are required to describe which of the WIOA Youth Program Elements is being addressed. They may be delivered as either standalone activities or as a mix of services.

This RFP seeks proposals to serve both “in-school” and “out-of-school” youth and is geared specifically to provide access to the WIOA Youth Program Elements. *All* Program Designs must incorporate at least one (1) of the program elements described in this RFP. Providers will be required to prepare innovative packages that offer services with specific and attainable outcomes.

Description of Program Elements

Tutoring, Study Skills Training, Instruction and Dropout Prevention Services

Tutoring, study skills training, and instruction that leads to a high school diploma or recognized post-secondary credential. Such services focus on providing academic support, helping youth identify areas of academic concern, assisting with overcoming learning obstacles and providing tools and resources to develop learning strategies. These services may be provided one-on-one, in a group setting, or through resources and workshops.

Alternative Secondary School Services or Dropout Recovery Services

This program element includes alternative secondary school services, such as basic education skills training, individualized academic instruction and *English as a Second Language* training. Dropout recovery services, such as credit recovery, counseling and educational plan development are those that assist youth who have dropped out of school.

Occupational Skills Training

This is defined as an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational

fields at entry, intermediate or advanced levels. Programs offered must align with in-demand industry sectors or occupations in the local area. Such training must:

- (1) Be outcome-oriented and focused on an occupational goal specified in the individual service strategy;
- (2) Be of sufficient duration to impart the skills needed to meet the occupational goal; and
- (3) Lead to the attainment of a recognized postsecondary credential

Education offered concurrently with Workforce Preparation and training for a Specific Occupation

This activity should reflect an integrated education and training model and describe how workforce preparation activities, basic academic skills and hands-on occupational skills training are to be taught within the same time frame and connected to training in a specific occupation, occupational cluster or career pathway.

Leadership Development Opportunities

This may include any program or activity that encourages responsibility, confidence, employability, self-determination and other positive social behaviors such as: (a) exposure to postsecondary educational possibilities; (b) community and service learning projects; (c) peer-centered activities, including peer mentoring and tutoring; (d) organizational and team work training, including team leadership training; (e) training in decision-making, including determining priorities and problem solving; (f) citizenship training, including life skills training such as parenting and work behavior training; (g) civic engagement activities which promote the quality of life in a community; and (h) other leadership activities that place youth in a leadership role such as serving on youth leadership committees, such as a Standing Youth Committee.

Adult Mentoring

Adult Mentoring must last at least (12) months and may take place both during the program and following exit from the program and be a formal relationship between a youth participant and an adult mentor that includes structured activities where the mentor offers guidance, support and encouragement to develop the competence and character of the mentee. Mentoring may occur in group format or through electronic means; however, face to face and one-on-one interaction between youth and mentor should be scheduled on a regular basis.

Comprehensive Guidance and Counseling

Comprehensive guidance and counseling provides individualized counseling to participants. This includes drug and alcohol abuse counseling, mental health counseling and referral to partner programs, as appropriate.

Financial Literacy Education

This element includes a wide range of activities to include:

- Support the ability of participants to create budgets, initiate checking and savings accounts at banks and make informed financial decisions;
- Support participants in learning how to effectively manage spending, credit and debt, including student loans, consumer credit and credit cards;
- Teach participants about the significance of credit reports and credit scores; what their rights are regarding their credit and financial information; how to determine the accuracy

of a credit report and how to correct inaccuracies; and how to improve or maintain good credit;

- Support a participant's ability to understand, evaluate and compare financial products, services and opportunities and to make informed financial decisions;
- Educate participants about identity theft, ways to protect themselves from identity theft, and how to resolve cases of identity theft and in other ways understand their rights and protections related to personal identity and financial data;
- Support activities that address the particular financial literacy needs of youth with disabilities, including connecting them to benefits planning and work incentives counseling;
- Provide financial education that is age appropriate, timely and provides opportunities to put lessons into practice, such as by access to safe and affordable financial products that enable money management and savings;
- Implement other approaches to help participants gain the knowledge, skills and confidence to make informed financial decisions that enable them to attain greater financial health and stability by using high quality, age-appropriate and relevant strategies and channels, including where possible, timely and customized information, guidance, tools and instruction

Entrepreneurial Skills Training

Through this activity providers are asked to provide the basics of starting and operating a small business. Such training must develop the skills associated with entrepreneurship. Skills acquired 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.

Suggested approaches to teaching youth entrepreneurial skills may include, but are not limited to:

- Entrepreneurship education that provides an introduction to the values and basics of starting and running a business. Entrepreneurship education programs often guide youth through the development of a business plan and also may include simulations of business start-up and operation
- Enterprise development which provides supports and services that incubate and help youth develop their own businesses. Enterprise development programs go beyond entrepreneurship education by helping youth access small loans or grants that are needed to begin business operation and by 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. These programs may involve the development of a youth-run business that young people participating in the program work in and manage. Or they may facilitate placement in apprentice or internship positions with adult entrepreneurs in the community.

Postsecondary Preparation and Transition Activities

Postsecondary preparation and transition activities and services prepare youth for advancement to postsecondary education after attaining a high school diploma or its recognized equivalent. These services include exploring postsecondary education options including technical training schools, community colleges, 4-year colleges and universities, and registered apprenticeship. Additional services include, but are not limited to, assisting youth to prepare for SAT/ACT testing; assisting with college admission applications; searching and applying for scholarships and grants; filling out the proper Financial Aid applications and adhering to changing guidelines; and connecting youth to postsecondary education programs.

Career Pathway Development

Under WIOA, there is an emphasis on using Career Pathways as the strategy for serving Youth. Career Pathways is a combination of rigorous and high-quality education, training and other services that –

- (a) Aligns with the skill needs of local industries;
- (b) Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships;
- (c) Includes counseling to support an individual in achieving the individual's education and career goals;
- (d) Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- (e) Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- (f) Enables an individual to attain a secondary school diploma or its recognized equivalent and at least one (1) recognized postsecondary credential; and
- (g) Helps an individual enter or advance within a specific occupation or occupational cluster.

Eligibility Requirements

The Youth served under this RFP include both In-School and Out-of-School Youth. Providers must indicate which group is being served. Outcomes designed must be commensurate with the group being served.

In accordance with WIOA, an *In-School Youth* is an individual who is:

- (a) Attending school;
- (b) Not younger than 14 (unless an individual with a disability who is attending school under State law) or older than 21;
- (c) Is low-income; and
- (d) Has one or more of the following barriers –
 - (1) Basic skills deficient;
 - (2) An English language learner;
 - (3) An offender;

- (4) A homeless youth or a runaway, in foster care or has aged out of the foster care system;
- (5) Pregnant or parenting;
- (6) A youth who is an individual with a disability;
- (7) An individual who requires additional assistance to complete an educational program or to secure or hold employment.

An *Out-of-School Youth* is an individual who is:

- (a) Not attending any school (as defined by State law);
- (b) Not younger than 16 or older than age 24 at the time of enrollment. Because age is determined at the time of enrollment, participants may continue to receive services beyond the age of 24 once they are enrolled in the program; and
- (c) One or more of the following –
 - (1) A school dropout;
 - (2) 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 calendar quarter. School year calendar quarter is based on how a local school district defines its school year quarters;
 - (3) A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is either basic skills deficient or an English language learner;
 - (4) An individual who is subject to the juvenile or adult justice system;
 - (5) A homeless individual, a runaway, an individual who is in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act, or an individual who is in an out-of-home placement;
 - (6) An individual who is pregnant or parenting;
 - (7) An individual with a disability;
 - (8) A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

**All applicants seeking eligibility for financial assistance under Title I of the Workforce Innovation and Opportunity Act of 2014 must make assurances that they are able to provide programmatic and architectural accessibility to individuals with disabilities.*

Performance

Under WIOA, service providers are required to collect and manage student information as it pertains to program performance. Performance goals for the Territory have already been set for the 2017 program year. Programs should be designed to achieve outcomes that meet or exceed the goals set as applicable to the service they are offering.

Measure	Definition	Goal – PY'17
<i>Employment – Second Quarter after Exit</i>	The percentage of title I Youth program participants who are in education or training activities, or in unsubsidized employment, during the second quarter after exit from the program.	37.0%
<i>Employment – Fourth Quarter after Exit</i>	The percentage of program participants who are in education or training activities, or in unsubsidized employment, during the fourth quarter after exit from the program.	40.0%
<i>Median Earnings</i>	The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program	*
<i>Credential Attainment Rate</i>	The percentage of those participants enrolled in an education or training program (excluding those in on-the-job training (OJT) and customized training) who attain a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program.	43.0%
<i>Measurable Skills Gains</i>	The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment.	*

**Indicates data to be collected only to determine baseline*

Funding

Prospective providers may apply for funding in three (3) categories. Proposals may contain one or more of the activities found within each category. Proposals for each category is capped at a specific funding level: **Category A** - \$15,000; **Category B** - \$35,000; **Category C** - \$85,000
Prospective providers may submit separate proposals for more than one category.

Category A – *Developmental Activities*

- Tutoring, study skills training, instruction and dropout prevention services;
- Financial Literacy education;
- Leadership Development;
- Comprehensive guidance and counseling;
- Adult Mentoring

Category B – *Education Services*

- Alternative secondary school services or dropout recovery services;
- Education offered concurrently with workforce preparation and training for a specific occupation;
- Postsecondary preparation and transition activities;

Category C – *Skills Training*

- Entrepreneurial Skills Training;
- Occupational Skills Training

Evaluation Factors

Eligible providers of Youth services are determined through a competitive process. An eligible provider list for Youth services will be developed and disseminated throughout the Workforce System for providers of youth services approved through this RFP.

Proposals will be required to make assurances that the following are in place:

- Adequate technical and financial resources;
- A well-defined program design that relates to the needs of the local economy;
- The ability to meet program design specifications at a reasonable cost;
- A satisfactory record of past performance; and
- A satisfactory record of fiscal accountability, organization and operational controls.

The disqualifying factors for bidders under the competitive process include:

- Providers with a history of poor past performance;
- Providers that fail to establish linkages to local market demands;
- Providers that fail to demonstrate adequate goals and structure in youth program design.

Proposals submitted will be reviewed based on the following criteria.

YOUTH PROPOSAL SCORE CARD
Labor Market Status – The strength of the occupational area in terms of employment opportunities available in the Territory or in world market <i>(10 pts)</i>
Program Design – The relevancy of the program design to desired outcomes. Level of innovation and interactivity with participants. Type and mix of services/activities proffered <i>(40 pts)</i>
Reasonableness of Cost – Reasonableness of the single unit charge in relation to the program goals and outcomes. <i>(20 pts)</i>
Agency/Organization Capability – The agency’s overall capability including experience with serving at-risk youth; administrative capacity, available resources, demonstrated effectiveness in past training. <i>(10 pts)</i>
Facilities, Staffing, Equipment – Accessibility of the training site to participants, the availability of appropriate equipment and the adequacy of the facility and the experience of staff <i>(10 pts)</i>
Youth Services – Ability of program to provide supportive or additional services to youth. <i>(10 pts)</i>
TOTAL (100pts)

YOUTH RFP PY'17 VIWIB

***Youth Request for Proposal – Program Year 2017
Under the Workforce Innovation and Opportunity Act***

Training Provider Information

Organization/Agency Name: _____

Mailing Address: _____

Contact Person/Title: _____

Telephone Number: _____

Facsimile Number: _____

E-mail: _____

Website: _____

Check One: For Profit _____ Not for Profit _____

Virgin Islands Tax Identification Number: _____

Program Description

1. Program Name _____

2. Training Location _____

3. Total Number of People to be trained _____

4. Total Cost of Program \$ _____

5. Program Synopsis (50 words limit)

6. Prerequisites (include testing requirements, if any)

7. Is this location compliant with the Americans with Disabilities Act?
_____Yes _____No

8. How does your program accommodate customers with various disabilities?

All applicants seeking eligibility for financial assistance under Title I of the Workforce Innovation and Opportunity Act **must make assurances that they are able to provide programmatic and architectural accessibility to individuals with disabilities.*

9. Program Contact Hours _____

10. Start Date _____ End Date _____

11. Weekly Schedule:

Days	Start and End Times
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

12. Describe briefly the skill(s) that will be acquired through this activity (*As applicable*)

13. Please describe the type of certification that will be obtained at the completion of training (*As applicable*)

14. What is the class size? _____

15. What is the instructor to student ratio? _____

16. If an occupational skills training, is this program for a “demand occupation” in the Territory based on the list of demand occupations attached? ____Yes ____No

If not, please describe the benefit(s) of this type of training activity.

17. How will participant progress be measured? (Include testing, evaluation, demonstration or other)?

Demonstrated Performance

Indicate previous experience and/or performance with employment and training activities, public and/or private, for the past two (2) years.

1. Have you previously provided training services in the Territory?
____Yes ____No

2. Provide the name and description of program including actual dates of operation.

3. Funding Source(s) or Sponsoring Agency(ies)

4. Name and Mailing Address of Contact Person _____

5. Amount of Funds Received \$ _____

6. Program Completion Rate _____%

7. Participant Entered Employment Rate _____%

8. If you have not had past experience in providing training services, describe/explain what qualifies you to receive funds for this purpose: _____

WIOA Performance Measures

All programs except Registered Apprenticeships are required by WIOA to provide verifiable program specific performance information on all class/cohort participants – even those not funded by WIOA. The measures include:

Performance for ALL Youth Participants

Number of Participants that are placed in employment/education/training Q2 post exit _____

Number of Participants that are placed in employment/education/training Q4 post exit _____

Median Hourly Wage at Placement in Employment _____

Percentage of Participants that Received a Credential _____

Number of Participants that achieved Skill Gains during program _____

Providers are asked to collect and track this information during and after any training program where one or more participants are funded by WIOA. Providers are required to report on this information annually.

Any training provider who does not collect, track and report on these measures will NOT be eligible for additional funding opportunities under the Workforce Innovation and Opportunity Act (WIOA).

Additional Information

1. Please provide documents that indicate your organization's ability to train in the specific field(s) described in this application. Attach a copy of your current Department of Education's Certification of Operation or Certification of Accreditation (if applicable).
2. Please provide a copy of the organization's current Virgin Islands' Business License. (if applicable)
3. Letter of Good Standing from the Lieutenant Governor's Office dated within past twelve (12) months.
4. If you are incorporated, please attach a copy of your incorporation papers and Certification of Good Standing from the Lieutenant Governor's Office.

For each program you are proposing to be offered to Workforce Innovation and Opportunity Act Youth customers, please also enclose:

1. A Statement of Work using the programs goals for as applicable for activities or training and the proposed performance measures indicated
 2. The course curriculum. Include current resumes of the instructors
 3. A schedule for the program indicating beginning and end dates, holidays and vacation periods.
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BUDGET INFORMATION

Grant Cost Analysis

The proposing agency must submit a complete budget including, but not limited to, the form attached to this Request for Proposal. The budget must be in line item format according to whether costs are administrative or training.

- 1. Total Administrative Charges _____ (+)
- 2. Total Direct Training Charges _____ (+)
- 3. Total Training Related/
Supportive Services Charges _____ (=)
- 4. Total Program Budget (Cost) _____

Administrative Costs

- 1. Staff Salaries _____
- 2. Staff Fringe Benefits _____
- 3. Communications _____
- 4. Utilities _____
- 5. Materials and Supplies _____
- 6. Insurance _____
- 7. Contractual Services _____
- 8. Lease and Rentals _____
- 9. Equipment _____
- 10. Other _____

Total Administrative Costs \$ _____
(Line Item 1)

List any in-kind contributions.

Direct Training Costs

Line Item 2.a *Staff Costs – Training*

(Include only those staff persons that provide direct instructions or instruction-related services to trainees. Examples include training director, instructors, and clerical services to the training staff.)

Number	Position/Title	% of Time to Project	Salary Per Hour	Number of Hours	Total Salary
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Total Staff Salaries – Training \$ _____
Enter on line item 2.a.

Line Item 2.b Staff Fringe Benefits – Training

(Employers cost of fringe benefits for Staff)

F.I.C.A. _____ % x _____ = \$ _____

Workmen’s Compensation _____ % x \$ _____ = \$ _____

Health & Welfare Insurance _____ % x \$ _____ = \$ _____

Retirement _____ % x \$ _____ = \$ _____

Pension _____ % x \$ _____ = \$ _____

Other (Specify) _____ = \$ _____

Total Fringe \$ _____

Enter on line item 2.b

(Employer’s cost of fringe benefits for staff - enter only costs being claimed for reimbursement)

Line Item 2.c Equipment - Training

List below all equipment, materials and supplies necessary to the operation of the program that can be charged to training. Indicate by letter in the “unit price” column whether the price is for purchase (p), rental (r) or leasing (l).*

Type	Quantity	Unit Price	Total

Total Equipment Costs \$ _____

Enter on line item 2.c

* A separate inventory must be maintained for all equipment leased/purchased through grant funds. All equipment, at the discretion of the grant recipient, must be returned to designated location no later than thirty (30) days after grant termination. No lease may extend past grant termination. ***In all cases, the leasing or rental of equipment, rather than purchase is encouraged.***

Line Item 2.d Other Training Costs (Supportive Services)

Specify Each Cost

ITEM	COST

Total \$ _____

Enter on line item 2.d

TOTAL COSTS

TOTAL ADMINISTRATIVE COSTS \$ _____

TRAINING COSTS

Line Item 2.a – Salaries \$ _____

Line Item 2.b – Fringe Benefits \$ _____

Line Item 2.c – Equipment and Supplies \$ _____

Line Item 2.d– Other (Supportive Services) \$ _____

TOTAL TRAINING COSTS \$ _____



TOTAL WIOA BUDGET \$ _____
(Total Administrative + Training Costs)

CERTIFICATION OF COMPLIANCE WITH THE SPECIFICATIONS

This is to certify that to the best of the undersigned knowledge and belief the data in this application is responsive to the specifications and is true and correct. The undersigned understands that non-responsive applications, as determined by the VI Workforce Investment Board, may not be reviewed for consideration. Further, the submission of this application has been authorized by the governing body of applicant, and applicant shall comply with both the assurances as applicable and regulations attached to the application package.

Signature _____

Typed Name _____

Title _____

Date _____

Note: An executed certification must be returned with each proposal.