



REQUEST FOR PROPOSALS

Youth Program Services

RFP #2009-05766-1024

April 08, 2009

City of Newport News

OFFICE OF THE PURCHASING DIRECTOR

2400 Washington Avenue

Newport News, VA 23607

Phone: (757) 926-8041/ Fax: (757) 926-8038

www.nngov.com/purchasing

Sealed proposals, subject to the conditions and instructions contained herein, will be received at the above office of the Purchasing Director, 4th Floor, City Hall, 2400 Washington Avenue, Newport News, Virginia, 23607, until the time and date shown below (local prevailing time), for furnishing the items or services described in the proposal.

Scope of Services: With the City of Newport News being the WIA Administrative Entity for Local Workforce Investment Area XIV, the Peninsula Council for Workforce Development (PCFWD) is soliciting proposals from qualified contractors wishing to apply for federal funding available to the area for the delivery of youth services as authorized under the Workforce Investment Act (WIA) of 1998. Local Workforce Investment Area XIV encompasses the Cities of Newport News, Hampton, Poquoson, Williamsburg, and the counties of York, James City, and Gloucester. *The overall goal for the provision of funds under this procurement is to assist economically disadvantaged, at-risk youth ages 14-21 in achieving significant educational attainment, skill development and/or employment success.*

Proposal Due: May 12, 2009 @ Close of Business (COB)

Contract Officer: _____

Rose C. Kee, CPPB, Buyer, (757) 926-8028, email: rkee@nngov.com

AN ORIGINAL AND EIGHT (8) COPIES OF YOUR SUBMITTAL ARE REQUESTED

In compliance with this Request for Proposals, and subject to all the conditions thereof, the undersigned offers to furnish the items or services requested and certify he has read, understands, and agrees to all terms, conditions, and requirements of this proposal and is authorized to contract on behalf of the firm named below.

Company Name: _____

Address: _____

City/State/Zip: _____

Telephone: _____ FAX No.: _____

E-mail: _____

Federal Tax ID (or Social Security #): _____

Print Name: _____ Title: _____

Signature: _____ Date: _____

Conditions and Instructions

(RFP Rev. 08-14-08)

1. All proposals must be submitted on and in accordance with this form. If more space is required to furnish a description of the commodities and/or services offered or delivery terms, the offeror may attach a letter hereto that will be made a part of the proposal. All proposals must be submitted in a sealed envelope plainly marked using RFP number, date and time.
2. It will be the responsibility of the offeror to see that his proposal is in this office by the specified time and date. Date of postmark will not be considered. Telephone, fax and verbal offers will not be accepted.
3. Prices, if requested, should be stated in units of quantity specified, less federal, state, and local taxes.
4. The offeror certifies by signing this proposal that this proposal is made without prior understanding, agreement or accord with any other person submitting a proposal for the same product or service and that this proposal is in all respects bona fide, fair and not the result of any act of fraud or collusion with another person engaged in the same line of business or commerce. Any false statement hereunder constitutes a felony and can result in a fine and imprisonment as well as civil damages.
5. In event of default by the offeror, the City reserves the right to procure the commodities and/or services from other sources, and hold the offeror liable for any excess cost occasioned thereby. If, however, public necessity requires use of materials or supplies not conforming to the specifications, they may be accepted and payment therefore shall be made at a proper reduction in price.
6. Availability of Funds: A contract shall be deemed executory only to the extent of appropriations available to each Department for the purchase of such articles or services. The City's extended obligations on those contracts that envision extended funding through successive fiscal periods shall be contingent upon actual appropriations for the following years.
7. The offeror guarantees to save the City, its agents or employees, harmless from liability of any nature or kind, for use of any copyright, composition, secret process, patented or unpatented invention, articles or appliances furnished or used in the performance of the contract, or which the offeror is not the patentee, assignee, or licensee.
8. All proposals must be signed with the firm name and by a responsible officer or employee. Obligations assumed by such signature must be fulfilled.
9. By signing this proposal, the offeror assigns to the City of Newport News any and all rights that he may have under the antitrust laws of the United States and the Commonwealth of Virginia in any way arising from or pertaining to this offer. This provision is remedial in nature and is to be liberally construed by any court in favor of the City of Newport News.

10. Appeals Procedure: Upon request, administrative appeals information will be provided which shall be used for hearing protests of a decision to award or an award, appeals from refusals to allow withdrawal of proposals, appeals from disqualifications and determinations of non-responsibility and appeals from decisions or disputes arising during the performance of a contract.
11. **Non-Discrimination:** During the performance of this contract, the successful bidder agrees as follows:
 - a. He will not discriminate against any employees or applicants for employment because of race, religion, color, sex, national origin, age, disability, or any other basis prohibited by state law relating to discrimination in employment, except where one or more of these are a bona fide occupational qualification reasonable necessary to the normal operations of the contractor. The contractor agrees to post in conspicuous places available to employees and applicants for employment, notices setting forth the provisions of this non-discrimination clause.
 - b. The contractor will be and state that he is an equal opportunity employer in all solicitations or advertisements for employees.
 - c. Notices, advertisements and solicitations placed in accordance with federal law, rule or regulation shall be deemed sufficient for the purpose of meeting the requirements of this section.

The contractor will include the provisions of the foregoing paragraphs, (a), (b) and (c) in every subcontract or purchase order of over ten thousand dollars so that the provisions will be binding upon each subcontractor or vendor.

During the performance of this contract, the contractor agrees to (i) provide a drug-free workplace for the contractor's employees; (ii) post in conspicuous places, available to employees and applicants for employment, a statement notifying employees that the unlawful manufacture, sale, distribution, dispensation, possession, or use of a controlled substance or marijuana is prohibited in the contractor's workplace and specifying the actions that will be taken against employees for violations of prohibition; (iii) state in all solicitations or advertisements for employees placed by or on behalf of the contractor that the contractor maintains a drug-free workplace; and (iv) include the provisions of the foregoing clauses in every subcontract or purchase order of over \$10,000, so that the provisions will be binding upon each subcontractor or vendor.

This public body does not discriminate against faith-based organizations

For the purposes of this subsection, "drug-free workplace" means a site for the performance of work done in connection with a specific contract awarded to a contractor in accordance with this subsection, the employees of whom are prohibited from engaging in the unlawful manufacture, sale, distribution, dispensation, possession or use of any controlled substance or marijuana during the performance of the contract

12. Direct contact with City Department, other than Purchasing, on the subject of this proposal is expressly forbidden except with the foreknowledge and permission of the contracting officer.

13. Assignment of Contract: A contract shall not be assignable by the Contractor in whole or in part without the written consent of the City of Newport News.

14. Applicable Law and Courts: Any purchase order/contract resulting from this solicitation shall be governed in all respects by the laws of the Commonwealth of Virginia and any litigation with respect thereto shall be brought in the courts of the Commonwealth. The Contractor shall comply with applicable federal, state and local laws and regulations. These Conditions and Instructions shall be applicable to the extent that they are non-contradictory to the proposal terms and/or instructions on the following pages. **The contractor certifies that he does not and shall not during the performance of the contract for goods or services in the Commonwealth, knowingly employ an unauthorized alien as defined in the federal Immigration Reform and Control Act of 1986, as amended.**

Every business must register with the Virginia State Corporation Commission before transacting business in Virginia.

15. If City Hall is closed for business at the time scheduled for the proposal opening, sealed proposal will be accepted and opened on the next business day of the City, at the originally scheduled hour.

16. If you have obtained this solicitation from our web page or from a source other than directly from the City of Newport News, it is the offeror's responsibility to check with our office prior to submitting your offer to ensure that you have a complete, up-to-date package. The Purchasing Department takes no responsibility to ensure any interested offeror has obtained any outstanding addenda

The original copy maintained at our offices, in the bid/proposal file folder, shall be considered the official copy. In the case of any inconsistency between bid/proposal documents submitted to the City, but not clearly listed on the exception page of the document as an exception by the offeror, the language of the official copy shall prevail. Furthermore, any exception or changes to the specifications made by the offeror may be cause to disqualify your bid/proposal.

17. **Contractor's License** If any of the services promulgated under this solicitation consist of construction work, it is required under Title 54.1, Chapter 11, Code of Virginia for a contractor who performs or manages construction, removal, repair, or improvements when the total value referred to in a single contract or project is:

Seventy thousand dollars (\$70,000) or more, or the total value of all such construction, removal, repair or improvements undertaken by such person within any twelve-month period is five hundred thousand dollars (\$500,000) or more shall show evidence of being licensed as a **Class A Contractor**.

Seventy-five hundred dollars (\$7,500.00) or more, but less than seventy thousand dollars (\$70,000) or the total value of all such construction, removal, repair or improvements undertaken by such person within any twelve-month period is one hundred and fifty thousand dollars (\$150,000) or

more, but less than five hundred thousand dollars (\$500,000) shall show evidence of being licensed as a **Class B Contractor**.

Over one thousand dollars (\$1,000) but no more than seventy-five hundred dollars (\$7,500) or the total value of all such construction, removal, repair, or improvements undertaken by such person within any twelve-month period is no more than one hundred and fifty thousand dollars shall show evidence of being licensed as a **Class C Contractor**.

The City shall require master certification as a condition of licensure or certification of electrical, plumbing and heating, ventilation and air conditioning contractors.

A valid business license from the City may be required. The offeror shall complete whichever of the following notations as appropriate:

"Licensed Class A Virginia Contractor No. _____."

"Licensed Class B Virginia Contractor No. _____."

"Licensed Class C Virginia Contractor No. _____."

18. Cancellation: The City may cancel the contract at its convenience, without penalty, at any time by giving thirty (30) days written notice or may cancel the contract immediately for violations of safety or rules of ethics. The City may cancel a contract thirty (30) days after the City has given a written request for a cure for vendor non-performance if such cure has not occurred. Cancellation shall not release the vendor from legal remedies available to the City. If the contract is an extended term contract, after completion of the first contract period, either party may cancel the contract without penalty. Written notice of such termination shall be made a minimum of sixty (60) days prior to its effective date.

19. If authorized by the Offeror(s), the resultant contract(s) may be extended to any jurisdiction within the Commonwealth of Virginia to purchase at contract prices in accordance with contract terms.

Any jurisdiction using such contracts shall place its own order(s) directly with the successful Contractor(s). The City of Newport News acts only as the Contracting Agent and is not responsible for placement of orders, payment or discrepancies of the participating jurisdictions.

It is the Contractor's responsibility to notify the jurisdictions of the availability of contract(s).

Any Offeror not desiring to provide such products/services to other jurisdictions under this clause shall so indicate in their response.

PENINSULA COUNCIL FOR WORKFORCE DEVELOPMENT

REQUEST FOR PROPOSAL

FOR THE SELECTION OF CONTRACTOR(S)

TO PROVIDE WIA AUTHORIZED

YOUTH PROGRAM SERVICES

FOR PROGRAM YEAR 2009

(7/1/2009 - 6/30/2010)

PENINSULA COUNCIL FOR WORKFORCE DEVELOPMENT

**YOUTH PROGRAMS
REQUEST FOR PROPOSAL**

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SECTION I. INTRODUCTION/OVERVIEW

As the Workforce Investment Act (WIA) Administrative Entity for Local Workforce Investment Area (LWIA) XIV, the Peninsula Council for Workforce Development (the Council) is soliciting proposals from qualified contractors wishing to apply for federal funding available to the area for the delivery of youth services as authorized under the Workforce Investment Act of 1998. The City of Newport News serves as the Council's Fiscal Agent and is issuing this Request for Proposals (RFP) through its Purchasing Department in accordance with all applicable procurement rules and procedures. Funds to be obligated under this solicitation are subject to the prior approval of the Greater Peninsula Workforce Investment Board and the Consortium of Local Elected Officials (LEOs) which also serves as the area's WIA Grant Recipient.

LWIA XIV encompasses the Cities of Newport News, Hampton, Poquoson, Williamsburg and the counties of York, James City and Gloucester. The award and subsequent oversight of all WIA funded activities within this area is the responsibility of the Council, and the Greater Peninsula Workforce Investment Board (the Board). For purposes of this RFP, the Board's Education and Training Committee has primary responsibility for evaluating and recommending proposals for funding and overseeing the conduct of and outcomes achieved by all programs implemented.

Council Staff will provide WIA administrative/fiscal support and technical assistance to contractors awarded funding. Additional staff support will be available from the Peninsula Council for Workforce Development to insure that program objectives are aligned with the area's local economic development goals and are supported by the area's business community.

This procurement action will award either a single or multiple contracts totaling a projected amount of approximately \$400,000 with a \$50,000 range (plus or minus). **Applicants are cautioned that this amount is a best estimate of anticipated available funding and is subject to change.** All contract awards will be based upon the availability of WIA formula funding to the local area. All funds awarded under the terms of this RFP must be expended on WIA eligible youth residing in any one of the seven localities identified above. Contracted services, including follow-up are to be provided July 1, 2009 through June 30, 2010 (PY '09). The Council and Board may exercise its option to extend the length of any contract written for up to three (3) additional years in one-year increments based on the availability of funds.

The WIA mission of the Board's Education and Training Committee is to facilitate the development of a coordinated and broad system of services that responds to both the diverse employment and training needs of local WIA eligible youth and the need for new skilled entrants into area's labor force by the Greater Peninsula Business Community. Due to recent actions taken by Congress in reference to the Stimulus Act, Contractors operating WIA funded activities will need to be flexible when it comes to partnering with any other related Workforce Development activities being operated by the Peninsula Council for Workforce Development. For example, it is possible that two or more entities may be engaged in delivering separately funded WIA initiatives on behalf of the Council. If this is the case, then all such providers will be expected to work collaboratively to carry-out their individual roles in the most complementary and supportive way possible in order to best serve the needs of any mutual customers.

Consistent with the intent of the legislation, the Council is seeking proposals that offer a systemic approach to delivering a broad range of comprehensively designed, fully integrated and coordinated services. The overall goal for the provision of funds under this procurement is to assist economically disadvantaged, at-risk youth ages 14-21, with particular focus on 16-21 year olds, in achieving significant educational attainment, skill development and/or employment success.

Services should be designed and delivered in a manner that maintains focus on and is relevant to job placement, career development and educational attainment. Such offerings should include opportunities for assistance in both academic and occupational learning; developing leadership skills; and preparing for further education, additional training, and eventual employment. Rather than supporting isolated categorical programs, the WIA Youth Program was designed to facilitate the provision of a menu of varied services and program elements that may be provided in combination or independently at different stages of a young person's development.

Toward that end proposals submitted in response to this RFP should offer a service strategy that can achieve the following outcomes:

- Provide intensive year-round programming;
- Deliver and/or provide participants access to all ten WIA mandated program elements;
- Increase participant academic achievement, consistent with state education requirements;
- Deliver education and training services that lead to advanced post secondary training and or employment, as appropriate, in upwardly mobile, in-demand occupations;
- Increase connectivity with area employers;
- Deliver high quality follow-up services for a twelve month period for all participants following termination from the program; and,
- Achieve all applicable WIA youth performance measures (both WIA Statutory and Common Measures);

SECTION II. INSTRUCTIONS/EVALUATION/TIMELINE**A. REQUEST FOR PROPOSAL (RFP)**

All awards are contingent upon fiscal and administrative qualification and successful contract negotiation. The contract negotiation process shall be bound by the best terms originally offered by the respondent in the proposal. Within 15 business days after the beginning of the funding period, Contractors must execute their contracts.

B. REFERENCES

Throughout this RFP there are numerous references to both the WIA Legislation and implementing federal rules. In order to clearly understand the implication of these provisions on the design and operation of programs funded under the Youth Activities section of the Act, **applicants should obtain and thoroughly familiarize themselves with both the Act (Public Law 105-220) and the Final Rules (20 CFR Part 652 et al).**

Additionally, contractors should also be familiar with the Virginia Employment Commission's WIA Policy # 00-5, Subject: Youth Programs under Title I of the Workforce Investment Act.

<http://www.vwn.virginia.gov/pdfs/policy005.pdf> as well as any other applicable guidance about WIA Youth Programs at the federal, state or local levels.

Links:

Public Law 105-220

<http://www.doleta.gov/usworkforce/wia/act.cfm>

Final Rules 20 CFR Part 652 et al

<http://www.regulations.gov>

Applicable State Guidance

<http://www.vwn.virginia.gov>

TEN 28-07 The Shared Youth Vision: A Collaborative Approach to Prepare Youth for Success in a Global, Demand-Driven Economy

http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2584

TEGL 17-05 Common Measures Policy for the Employment and Training Administration's (ETA) Performance Accountability System and Related Performance Issues

http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2195

TEGL 17-05 Change 1

http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2505

C. PROPOSAL SUBMISSION

Please prepare your response to the RFP in the following manner providing accurate, valid and full disclosure of information. If you fail to follow instructions and/or fail to respond to all parts of the RFP, your proposal may be deemed non-responsive and may not be considered. It is recommended that applicants read Sections I – Introduction/Overview through Sections X – Definitions, prior to completing Section VI – Program Application.

1. Applicants are requested to provide an **original and eight (8) hard copies** of their proposal. The original must have original signatures. Additionally, one electronic copy of the proposal is to be submitted, using MS Word 2007 or an earlier edition. The electronic copy should be submitted on a CD-Rom.
2. Text instructions: Respond to all application questions; indicate "N/A" to questions that do not apply. Use separate sheet(s) to submit all responses; do not provide responses on the sheet(s) provided. Include the original question prior to providing the response as well as the question number. Number all pages to ensure proper sequencing and order. Make sure to respond to each sub-part of any particular question. At a minimum, each new section of questions must be responded to on a separate sheet or the attached budget and participant schedule forms. All hard copy responses must be typewritten, single-spaced and single-sided, on numbered 8 ½ inch x 11 inch pages, with font size 12. Submissions should not be bound, stapled, or otherwise packaged. Applicants should secure proposal sheets by use of a single "Gem Clip," or "Binder Clip."
3. Completed proposals must include the following (**DO NOT** include the instructions):
 - a. Preliminary Proposal Cover Sheet (Section V)
 - b. Preliminary Proposal Application (Section VI)
4. Any submitted proposal shall remain a valid proposal for one year after the closing date of the RFP.
5. Offerors may submit one or more proposals targeting services to a single or multiple jurisdiction(s); however, a separate proposal is required for each different Project Type being proposed.
6. References – List references who are familiar with your ability to provide required services. Include company name, contact person, address, telephone number, and project value. (See "References" section on next page).

REFERENCES

Reference 1

Name of Business, City, County or Agency	Street Address	City & State	Contract Dates
Contact	Title	Telephone	Email Address
Description of Work Performed:		Contract Amount: \$	

Reference 2

Name of Business, City, County or Agency	Street Address	City & State	Contract Dates
Contact	Title	Telephone	Email Address
Description of Work Performed:		Contract Amount: \$	

Reference 3

Name of Business, City, County or Agency	Street Address	City & State	Contract Dates
Contact	Title	Telephone	Email Address
Description of Work Performed:		Contract Amount: \$	

• **Additional Contractor Data:**

- a. Years in Business supplying like services as outlined in these specifications:
_____ years _____ months.
- b. Business Location: proximity to the job-site; _____ miles.

Offeror maintains that he/she is able to provide qualified experienced personnel within a reasonable period of time perform the described work in an effective and efficient manner.

- c. Briefly describe your company's size and organization:

- d. Alternative Contacts for Firm: Please print clearly the data for the following alternative contacts:

Email Address: _____

Cell Phone(s): _____

Fax Number: _____

Upon contract award the firm shall provide, as available, the above alternative contacts for key personnel and supervisors responsible for the project.

- 7. **Plan to Utilize Small, Minority, and Women Businesses:** - SBE, MBE, and WBE (small business utilization): Provide a statement of how your firm intends to utilize minority and female applicants during the course of this contract. Although no specific goals are set by the City of Newport News, participation of such enterprises is encouraged.

All proposals submitted under this RFP shall become the property of the City of Newport News and will not be returned (see *Trade Secrets/Proprietary Information section*).

D. ANTICIPATED AWARD

June 19, 2009	Estimated date to finalize contract (s), or decision to award.
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SECTION III. CONTRACTOR QUALIFICATIONS AND RESPONSIBILITIES**A. CONTRACTOR QUALIFICATIONS**

All businesses/organizations must meet a minimum level of administrative and fiscal capacity in order to contract with the Council. Therefore, all applicants must respond to and include the following Documentation of Qualifications with their original RFP submission (see Section VI, Question I). Failure to satisfactorily provide the following documentation may result in a determination that the submission was non-responsive, and no further consideration for award of services will be given.

B. DOCUMENTATION OF QUALIFICATIONS

- Legal Entity (*Proof of Incorporation, 501(c)(3), etc.)
(Must submit document proving legal entity.)
- Written Personnel Policies, including job descriptions of all contract positions
(Must submit table of contents of personnel policies.)
- Demonstrated Past Performance for Delivery of Youth Services
(Must submit descriptions of past experience.)
- Annual Non-WIA funded Operating Budget of \$250,000 (or more)
(Must submit an annual budget document.)
- More than one funding source
(Must submit revenue documentation.)
- Proven Fiscal Capacity including Capacity for Fund Accounting
(Must submit bound copy of most recent formal audit completed within last 2 years. Must satisfactorily address all findings.)
- Has (or is able to obtain) up to \$2,000,000 liability, motor vehicle, and Worker's Compensation Insurance
(Must submit certificate of insurance or agreement to obtain same.)
- Demonstrated Ability to Collect, Track and Manage Participant and Performance Data
(Must submit letter describing how organization currently addresses or plans to address this criteria.)
- Information technology capability including Internet connectivity, individual E-mail accounts for staff assigned to the contract and workstations capable of running the latest versions of Microsoft Internet Explorer or Netscape Navigator web browsers, **or** willingness and budget to acquire these technologies. NOTE: Additional information regarding information technology is provided on page 8.
(Must submit letter describing how organization currently addresses or plans to address these criteria.)
- Membership of Board of Directors or Trustees

C. CONTRACTOR RESPONSIBILITIES

Program success is contingent upon the ability of the Contractor to meet the demands of managing and administering the program in a dynamic environment. Contracts awarded will be based on cost reimbursement with allowable costs limited to those reasonable and necessary for the effective and efficient performance of the contract services. The Contractor may not subcontract activities out to a sub-recipient without the prior written approval of the Council.

Contractor responsibilities include but are not limited to:

1. Program operations
2. Fiscal management,
3. Monitoring/evaluation,
4. Client tracking and documentation,
5. Timely billings and reports,
6. Timely reporting of required data/information,
7. Cooperation and coordination with the Council staff and its partners, and
8. Oversight of subcontractors when approved.

D. TECHNOLOGY/TRACKING

The Council will make extensive use of Internet technologies to communicate with Contractors and track contract performance. Email, Web Information Systems, and an Internet based Management Information System are the primary technologies that will be used to support Contractors. Contractors may be responsible for entering information into the State's approved Internet-based WIA MIS system. Performance reports will most likely be available through this same system.

To support this technology, Contractors must demonstrate:

- Internet connectivity. A standard consumer grade modem dial-up connection is acceptable but not recommended. Business grade connectivity such as DSL or Frame-relay is recommended.
- Maintenance of individual email accounts for employees doing business with the Council. The email accounts should allow an attachment size of at least 1 Megabyte.
- A Windows XP or better workstation capable of running the latest versions of Microsoft Internet Explorer.

To make the contract proposal more competitive, costs related to establishing the information technology infrastructure should be provided as an in-kind contribution to the contract proposal. However, certain IT costs may be included as part of the proposed budget if no other alternatives are available. Council Staff will review any proposed expenses for cost effectiveness and reasonableness.

E. PARTICIPANT PAYROLL

Contractors are responsible for collecting, processing and maintaining all appropriate payroll information as per all applicable federal, state, and local laws.

SECTION IV. PROGRAM SPECIFICATIONS**A. PURPOSE**

It is the purpose of WIA's youth activities to:

1. Provide, to eligible youth seeking assistance in achieving academic and employment success, effective and comprehensive activities, which shall include a variety of options for improving educational and skill competencies and provide effective connections to employers;
2. Ensure on-going mentoring opportunities for eligible youth with adults committed to providing such opportunities;
3. Provide opportunities for basic education and vocational skills training to eligible youth;
4. Provide continued supportive services for eligible youth;
5. Provide incentives for recognition and achievement to eligible youth; and
6. Provide opportunities for eligible youth to acquire skills from activities related to leadership development, decision-making, citizenship, and community services.

B. TARGET POPULATION

Youth served under this procurement must meet the following criteria.

All participants must be residents of the Greater Peninsula Local Workforce Investment Area XIV. This area includes the Cities of Hampton, Newport News, Poquoson, Williamsburg, and Gloucester, James City, and York Counties.

Additionally, all youth must be:

1. Age 14 through 21;
2. Low-income, as defined by WIA;
3. Legal citizen or resident of the US; and have
4. At least one of the following barriers:
 - Deficient in basic literacy skills,
 - School dropout,
 - Homeless, runaway, or foster child,
 - Pregnant or parenting youth,
 - Offender or
 - Is an individual requiring additional assistance to complete an educational program, or secure and hold employment, due to other significant barriers such as:
 - ✓ Be one or more grade levels below the grade level appropriate to the individual's age;
 - ✓ Possess one or more disabilities (including Learning Disability);
 - ✓ Have Limited English Speaking Proficiency;
 - ✓ Be involved with the Juvenile Justice department; and or
 - ✓ Have a substance abuse history.

C. FUNDING

This procurement action will award either a single or multiple contracts totaling a projected amount of approximately \$400,000 with a \$50,000 range (plus or minus). Contract awards will be based upon available funding. All of the contract funds are to be spent on youth residing in the Greater Peninsula area.

All PY 2009 awards will be made only under the terms of a cost-reimbursable contract, or a tuition-reimbursement contract, if appropriate. Note: Under WIA, all procurement contracts and other transactions between Local Boards and units of State or local governments must be conducted only on a cost reimbursable basis. No provision for profit is allowed.

Proposals for funding should not be in amounts less than \$100,000. Consistent with the WIA cost classification definitions, 100% of the funds awarded for program services shall be spent for eligible program related expenses (i.e. no administrative expenses will be accepted). Applicants must limit their indirect expenditures to no more than 5% of the grant award. Final awards will be negotiated by the Council Staff, in accordance with such policies as may be established and are applicable by the Council, the Board/LEO Consortium, and its Education and Training Committee.

Proposals offering commercially available training packages that meet all of WIA’s Youth program elements will be considered for purchase, under this RFP, for at or less than the regularly advertised off-the-shelf prices, without requiring a line item budget. "Commercially available" or "off-the-shelf" training is defined as a training package sold or traded, in substantial quantities to the general public in the course of normal business operations, at publicly advertised prices. To be considered as "sold to the general public," the package must be regularly sold in sufficient quantities to constitute a real commercial market, to buyers which may include WIA programs but must include other than WIA programs.

With the exception of proposals offering commercially available training packages under a tuition-reimbursement contract, all cost-reimbursable contracts must be supported by a line item budget.

D. JURISDCITIONAL SERVICE DISTRIBUTION

The Council is responsible for ensuring that access to program services is available for all interested youth of the seven jurisdictions that comprise Local Workforce Investment Area 14. To assist in determining the relative share of services that should be devoted to each of the seven jurisdictions, the Council uses the State’s formula funding distribution model as a general rule-of-thumb. The model provides the average percentage break-down, rounded to the nearest whole number, for each of the seven jurisdictions as follows:

Newport News	49%
Hampton	34%
Williamsburg	10%
Poquoson	<1%
York County	2%
James City County	3%
Gloucester County	2%

Recognizing the total amount of funding that is available for the entire Greater Peninsula region and the limited amount of funding that is available for the five smaller out-lying jurisdictions, two general

observations regarding resource allocation can be made. First, individually speaking, the smaller jurisdictions may not have enough funding to fund or otherwise attract programs that target their residents. Second, and due to the funding disparity between the larger and smaller jurisdictions, most non-jurisdictional specific programs will want to target Newport News and Hampton residents to the exclusion of providing services to the outlying areas.

To compensate for this resource allocation and service distribution dilemma, the Council will give additional consideration during the evaluation process to proposals that ensure viable program services will be made available to youth residing in the five out-lying jurisdictions. One way this could occur is through a more regional approach whereby the resources of some of the outlying jurisdictions are combined to create a more effectively scaled program that can offer centralized or decentralized services to youth of the coverage area. Another possible approach to addressing this problem is awarding a single contract to a qualified applicant proposing services to the entire Greater Peninsula region, thereby leveraging the distributed resources.

Obviously, all submitted applications regardless of their targeted service delivery area(s) or approach will need to effectively demonstrate how the proposed services will be delivered in a programmatically sound, viable and effective means to ensure both service access and program success.

E. PROJECT TYPES

The Council will accept applications which propose services to one or both of the following two major project types. Applicants may submit an application for one or the other, or both of these two project types. Please note that separate proposals are required if applying for more than one of the two project types. All strategies must address the programmatic specifications listed in this section.

NOTE: Under section 129 (4) of the Act, there is a requirement that a **minimum of 30 percent of youth funds be used to provide activities to out-of-school youth**. While this requirement must be reconciled at the LWIA level and does not require each individual contractor to ensure a similar service ratio, Contractors should be aware that the **Council is looking for a service mix of programs that will ensure the suggested balances, as presented below, are met**. Contractors should also refer to the WIA definition for out-of-school youth to clearly understand this critical distinction.

Programs for Out-of-School Youth (Ages 16–21):

Given the above requirement, a minimum of 60% (or \$240,000) of the allotted funds available will be used to support programs that serve eligible 16-21 year old out-of-school youth in intensive year round programs. Out-of-school youth are youth that dropped out of school and are not presently enrolled in an educational program. In addition, an out-of-school youth can be a youth who is under-employed or unemployed and has graduated from high school and/or received their GED.

The goal is to assist this high risk, disenfranchised population in gaining access to available services and making progress towards employment and educational goals. Programs should tap into this population of youth by employing targeted outreach strategies and partnering with local community organizations, schools, and other entities to recruit youth. The provision of a broad menu of diverse and flexible intensive year round services should lead to attainment of skills and performance outcomes, as presented later in this section, that are appropriate to both the individual needs of the participants and the performance objectives of the WIA program.

1) Programs for In-School Youth (Ages 14-21):

A maximum of 40% (or \$160,000) of allotted funding will be used to support programs targeting services to eligible 14-21 year old, in-school, at-risk youth. This service strategy must include **intensive year-round programs**, that fully addresses the comprehensive service needs of youth consistent with WIA's ten program design elements, whether directly by internal program efforts or indirectly by carefully managed referral relationships and partnerships with other existing youth service agencies. Due to recent emphasis on providing meaningful summer activities to targeted youth under the American Recovery and Reinvestment Act of 2009 (ARRA), consideration will be given to Year-round programs that give attention to effectively coordinating with any existing summer component activities funded under the ARRA. All in-school programs should target youth that are basic skill deficient and/or at-risk of not completing school. Targeted performance outcomes for in-school youth should emphasize work readiness skill gains and academic skill gains that lead to grade level increases for basic skills deficient youth. Programs are strongly encouraged to link with public school systems to offer school year connections, including instruction for basic skills deficient youth. Applicants should leverage a majority of costs for school year connections from other non-WIA funding sources.

Note: Applicants must pay particular attention to the WIA performance measure outcomes (both the WIA Statutory measures and the Common Measures) that apply to youth when designing their programs. The WIA Statutory youth performance measures are divided into two separate sets of standards; one set of standards (three measures) apply to the younger youth (ages 14-18) and the other set (four measures) applies to the older youth (ages 19-21). While there is some overlap between these two groupings of standards, there is significant difference between the intended outcomes of the different performance measures depending on the ages of the youths being served and the objectives of the program. The WIA Youth Common Measures (3) are applicable and introduce some strict assessment and academic measurement responsibilities for Out-of-School Youth with Basic Skill Deficiencies. Additional information pertaining to the performance standards is provided under the Performance Outcome section presented later in this package.

F. KEY PROGRAM COMPONENTS

1. **Certification:** Under the WIA legislation all youth must meet the eligibility criteria defined in this section. Certification of eligibility for any WIA funded programs must be completed prior to enrollment. Certification includes income determination. The Council will assist Contractors by providing technical assistance on the certification process to determine eligibility.

This RFP does not seek to establish any service provision for youth not meeting the eligibility requirements. As such, the Act's 5% Window Provision does not apply to this solicitation and should not be incorporated into an applicant's program design.

2. **Orientation:** All participants must receive information on the full services that are available through eligible providers, including contracted programs and One-Stop Partners.
3. **Assessment:** All applicants must receive a preliminary assessment to determine their ability-to-benefit from available program services. Additionally, each participant shall be provided with an objective assessment of his/her academic, employment skills, and supportive service needs. This includes a review of educational skill levels, occupational skills, prior work experience, employability, interests, aptitudes, supportive service needs. Where appropriate, recent assessments could be used in lieu of additional assessment. The goal is to accurately evaluate the youth in order to develop an appropriate service strategy to meet his/her individual needs.

4. **Individual Service Plan (a.k.a. Employability Development Plan; Career Plan; Self Sufficiency Plan, etc.):** An individualized, written plan of long and short-term goals (that includes educational, employment related and supportive service needs) will be developed for each participant. Programs should use objective assessment information to develop this plan. The plan should be used to track services to be delivered and/or coordinated by the program and should be regularly reviewed and updated as changes occur.
5. **Referral:** Any eligible youth who is not enrolled in services at a contracted program must be given referral information regarding the full array of applicable or appropriate services available through other local programs including One-Stop Partners. Provider's programs are also strongly encouraged to link and share information with other youth serving agencies, organizations and training providers in order to meet the individual needs of all youth.
6. **Linkages:** All programs must ensure effective linkages to entities that will foster the participation of eligible local youth as described under section 664.400 (c) of the Regulations.
7. **Supportive Services:** Supportive services are those necessary to assist the youth to be successful in achieving their goals. This may include transportation, childcare, work-related tools, clothing etc. To the greatest extent possible, programs should address support service needs through leveraging of existing resources and private/public partnerships.
8. **One-Stop Partnership:** The One-Stop system provides workforce development services to adults and dislocated workers. Council, WIA Youth Contractors will be expected to engage in partnerships to provide additional resources and services to youth. Programs serving youth ages 18 – 21, since such youths will also qualify for adult services by virtue of their age, should be actively participating with the One-Stop Partners to ensure that these youth have access to the full range of services available under the One-Stop, including access to Individual Training Accounts. Additional information about integration of services with the One-Stop System is presented under Paragraph O. of this same Section.

G. GENERAL PROGRAM DESIGN

All programs will be expected to provide full and comprehensive participant services. Functions pertinent to each of the primary areas of responsibility are outlined below:

1. **Outreach and Recruitment**
 - a. Market and advertise available program services.
 - b. Recruit interested applicants.
 - c. Satisfy jurisdictional and applicant target group service levels.
2. **Intake** (Reference Reg. 664.200 - 664.250)
 - a. Provide applicants with information regarding program eligibility requirements.
 - b. Interview applicants to gather and collect personal socio-economic and demographic information.
 - c. Complete necessary intake paperwork and supporting documentation to make a preliminary eligibility determination.
 - d. Process and batch intake paperwork for submission to the Council Staff for final eligibility determination.

- e. Refer ineligible applicants to appropriate outside agencies and services.
- f. Provide eligible applicants with information about the full array of available WIA funded services.
- g. Complete a Preliminary Assessment in order to determine an eligible applicant's ability-to-benefit from available WIA services.
- h. Refer applicants who are not able to benefit from available WIA services to appropriate outside agencies or services.

3. Enrollment (Reference Reg. 664.400 - 664.710)

- a. Complete an Objective Assessment on each applicant who is deemed suitable for services as determined through the ability-to-benefit review.
- b. Refer participants for appropriate services as determined by the results of their individualized Objective Assessment.
- c. Develop, complete, and maintain an Individual Service Strategy for each participant.
- d. Provide necessary training and supportive services to those participants selected for enrollment.

4. Program Exit and Follow-Up Services (Reference Reg. 664.450)

- a. Actively cultivate and recruit employer interest and job placement opportunities.
- b. Maintain a minimum of twelve months of follow-up contact with participants following their program exit.

H. REQUIRED ELEMENTS

Under the Workforce Investment Act (WIA), the following mandatory program elements must be addressed in the applicants' program design. All programs must make each of these elements as options available to all youth participants. Elements can be made available directly or indirectly through effective referral and partnerships with other community resources. The primary goal is to determine each individual's need through a thorough assessment and development of an individual service strategy and to provide a full-range and continuum of integrated and comprehensive services. When partnering with other agencies to provide these service elements, applicants must describe how they will ensure an effective follow through and coordination of services.

All youth do not need to take part in each of these elements, but each must be made available in a substantive manner. It is envisioned that each youth will participate in more than one of the ten program elements as determined by assessment. Access to services can be provided directly by the applicant agency or indirectly by referral to other providers. Follow-up services must be offered to all youth participating in a WIA funded program.

The 10 Elements are:

- 1. Tutoring and similar services, including dropout prevention strategies, leading to a high school diploma;**
- 2. Alternative education services;**
- 3. Summer employment linked to academic and occupational learning;**
- 4. Paid and unpaid work experience;**

5. Occupational skill training;
6. Leadership development, including community service;
7. Supportive services;
8. Comprehensive guidance and counseling, including drug and alcohol abuse; and
9. Follow up services for at least 12 months after the completion of participation.
10. Adult mentoring during program participation

Proposed programs should provide employment and training opportunities to individuals who can benefit from, and who are most-in-need of such opportunities. The mix of training activities to be delivered will vary depending upon each individual's needs. If offered, occupational specific training shall only be for occupations for which there is a demand within the Peninsula Labor Market area and that have a high potential for sustained demand or growth. Additionally, such programs should include strategies, which contribute to occupational development, upward mobility, economic self-sufficiency, development of new careers, and overcoming occupational gender-stereotyping.

All occupational skill training, workforce readiness training and academic training must be delivered in accordance with fully developed and formally documented competency-based training principles, procedures, and course work. Organizations awarded funding will be required to submit their training curriculums to the Council Staff for review and approval prior to contract execution.

For additional general information pertaining to WIA youth training services refer to;

WIA Act

S 126 General Authorization

S 129 Use of Funds

S 136 Performance Accountability System

WIA Regulations

Part 664 Youth Activities

I. ACADEMIC REQUIREMENTS

In order to assist participating youth in both academic and occupational success, services must have a strong emphasis on academic skill gains in Basic English language literacy skills and math computation skills. The target population to be served includes youth who may have low basic skills, defined as below 8th grade level. All programs must provide academic services to assist in skill gains for basic skills deficient youth. Assessment instruments must be utilized to show skill level gains.

There is increased emphasis on better aligning and coordinating WIA funded in-school activities with existing state academic and educational requirements such as the Standards of Learning (SOL) competencies. The Council encourages applicants to consider their program's connection to and alignment with state educational reform standards, where applicable (e.g. partnerships with public school systems via shared curriculum, instruction delivered by school systems, etc.).

There are a variety of strategies that may help youth attain academic skills. The following are examples:

- ◆ Basic skills instruction leading to grade or skill level increase, including English as a Second Language, when appropriate
- ◆ Instruction leading to High School Diploma or GED
- ◆ Preparation for Entry into Post Secondary Education

- ◆ Project Based Learning with learning objectives tied to academic competencies
- ◆ Community Service and Leadership Development Exposure
- ◆ Tutoring and/or Study Skills leading to educational success and school retention

Notwithstanding the information presented above, there are two pertinent sections of the WIA legislation that Contractors should be aware of before submitting their proposals. Section 129 (6)(A) prohibits the Act from exercising any direction, supervision or control over any educational institution, schools or school system and Section 129 (7) (B) prohibits any duplication or supplantation of funding provided under the School-to-Work Opportunities Act of 1994. All interested applicants are requested to review these citations before preparing their proposals.

J. EMPLOYER CONNECTIONS

Bonafide connections to employers are essential in the creation of a system of providers that can effectively assist youth to become highly skilled and employable. The Council is requesting all applicants to show significant partnerships with employers and demonstrate meaningful employer connections. These connections should lead to increased placements in employment or continuing education, as well as, meaningful exposure to the world of work leading to measurable skill increases.

Additionally, the Council would like to see an increase in career development experiences that demonstrate meaningful employer involvement. These are described as structured, supervised, contextual world of work experiences, with documented learning outcomes.

Work based learning experiences are those that:

- Take place in the context of actual work environments,
- Are linked to learning outcomes,
- Are developed in part with employer input and industry specific skills, and
- Are based upon actual local labor market information.

Employment related activities can include:

- (un)Subsidized work experiences,
- Internships,
- Job shadows,
- Exposure to various aspects of industry,
- Job search assistance, placement and retention,
- Project Based Learning,
- Career Mentoring,
- Service Learning,
- Occupational skill training, or
- Employment opportunities directly linked to academic and/or occupational training.

Applicants are encouraged to make employer connections to leverage resources in the form of mentors, speakers, in-kind staff support, or other in-kind contributions including training space, equipment etc.

K. BEST PRACTICES - YOUTH DEVELOPMENT PRINCIPLES

A review of national research identifies the following elements of effective practice. Ideally, the Council would like to contract with providers who exemplify the following principles in the delivery of services to youth.

- ◆ Relationships that maintain continuity of contact with caring adults;
- ◆ Strong connections to employers;
- ◆ A variety of contextual educational options for skill/competency gains or academic learning through practical application;
- ◆ Opportunities for leadership development and decision-making;
- ◆ Positive peer support;
- ◆ Opportunities for post-secondary education;
- ◆ Opportunities for meaningful service to others; and
- ◆ Follow-up support over a sustained period.

Contractors are encouraged to review TEN 28-07 The Shared Youth Vision: A Collaborative Approach to Prepare Youth for Success in a Global, Demand-Driven Economy (http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2584) for more program design information about DOL's collaborative youth vision for all federally funded youth services.

L. PERFORMANCE OUTCOMES

Successful proposals will emphasize clearly articulated program objectives and outcomes. The following is a description of the initial performance outcomes the Council will use to measure program success. These outcomes reflect current state and/or federal policy. However, we expect additional policy guidance to follow as time progresses. Policy guidance issued subsequent to the publication of this RFP may supersede current information regarding performance measures, outcomes, definitions, and the formulas relating to how performance is calculated.

However, we anticipate that any changes resulting from either federal or state level policy will be minimal. Bidders may be confident in using the following table to guide the development of their performance plans.

Additional information pertaining to Performance Measurements under WIA (both the WIA Statutory Measures and the Common measures) can be obtained by reviewing the following technical guidance:

TEGL 17-05 Common Measurers Policy for the Employment and Training Administration's (ETA) Performance Accountability System and Related Performance Issues
http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2195

TEGL 17-05 Change 1
http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2505

Constituents/ Program	Measure
<i>Youth (Younger, 14-18)</i>	Skill Attainment Rate
	<p>Skills attained will be measured using a ratio of skills achieved over skills identified as goals.</p> <p>Using a pre/post program framework, you will need to measure skills achieved in three different areas: basic skills, workplace readiness skills, and occupational skills.</p>
	Youth Diploma or Equivalent Attainment Rate
	<p>Youth diploma rate will be measured using a similar ratio of achievements over goals.</p> <p>Using a pre/post program framework, you will need to measure the number of youth who attained a diploma (or high school completion/GED) each quarter in relation to those that did not attain a diploma but left the program.</p>
	Youth Retention Rate
	<p>Youth retention rate implies (and includes) placement in work or educational program.</p> <p>You will need to measure the number of young people engaged in one of the following two quarters after leaving the program:</p> <ul style="list-style-type: none"> -- post-secondary education -- advanced training -- employment -- military service -- qualified apprenticeships
	Customer Service
	<p>The weighted average of participants ratings on each of the three questions regarding overall satisfaction are reported on a 0-100 point scale.</p>
<i>Youth (Older, 19-21)</i>	Entered Employment Rate
	<p>Entered employment rate for older youth is intended to emphasize youth attachment to work.</p> <p>Although the Employment Department will be the primary data source for this outcome measure, you will need to work with WSI to track placement information for youth not enrolled in post-secondary or advanced training.</p>
	Employment Retention Rate
	<p>For older youth, retention implies continuous connection to work, rather than to educational opportunities or other programs.</p> <p>Although the Employment Department will be the primary data source for this outcome measure, you will need to work with WSI to track retention information for youth not enrolled in post-secondary or advanced training.</p>
	Earnings Gain

	<p>Earning gains will be measured by comparing pre-program earnings to post-program earnings using the Department of Labor’s formula.</p> <p>Although the Employment Department will be the primary data source for this outcome measure, you will need to work with WSI to track wage information that will help you manage your program.</p>
	Credential Rate
	<p>The credential rate is intended to measure the ability of programs to help young people obtain specific work-related or educational achievements.</p> <p>You will need to measure the credentials achieved by youth in your program relative to their numbers.</p>
	Customer Service
	<p>The weighted average of participants ratings on each of the three questions regarding overall satisfaction are reported on a 0-100 point scale.</p>

Inherent in these measures, and the DOL Common Measures which are also applicable, is considerable flexibility for Council and program staff to develop common applications for the definitions above—for example, developing a shared model for “workplace readiness”—and common or at least comparable assessment tools with which to measure “workplace readiness skills” per the definition and requirements of TEGL 17-05.

The Council will be working with Contractors on these issues, particularly in the initial quarter of program implementation.

Finally, offerors will be expected to develop a clear strategy for investing program dollars in their youth customers in a way that generates corresponding rational outcomes. For example, the Council expects programs serving fewer youth to generate a greater range of outcomes; other programs may target greater numbers of youth, but fewer outcomes for youth. Creativity and innovation in establishing this balance is encouraged.

M. ADDITIONAL PLANNING CONSIDERATIONS

- Applicants are advised that the Council is only interested in programs which provide intensive and comprehensive services that result in high levels of performance. Programs should be designed to concentrate on the quality of services to be provided, rather than the number of participants to be served.
- A key feature of successful programs is the assignment of a Program Coordinator. This staff position should be identified and funded under the program (either directly, or through in-kind contributions) and have primary responsibility for overseeing the day-to-day operations of the program.
- Applicants may include the cost for needed supportive services in their program budgets. Funds for such activities, however, will be extremely limited. Applicants are advised that an important part of the delivery of WIA services involves assessing each participant's need for supportive services that will enable them to successfully participate in the training to be provided. However, it is incumbent upon each contractor to also assess the availability of such services from other non-WIA sources and develop and implement procedures for making these resources available to their WIA clientele. The Council will not approve the expenditure of WIA funds for the provision of services that are

otherwise available to the participants.

N. FUNDING/BUDGET GUIDELINES

Total youth funding for the local area is limited to approximately \$400,000 with a \$50,000 range (plus or minus). Ideally, the Council would like to leverage these resources in order to extend the availability of services to as many participants as possible. To allow for maximum flexibility in the scope and design of local programs, the Council will not be specifying any minimum or maximum targets for the average cost per participant served. However, Contractors must keep in mind that all costs associated with any proposed program must be reasonable and generally consistent with industry benchmarks and standards.

As alluded to earlier, there is an expectation that programs will leverage resources in order to meet described outcomes. To avoid duplication of effort, funding available under this procurement action must be directed towards services that are not currently being offered or funded elsewhere.

O. Integration and Co-location with Comprehensive One-Stop Facilities

In the interest of establishing a seamless delivery of services for all prospective customers and in keeping with both the spirit and letter of the WIA legislation (as well as guidance from the Virginia Workforce Council) as it pertains to the participation of all mandatory partner agencies and programs, it is essential that all of the WIA Title I funded programs be operated in the most effective and integrated manner possible.

Applicants to this Solicitation will need to understand the general expectation that the outreach and recruitment functions associated with the delivery of any proposed Out-of School activities being proposed will need to be located and coordinated out of the Peninsula's One-Stop Centers to the extent possible. Ideally, all of the Youth Service Provider's WIA staffing infrastructure, with the exception of in-school programs and training components, will be physically co-located to the extent practicable within existing One-Stop Center locations.

Given the need to coordinate the details and logistical issues associated with this integrated service approach, the planning of this integration will have to occur during the early weeks leading up to and immediately following any awards. In the meantime, all Applicants will need to assume responsibility for the delivery of services until such time as a more integrated plan can be developed in conjunction with support from the Council's office and necessary coordination with the One-Stop System. The only exceptions to this general expectation of co-location of services with the One-Stop Centers, is if suitable space in the One-Stops is not available or if there is a strong business case that can be made, on the part of either the One-Stop System or Youth Services, why this expected integration would not benefit the customers and/or why such integration may not be feasible at this point in time.

SECTION V.**SECTION V. PRELIMINARY PROPOSAL COVER PAGE**

Organization:		Federal I.D. #	
Project Name:			
Contact Person:		Phone #:	
Title:			
E-Mail:			
Address:			
Mailing Address (if different):			
Web Site:		Fax Number:	
Project Type: (check one of the two categories)			
<input type="checkbox"/> 1. Out of School Youth Ages 16-21 Intensive Year Round Services			
<input type="checkbox"/> 2. In-School Youth Ages 14-21 Intensive Year-Round Services			
6. Youth Participation Dates:		Start:	7. End:
8. Requested Funding Period:		Start :	9. End:
Dollar Amount Requested:			
Number of Youth to be served by Jurisdiction:		Jurisdiction	
		10. Newport News	
		Hampton	
		Poquoson	
		Williamsburg	
		York County	
		James City County	
		Gloucester County	
		TOTAL	
I hereby declare that the information provided in this RFP response is accurate, valid and a full disclosure of requested information. I am fully authorized to represent the organization listed above, to act on behalf of it, and to legally bind it in all matters related to the RFP.			
Name:		Title:	
Date:			

SECTION VI. PRELIMINARY PROPOSAL QUESTIONS

Please read all of Section IV - Program Specifications before answering these questions. Responses to A. through J. should be limited to **no more than fifteen typed pages** plus the required budget pages and participant production schedules. Please refer to the Proposal Submission Instruction, under Section II, for additional instructions before completing these questions.

A. PROGRAM DESCRIPTION

1. Please provide:
 - a. Brief description of the proposed project.
 - b. How will the proposed program fit into your organizations mission and goals?
 - c. Indicate which of the two project types your program will be delivering.
 - d. Describe how you will leverage other funds to augment or increase the capacity of your proposed program.
2. Describe the target population and primary geographic area(s) to be served.
3. How will you target and meet the needs of youth facing serious barriers to employment?
4. Briefly describe your past experience and results delivering services in similar projects and/or to similar populations.

B. STATEMENT OF WORK

1. Describe outreach and recruitment strategies for the target population.
 - a. Include partnerships with youth serving agencies, organizations, and schools to reach target populations.
 - b. What criteria will you use to select youth to be enrolled into your program?
2. What will you do with youth not selected for participation? Note referral mechanisms for ineligible applicants.
3. Describe the process you will use for advising eligible applicants of all available WIA services.
4. Describe orientation and preliminary assessment process - Note specific procedures to be followed to determine an applicant's "ability to benefit."
5. Describe objective assessment activities. Include assessment tools, instruments, and methods your program will use to gather the necessary assessment information to develop Individual Service Strategies.
6. How will your program develop the "Individual Service Plan"? How will participant's individual goals be developed, evaluated, and coordinated?
7. Describe your project's staffing plan. Include positions, staff to student ratios, and staff areas of responsibility as related to the outlined program.

8. Describe your project's case management strategy for providing consistent support, follow-through for service plans and referrals, and tracking for individual participants.
9. A. Training Activities - Provide information pertaining to the training that will be offered in the context of the following subject areas. These questions should be responded to separately for each major activity that will be provided as part of the applicants overall training program.

Repeat items a. - e. for each training activity proposed.

- a. Activity Name (using WIA's "required elements" terminology; ex. Alternative Education Services, Paid Work Experience, Occupational Skills Training, etc.).
 - b. Traditional training description (classroom training, work experience, job coaching, etc.).
 - c. Length of activity (clock hours and length, in days or weeks).
 - d. Activity cycles per program year.
 - e. Number of participants served per training cycle.
- B. Describe the competency system and include a copy of all competency related materials for the necessary prior approval before training implementation.
10. Describe how Supportive Services will be provided as part of this program's design - The provision of these services can be an influencing factor in how successful a training program will be. Careful consideration must be given to meeting the needs of the individuals being served.
 11. Describe the strategies you will use to motivate, and/or reward positive participation in the program; and (where appropriate) describe participant payroll, incentive, or payment methods.
 12. What standards or expectations will be required of youth participating in the program?
 13. Describe the methods you will use to involve youth in the design and leadership of the program.
 14. Program Exit and Follow-Up Services – Describe the extent of and how the required twelve-month follow-up services will be provided following program exit

C. MANDATED PROGRAM ELEMENTS

1. Please describe how you will satisfy each of the ten required Program Design Elements:
 - a. Identify any leveraged resources your program will use to support and enhance the delivery of these elements.
2. If your program will not be providing all of the required service elements directly, describe how you will provide them through partnerships and /or other formal relationships.
 - a. How you will be coordinating services to ensure continuity of contact?
 - b. How will you coordinate these partnerships to ensure performance towards program goals?
3. How will your program identify each participant's individual need for the described services?
4. Include letters of commitment from key partners essential to delivering the services and achieving the proposed outcomes.

D. ACADEMIC OPPORTUNITIES

1. Describe the types of educational opportunities that will be offered to youth.
2. How will youth that are basic skills deficient be assisted in increasing their academic skills?
3. What specific curriculum tools & resources will be used to deliver academic activities?
4. If providing a summer component, describe how you will ensure a link to year-round activities and continued support throughout the school year.

E. CAREER DEVELOPMENT AND EMPLOYMENT OPPORTUNITIES (Work-Readiness)

1. What type of work-based learning and career development opportunities will be offered to youth?
2. How will work-based activities be linked to learning objectives? How will you ensure that employer-defined skills and labor market information are used to guide career development activities?
3. Note the activities to be undertaken to cultivate employer involvement in providing job-seeking participants with full time training related employment opportunities, above average wages, and benefits.
4. Describe linkages you have made with employers. Include any resources leveraged in the form of funds, operations, etc.

F. WIA SPECIFIC PROGRAM OUTCOMES (including interim benchmarks)

1. Please describe your performance objectives.
 - a. Include total enrollments, performance levels of specified performance outcomes, methods and/or tools you will use.
 - b. In addition, what interim indicators will you use to ensure progress is being made towards the outcomes?
2. How will you ensure the age-appropriate performance outcomes are incorporated into an individual's service strategy at time of program enrollment?
3. What (if any) additional performance outcomes will be part of your program?
4. How will you evaluate the effectiveness of the program on an on-going basis?

G. STATEMENT OF PAST PERFORMANCE

NOTE: Any applicant offering commercially available training programs at off-the-shelf prices must complete questions G-1. and G-2. All other applicants must complete questions G.-1 and G-3 (skip G-2). All applicants must provide separate and individual responses for each training program being offered.

1. Type of Training Program (Respond separately for each type of training program being proposed).
2. Statement of Past Performance for Training Referenced above (commercially available training

packages only):

Repeat items a.-g. for each training program proposed.

- a. Indicate the percentage of students completing the referenced program.
 - b. Indicate the rates of licensure of graduates of the referenced program.
 - c. Indicate the percentage of graduates of the referenced program meeting skill standards and certification requirements.
 - d. Indicate the rates of job placement of students completing the program.
 - e. Indicate the employment retention of students who were placed upon completion of the program.
 - f. Indicate the average earnings of students completing the referenced program.
 - g. Indicate the percentage of students who obtained employment in an occupation related to the program conducted by the provider.
3. Statement of Past Performance for Training Referenced in G-1 above (all other training packages):

Repeat items a. - g. for each training program proposed.

- a. Number of participants trained.
- b. Indicate the percentage of students completing the referenced program.
- c. Indicate the percentage of graduates of the referenced program meeting skill standards and certification requirements.
- d. Indicate the rates of job placement of students completing the program.
- e. Indicate the employment retention of students who were placed upon completion of the program.
- f. Indicate the average earnings of students completing the referenced program.
- g. Indicate the percentage of students who obtained employment in an occupation related to the program conducted by the provider.

H. BUDGET

The following summary-level Budget information must be submitted – Please See “Funding/Budget Guidelines” at Section IV-N. Additional budget detail will be collected later at the point that a proposal has reached the full consideration and negotiation-level phase of the procurement process.

Prepare a separate worksheet for each cost category defined below.

1. Line Item Budget – see Budget Worksheets Section VII.
 - a. Give a brief and concise explanation of each budget item under the appropriate cost category.
 - b. Include method and/or formula for estimating each line-item amount.
2. List any in-kind contributions that contribute to the delivery of the proposed program and the estimated amount contributed.
3. List other resources that contribute to the delivery of the proposed program and the estimated amount contributed.

Budget Cost Category Definitions:

- Personnel:** Staff salaries associated with program delivery. List each position separately. Client tracking/reporting staff can either be directly included in this category or allocated in the indirect category below.
- Fringe Benefits:** Payments for job related benefits provided staff as part of their total compensation. Fringe benefits include the employer's portion of FICA, pension, insurance (life, health, disability, etc.) and employee allowances.
- Travel:** Payments for private vehicle allowances, parking, tolls, and other travel fares.
- Communications:** Payments for postal, messenger, telecommunications, internet communications.
- Leases:** Payments for leases that are not capitalized and rental of land structures and equipment. Payments made under lease purchase agreement are not included.
- Utilities:** Payments for heat, electricity, water, and sewer services.
- Insurance:** Payments for insurance except that which relates to personnel as a fringe benefit.
- Supplies:** Payments for articles and commodities that are consumed when used and minor equipment that is not capitalized.
- Capital Outlay:** Payments that result in the acquisition of or additions to non-expendable property with a market value greater than \$500. Any purchase of non-expendable property must be explicitly approved in writing by the PCFWD.
- Participant:** Payments for wages and stipends made directly to a participant as well as the employer's portion of FICA. This may also include payments for supportive services that directly benefit individual participants.
- Miscellaneous:** Payments for items that cannot be properly classified to any of the above cost categories.
- Indirect:** Any legitimate allocable costs that support the project not readily assignable to the above cost categories. Indirect costs should be limited to a maximum of 5% of the dollar amount requested.
- a. Budget Summary – Give the total cost of each cost category as shown on the separate worksheets.
 - b. Total project cost.
 - c. Cost per participant based upon requested fund amount in the proposed project.
 - d. Follow-up Costs – Please indicate the amount of your budget that will be used to provide follow-up.

I. PARTICIPANT PRODUCTION SCHEDULE

Section VIII includes a Production Schedule Chart for each of the following participant groups:

- ~In-School Youth (Younger Youth Ages 14-18)
- ~In-School Youth (Older Youth Ages 19-21)

- ~Out-of-School Youth (Younger Youth Ages 16-18)
- ~Out-of-School Youth (Older Youth Ages 19-21)

Applicants are requested to complete a Production Schedule Chart for each of these groups that will be served by their program. **Also, Applicants are requested to provide a separate Chart (Applicant supplied) describing their proposal's performance against the Youth Common Measures.**

When completing these charts, refer to Section IX, Performance Standards or TEGL 17-05 for any needed definitions.

GENERAL INSTRUCTIONS

Participant Data

Depending upon the purpose of the training program, applicants may have to complete one or more of the Production Schedules. Contractors delivering training activities to in-school youth must complete Chart 1-A and/or Chart 1-B depending on the age of the youths at time of registration. Service Providers serving out-of-school youth must complete Chart 2-A and/or 2-B depending on the age of the youths at time of registration.

Line A. Total Participants Enrolled - Enter the planned total cumulative number of participants, by month, who will have received employment, training, or services (except post-program services), funded under the program, through the end of each month. Indicate in the field labeled "C/O", the planned number of participants who will be carried over for new year services from the previous year.

The numbers given in each month must be cumulative, reflecting all participant activity for any preceding months as well as the current month.

"Participant" means any individual who has been determined eligible for participation upon intake and has started receiving employment, training, or services (except post-termination services) funded under the program, following intake. Individuals who receive only outreach and/or intake and preliminary assessment services or post-program follow-up are excluded.

Line B. Total Participant Exits - Enter the planned total number of participants who will have exited the program after receiving employment, training, or services (except post-termination services) funded under the contract, for any reason, from the beginning of the program year through the end of each month being reported.

"Program Exit" means the separation of a participant from the program. The participant is no longer receiving employment, training, or services (except post-program services) funded under the program.

Lines B.1. – B.3. or B.4. (i.e. Type of Positive Program Exit) – Record the number of planned positive exits, by performance outcome, of all participants leaving the program after successful completion of program objectives. Refer to Section XI for definitions of the applicable performance outcomes.

Line B.4, or B.5. All Other Program Exits - Enter the planned total number of adults/youth (those between 18 – 21) that, will exit the program by the end of the month, for reasons other than the positive outcomes listed above, whether otherwise successful or not.

Line C. Transfers - Enter the planned total number of youth who will leave this training contract/grant and move to another WIA funded contract/grant, by the end of the month.

Line D. On Board - NOTE: Unlike all the other entries, this item IS NOT CUMULATIVE. Enter the planned number of youth who will still be participating in this activity at the end of the month being reported. The formula for this entry is (Line A) - (Lines B & C) = (Line D).

J. CONTRACTOR QUALIFICATIONS Please provide the following documentation:

1. Legal Entity (*Proof of Incorporation, 501(c)(3), etc.)
(Must submit document verifying legal nature of entity.)
2. Proof of Written Personnel Policies, including job descriptions of all contract positions
(Must submit a copy of the table of contents from personnel policies.)
3. Demonstrated Past Performance for Delivery of Youth Services
(Must submit brief description of past experience serving targeted youth through specialized programs.)
4. Annual Non-WIA funded Operating Budget of \$250,000 (or more)
(Must submit an annual budget document.)
5. More than one Funding Source
(Must submit revenue documentation.)
6. Proven Fiscal Capacity including Capacity for Fund Accounting
(Must submit bound copy of most recent formal audit completed within last 2 years. Must satisfactorily address all findings.)
7. Has (or is able to obtain) up to \$2,000,000 liability, motor vehicle, and Worker's Compensation Insurance.
(Must submit certificate of insurance or agreement to acquire.)
8. Demonstrated Ability to Collect, Track and Manage Participant and Performance Data
(Must submit letter describing how organization currently addresses or plans to address this criteria.)
9. Description of Information Technology Capability **or** willingness and budget to acquire these technologies. (e.g. Internet Connectivity, individual E-mail accounts for staff working assigned to the contract, and workstations capable of running the latest versions of Microsoft Internet Explorer or Netscape Navigator web browsers). *(Must submit letter describing how organization currently addresses or plans to address these criteria.)*

SECTION VII. BUDGET INFORMATION

- A. Budget Worksheet**
- B. Budget Summary**

**YOUTH SERVICES
BUDGET SUMMARY
PROGRAM YEAR 2009**

DESCRIPTION	TOTAL
PERSONNEL	\$
FRINGE BENEFITS	\$
TRAVEL	\$
COMMUNICATIONS	\$
LEASES & RENTALS	\$
UTILITIES	\$
INSURANCE	\$
SUPPLIES	\$
CONTRACTUAL SERVICES	\$
CAPITAL OUTLAY	\$
PARTICIPANT EXPENSES	\$
MISCELLANEOUS	\$
INDIRECT COSTS	\$
TOTAL PROJECT COST	\$
COST PER PARTICIPANT	\$
FOLLOW-UP COSTS	\$

SECTION VIII. PARTICIPANT PRODUCTION SCHEDULES

- A. Chart 1-A In-School Youth (ages 14-18)**
- B. Chart 1-B In-School Youth (ages 19-21)**
- C. Chart 2-A Out-of-School Youth (ages 14-18)**
- D. Chart 2-B Out-of-School Youth (ages 19-21)**

PROGRAM YEAR 2009
CHART 1-B
IN-SCHOOL YOUTH
OLDER YOUTH (AGES 19 – 21) PRODUCTION SCHEDULE

		1ST QUARTER			2ND QUARTER			3RD QUARTER			4 TH QUARTER		
OLDER YOUTH (AGES 19 – 21)	C/O	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
A. TOTAL PARTICIPANT ENROLLMENTS													
B. TOTAL PARTICIPANT EXITS													
1. ENTERED EMPLOYMENT RATE													
2. EMPLOYMENT RETENTION RATE													
3. AVERAGE EARNINGS GAIN (in dollars)													
4. CREDENTIAL RATE													
5. OTHER TERMINATIONS													
C. TRANSFERS													
D. ON BOARD													

PROGRAM YEAR 2009
CHART 2-A
OUT-OF-SCHOOL YOUTH
YOUNGER YOUTH AGES (14 –18) PRODUCTION SCHEDULE

		1ST QUARTER			2ND QUARTER			3RD QUARTER			4 TH QUARTER		
YOUNGER YOUTH (AGES 14 – 18)	C/O	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
A. TOTAL PARTICIPANT ENROLLMENTS													
B. TOTAL PARTICIPANT EXITS													
1. SKILL ATTAINMENT RATE													
2. YOUTH DIPLOMA or EQUIVALENT ATTAINMENT RATE													
3. YOUTH RETENTION RATE													
4. OTHER TERMINATIONS													
C. TRANSFERS													
D. ON BOARD													

PROGRAM YEAR 2009

CHART 2-B

OUT-OF-SCHOOL YOUTH

OLDER YOUTH (AGES 19 – 21) PRODUCTION SCHEDULE

		1ST QUARTER			2ND QUARTER			3RD QUARTER			4 TH QUARTER		
OLDER YOUTH (AGES 19 – 21)	C/O	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
A. TOTAL PARTICIPANT ENROLLMENTS													
B. TOTAL PARTICIPANT EXITS													
1. ENTERED EMPLOYMENT RATE													
2. EMPLOYMENT RETENTION RATE													
3. AVERAGE EARNINGS GAIN (in dollars)													
4. CREDENTIAL RATE													
5. OTHER TERMINATIONS													
C. TRANSFERS													
D. ON BOARD													

SECTION X. EVALUATION CRITERIA

Each proposal will be evaluated for full compliance with the RFP instructions to the offeror and the mandatory terms and conditions set forth within the RFP document. The proposal will be evaluated on the following criteria (listed in order of importance):

A. PROGRAM COMPONENTS**1. WIA Elements**

- a. Does the proposed program provide the required elements? Does the proposed program provide a sound methodology for delivering the required elements?
- b. Does the proposal describe an effective process and plan for 12-month follow-up for youth enrolled in the program?
- c. Are the elements delivered in a way that supports a comprehensive youth development philosophy?

2. Academic Opportunities

- a. Does the proposal extend rigorous academic opportunities for all youth enrolled? Are the curriculum tools and resources sufficient to ensure academic achievement?
- b. Has the applicant developed a plan to deliver academic assistance to raise the skill level of youth who are basic skill deficient?
- c. Are the summer components activities connected to school year activities and are they of a quality nature?

3. Career Development and Employment Opportunities

- a. Has the applicant developed significant partnerships with employers to provide ample work based learning and career development activities to all youth enrolled in the program?
- b. Does proposed program outline how it will use local labor market information and employer defined skills in when providing career development and employment activities?

B. PROGRAM DESCRIPTION AND OPERATIONS

1. To what extent does the applicant have a successful history of designing and delivering high quality, comprehensive programming for the target population?
2. Are program design, services, and operations appropriate to address the unique needs of the target population?
3. Does the applicant's program provide an equitable service strategy to deal with the jurisdictional funding distribution problem discussed under Section IV – Jurisdictional Service Distribution.
4. Are program expectations, incentive strategies, and opportunities for leadership in program operations appropriate to the target population?
5. Does the applicant have operational systems (orientation, recruitment referrals for youth not served, assessment, case management, staffing, individual service plans and services for youth with disabilities or limited English Proficiency) in place to effectively deliver the program described?
6. Does the proposal show evidence of sound youth development orientation, principles, and practices.

C. OUTCOME AND EVALUATION

1. How and to what extent does the proposed program ensure it will meet the outcome requirements of the RFP?
2. Does the proposed plan include performance levels, benchmarks, and methods and tools that will guarantee achievement of the selected outcomes?
3. Is there a plan or process in place to ensure ongoing as well as a final program evaluation program for participating youth?

D. BUDGET

1. Is there evidence in the proposal of leveraging of resources and in-kind contributions, which will assist in meeting proposal outcomes?
2. Do cost per individual and the total allocation sought constitute the most effective use of our resources?
3. Does the projected budget effectively support the proposed program?

E. Suitability of your proposal to fulfill the PCFWD and the City's Business Objective.

References

Responsive - The degree to which the offeror has responded to the purpose and scope of the specifications to include but not limited to services to be provided as detailed under scope of work above. Flexibility of offeror to meet the City of Newport News needs, and conformance in all material respects to this RFP. The completeness of the offeror's RFP submittal will be a key in determining the degree of responsiveness.

Responsibility – The offeror who has the capability, in all respects, to perform fully the contract requirements, and the moral and business integrity and reliability which will assure good faith performance as required by these specifications.

METHOD OF EVALUATION

Proposals will be evaluated and interviews scheduled with selected firms in accordance with the "other than professional services" method of selection for services outlined in the Code of Newport News, Virginia Section 2-570.2.

Procedures usually followed are:

1. Select and interview two or more offerors deemed fully qualified among those submitting proposals.
2. Negotiations shall be conducted with each of the offerors selected. Price shall be considered, but need not be the sole determining factor.
3. After negotiations have been conducted with each offeror selected, the purchasing agent or his designated representative shall select the offeror which, in his opinion, has made the best proposal and a contract shall be awarded to that offeror.

Note: Should the Purchasing Agent determine, in writing and in his sole discretion, that only one offeror is fully qualified, or that one offeror is clearly more highly qualified than the others under consideration, a contract may be negotiated and awarded to that offeror.

Emphasis will be given to ensuring an equitable and regional distribution of services throughout the local workforce investment area (LWIA) based on the formula distribution of funds to the individual localities within the local area

AWARD

Award will be made in accordance with Section 2-570., Award of the Newport News City Code. Award shall be made to the responsible offeror whose proposal is determined in writing to be the most advantageous to the City taking into consideration price and the evaluation factors set forth in the request for proposal. No other factors or criteria shall be used in the evaluation. The contract file shall contain the basis on which the award is made. When the terms and conditions for multiple awards are provided in the request for proposal, awards may be made to the more than one offeror.

City of Newport News reserves the right to make multiple awards to qualified firms as a result of this request for proposals. The award will be made to the most responsive, responsible offeror or offerors meeting the requirements of the solicitation. If the most responsive, responsible offeror is able to provide a majority of the services required, but is unable to provide a portion of the service, an award may be split with another offeror or offerors who is the most responsive responsible for that portion of the required service. This will assist in providing the total maximum service possible. The City reserves the right to award by item, groups of items or total proposal; to reject any and all proposals in whole or in part, and to waive any informality if it is determined to be in the best interest of the City.

The City reserves the right to accept or reject any or all proposals in whole or in part and to waive any informalities in the **RFP**. Further, the City reserves the right to enter into a contract deemed to be in **its best interest**.

Upon making an award, the City will place appropriate notice on the public bulletin board located outside of the Purchasing Department at City Hall. Notice of award may also appear on the Purchasing Website:

www.nngov.com/purchasing or www.demandstar.com

CONTRACT TERM

The initial contract period shall begin at the date of award through June 30, 2010. At the City's option, the contract may be renewed up to four (4) years in one-year increments.

FIRM PRICING

Prices shall remain firm for the initial contract period. The City reserves the right to negotiate reductions in the price due to changes in market conditions during the contract period and renewals.

PRICE ESCALATION/DE-ESCALATION

Prices are to remain firm for the first contract period. In subsequent terms, the contractor may request, in writing at least sixty (60) days in advance of the contract ending date, an increase/decrease. Adjustments will not be automatic.

Should the City elect to exercise the option to renew the contract for additional year(s), the contract prices for the additional years shall not exceed the percentage increase/decrease of the “Services” category of the CPI-W SECTION OF THE CONSUMER PRICE INDEX of the United States Bureau of Labor Statistics for the latest twelve month for which statistics are available, and shall not exceed 5% in any year.

Should the price change be granted and the City elects to renew the contract, the purchase order will reflect the changes.

METHOD OF PAYMENT

Unless otherwise negotiated, payment will be made not more frequently than monthly, with Invoice Terms of 2% 20, Net 30.

SILENCE OF SPECIFICATIONS

The apparent silence of these specifications and any supplemental specifications as to any detail or the omission from the specifications of a detailed description concerning any point shall be regarded as meaning that only the best commercial practices are to prevail and correct type, size and design are to be used. All interpretations of these specifications shall be made on the basis of this statement.

QUESTIONS

Questions regarding this RFP, shall be directed to the Department of Purchasing, Rose Kee by email: rkee@nngov.com or facsimile at (757) 926-8038, *not less than five (5) business days* prior to the proposal due date. All questions must be submitted *in writing*; telephonic inquiries will not be considered.

DIRECT CONTACT

Direct contact with City Departments or any other organizational entity associated with this solicitation, other than Purchasing, on the subject of this proposal is expressly forbidden except with the foreknowledge and permission of the Director of Purchasing or his representative. Violation of this paragraph may result in disqualification of your proposal.

DEBRIEFING

The City Code requires that in the RFP process all information as to persons or firms making offers or the contents of any offers is kept confidential. This information can only be given out after an award or decision to award has been made. The file will be available in the purchasing department for public review. Request a review time during normal business hours, 8 a.m. – 5 p.m., Monday through Friday.

**SMALL, MINORITY, WOMEN-OWNED
BUSINESS OBJECTIVES**

It is an important business objective of the City to promote the economic enhancement of small businesses (SBE), minority businesses (MBE), and women-owned businesses (WBE). The success of the City to track the amount of business received by SBE, MBE and WBE FIRMS (whether as a prime contractor or a subcontractor) is dependent upon the business community partnering with us in this important endeavor.

If you anticipate **sub-contracting** to any of these businesses in the performance of this contract, you are requested to individually report the total dollars for each business classification. Failure to report the dollars in the categories below may result in the application of stronger requirements being placed on bidders to assure that SBE, MBE and WBE firms receive benefits from City contracts.

Complete the following information and return the form with your package.

- 1) If you are a SBE, MBE or WBE, please check one of the following boxes:

SBE **MBE** **WBE**

- 2) In the spaces below, report the anticipated dollars that you intend to subcontract to each business type if a contract is awarded to your firm. (If you do not intend to sub-contract any work to others, even if you are a S/M/WBE, put zeros in the spaces below).

Company Name

Total **SBE** Dollars to be Sub-contracted \$ _____

Total **MBE** Dollars to be Sub-contracted \$ _____

Total **WBE** Dollars to be Sub-contracted \$ _____

- 3) If you are not a SBE, MBE, or WBE and you do not plan to utilize such firms in this contract, please state your reasons:

ANTI-COLLUSION CERTIFICATION

The offeror certifies that this bid is made without prior understanding, agreement, or connection with any corporation, firm, or person submitting a bid for the same product and that this bid is in all respects bona fide, fair and not the result of any act of fraud or collusion with another person or firm engaged in the same line of business or commerce. The bidder understands collusive bidding is a violation of Federal law and that any false statement hereunder constitutes a felony and can result in fines, imprisonment, as well as civil damages. The bidder also understands that failure to sign this statement will make the bid non-responsive and unqualified for award.

Signed: _____ Date: _____

Name of Company: _____

TRADE SECRETS / PROPRIETARY INFORMATION

Trade Secrets or Proprietary information submitted by an, offeror, or contractor in connection with a procurement transaction shall not be subject to public disclosure under the Virginia Freedom of Information Act; however, the, offeror or contractor must invoke the protections of this section prior to or upon submission of data or other materials to be protected and state the reasons why protection is necessary. *Price quotations in proposals submitted to the City are not “proprietary” or “confidential”.* They are considered public information. Information leading to the decision to award, including prices and other factors, shall be made public (section 2-557.2 of City Code).

Please mark one:

() **No**, the submittal I have turned in does not contain any trade secrets and/or proprietary information.

() **Yes**, the submittal I have turned in does contain trade secrets and/or proprietary information.

If **YES**, please list the *page numbers* **and** the *reasons* why the information is considered a trade secret and/or proprietary information. These pages shall be conspicuously labeled “PROPRIETARY INFORMATION” in **red** ink at the top and bottom center of each page. **Do Not Mark the Whole Proposal Proprietary.**

SECTION X.

SECTION XI. - DEFINITIONS

Section numbers referred to herein reflect the Workforce Investment Act of 1998.

<p>Administrative Costs: The allocable portion of necessary and allowable costs that are associated with the overall management and administration of the workforce investment system and which are not related to the direct provision of the Employment and Training Services. These costs can be both personnel and non-personnel and both direct and indirect.</p>
<p>Adult: Except in sections 127 and 132, the term "adult" means an individual who is age 18 or older.</p>
<p>Adult Education; Adult Education And Literacy Activities: The terms "adult education" and "adult education and literacy activities" have the meanings given the terms in section 203. The term "adult education" means services or instruction below the post secondary level for individuals— (A) who have attained 16 years of age; (B) who are not enrolled or required to be enrolled in secondary school under State law; and (C) who— (i) lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society; (ii) do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or (iii) are unable to speak, read, or write the English language.</p>
<p>Adult Mentoring (Youth): Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months.</p>
<p>Area Vocational Education School: Has the meaning given the term in section 521 of the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2471).</p>
<p>Assessment, Objective: The ongoing participant centered diagnostic evaluation of a participant's employability, interests, values, aptitudes, abilities, educational and vocational history, barriers, motivation and existing skills that lead to the development of an on-going, comprehensive Self Sufficiency Plan for the removal of barriers to employment and the attainment of the individual's career goals. Assessment first occurs at intake and is an ongoing, continuous collection of information to evaluate the effectiveness of support services, training and education and to monitor the participant's progress.</p>
<p>Audit: A systematic review by a CPA to determine and report whether an organization's financial operations are being properly conducted, financial reports are being presented fairly and applicable laws and regulations are being complied with. All successful bidders must submit an audit of their organization. Audits must be performed in accordance with OMB Circulars A-133, or United States Department of Labor and State of Oregon rules. For profit providers are subject to audit under the revised OMB Circular A-133.</p>

Barriers to Employment:

Contractors will have mechanisms for identifying and eliminating barriers to employment that hinder an individual's ability to participate in the labor force. These may include lack of a high school education or its equivalency, basic skills deficits, limited English, and substance abuse.

Basic Education – Adult Basic Education (ABE)/General Equivalency Degree (GED)/English as a Second Language (ESL):

ABE/GED services include: structured, formal written curriculum designed to systematically address basic skills deficiencies and/or lead to passage of GED tests for adult students. Classes are usually self-paced with individualized instruction. The length of instruction depends upon student needs. Instruction is provided by an individual with specialized education or training in delivering basic skills/GED instruction. Individualized electronic instruction through computer based systems may be a delivery system but must include regular access to and assistance from instructors. Student progress is monitored and testing is done to measure student progress.

English as a Second Language services (ESL) include: structured, formal written curriculum designed to systematically improve an individual's understanding of and use of the English language. Instruction is provided by an individual with specialized education or training in the delivery of ESL services.

Basic Skills:

Those academic skills that include reading, writing and speaking English, and the skills involved in math applications, computing and solving problems.

Basic Skills Deficient:

An individual who scores below the eighth grade level on an appropriate standardized test in either English reading or math computation skills.

Basis Testing:

An assessment instrument used to establish the participant's functional literacy level.

Below Grade Level:

One or more levels or credits below that which is appropriate for the person's age. (Can be calculated from the highest grade completed and reading /math levels)

Career Action Plan (Adult):

A Career Action Plan (CAP) is a written outline/summary that describes the short and long-term goals of the client. This plan is developed in concert with the client, to reflect the goals of the client and shall incorporate the assessment findings completed prior to plan development. The plan must be reviewed and modified based upon any changes in goals, barriers, and plan progression. The plan should also include a description of services needed, training opportunities planned for, education and/or skill development, support services and any other planned activities needed to accomplish the employment goals set in the plan. Whenever possible the plan should also include description of the responsible parties and/or resources allocated to provide planned services, activities, and support services.

Career Action Plan (DWP):

The Career Action Plan (CAP) is initiated with the participant during assessment and is continued with the dislocated worker Career Specialist. Each participant develops a Career Assessment Portfolio that states the participant's employment goals and the strategies planned to achieve this goal. In addition, it includes a summary of assessment outcomes, as well as employment and educational history. The CAP is the document that details the steps the participant will take to achieve re-employment.

Career Exploration, Planning & Counseling (Youth):

Activities which:

- assist youth to gain career awareness, make career decisions and plans, and understand

<p>labor market needs, trends, and opportunities;</p> <ul style="list-style-type: none"> • assist youth in making and implementing informed educational and occupational choices; and, • aid youth to develop career options with attention to surmounting gender, race, ethnic, disability, language, or socioeconomic impediments to career options and encouraging careers in nontraditional employment. • an orientation to skills and knowledge specific to career path and/or industry, based on SCANS skills, career related learning standards and industry-specific skills, if relevant.
<p>Career Related Mentoring (Youth): An employee or other individual, approved by the employer at a workplace, who possesses the skills and knowledge to be mastered by a student; who provides the student with instruction and performance critique, challenges the student to perform well, and works in consultation with program staff, classroom teachers and the employer as appropriate.</p>
<p>Case Management: <i>The provision of a client-centered approach in the delivery of services, designed--</i> (A) to prepare and coordinate comprehensive employment plans, such as service strategies, for customers to ensure access to necessary workforce investment activities and supportive services, using, where feasible, computer-based technologies; and (B) to provide job and career counseling during program participation and after job placement.</p>
<p>Case Management (Youth): Case Managers and youth work together in a documented, goal oriented, participant-centered process which extends from recruitment through follow up/retention. The case manager motivates and coordinates services and information to prepare participants for post secondary educational opportunities, provide linkages between academic and occupational learning, and/or preparation for unsubsidized employment/training opportunities, as appropriate.</p>
<p>Chief Elected Official: (A) the chief elected executive officer of a unit of general local government in a local area; and (B) in a case in which a local area includes more than one unit of general local government, the individuals designated under the agreement described in section 117(c)(1)(B).</p>
<p>Community Service Learning (Youth): A structured work experience, through which students learn and develop by participating in thoughtfully organized community service work activities that meet actual community needs, are designed collaboratively by the program and student(s) and may be paid stipends to apply toward future studies.</p>
<p>Community-Based Organization: A private nonprofit organization that is representative of a community or a significant segment of a community and that has demonstrated expertise and effectiveness in the field of workforce investment.</p>
<p>Coordination With Community Agencies (Youth): Creates and sustains partnerships with other agencies providing services to youth in order to maximize resources to meet the participant's needs, avoid duplication and provide integrated strategies for service delivery.</p>
<p>Cost Allocation Plan: A plan that identifies and distributes the cost of services and/or departments or function according to benefit received. It is the means to substantiate and support how shared costs of a program are charged to a particular cost objective.</p>

Cost Reimbursement Contracts:

An agreement format that provides for the reimbursement of all allowable costs that have been identified and approved in the contract budget. Contractors must maintain the documentation necessary to support the costs.

Customized Training:

Training—

- (A) that is designed to meet the special requirements of an employer (including a group of employers);
- (B) that is conducted with a commitment by the employer to employ an individual on successful completion of the training; and
- (C) for which the employer pays for not less than 50 percent of the cost of the training.

Data Collection:

The collection and recording of information pertinent to a participant including: demographic, service and outcome data elements.

DEMAND OCCUPATION:

This is an occupational area that has been designated as in high demand in the Greater Peninsula labor market area based on recent and widely accepted industry labor market information.

Dislocated Worker: An individual who--

- (A)
 - (i) has been terminated or laid off, or who has received a notice of termination or layoff, from employment;
 - (ii)(i) is eligible for or has exhausted entitlement to unemployment compensation; or (ii) has been employed for a duration sufficient to demonstrate, to the appropriate entity at a one stop center referred to in section 134 ©, attachment to the workforce, but is not in services for an employer that were not covered under a State unemployment compensation law; and
 - (iii) is unlikely to return to a previous industry or occupation;
- (B)
 - (i) has been terminated or laid off, or has received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff, from employment as a result of any permanent closure of, or any substantial layoff at, a plant, facility, or enterprise;
 - (ii) is employed at a facility at which the employer has made a general announcement that such facility will close within 180 days; or
 - (iii) for purposes of eligibility to receive services other than training services described in section 134(d)(4), intensive services described in section 134(d)(3), or supportive services, is employed at a facility at which the employer has made a general announcement that such facility will close;
- (C) was self-employed (including employment as a farmer, a rancher, or a fisherman) but is unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters; or
- (D) is a displaced homemaker.

<p>Displaced Homemaker: An individual who has been providing unpaid services to family members in the home and who-- (A) has been dependent on the income of another family member but is no longer supported by that income; and (B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.</p>
<p>DOL: United States Department of Labor:</p>
<p>Dropout (Youth): An individual no longer attending school that has not received a secondary school diploma or GED. (note: a youth attending an alternative school is not a dropout for the purposes of this program)</p>
<p>Economic Development Agencies: Agencies including local planning and zoning commissions or boards, community development agencies, and other local agencies and institutions responsible for regulating, promoting, or assisting in local economic development.</p>
<p>ELIGIBLE OR ELIGIBILITY: Refers to an individual's stature in relation to their ability to participate in a WIA Program. For dislocated workers programs, it is based upon plant closure, layoffs, and displaced homemakers as set forth in the rules governing that program.</p>
<p>Eligible Provider: The term "eligible provider", used with respect to-- (A) training services, means a provider who is identified in accordance with section 122(e)(3); (B) intensive services, means a provider who is identified or awarded a contract as described in section 134(d)(3)(B); (C) youth activities, means a provider who is awarded a grant or contract in accordance with section 123; or (D) other workforce investment activities, means a public or private entity selected to be responsible for such activities, such as a one-stop operator designated or certified under section 121(d).</p>
<p>Eligible Youth: Except as provided in subtitles C and D, the term "eligible youth" means an individual who-- (A) is not less than age 14 and not more than age 21; (B) is a low-income individual; and (C) is an individual who is one or more of the following: (i) Deficient in basic literacy skills. (ii) A school dropout. (iii) Homeless, a runaway, or a foster child. (iv) Pregnant or a parent. (v) An offender. (vi) An individual who requires additional assistance to complete an educational program, or to secure and hold employment.</p>
<p>Employability: A demonstrated level of knowledge, skills, abilities, work behaviors and attitudes necessary to compete successfully in the labor market.</p>
<p>Employment and Training Activity: An activity described in section 134 that is carried out for an adult or dislocated worker.</p>
<p>Employment Assessment:</p>

The ongoing participant centered diagnostic evaluation of a participant's employability, interests, values, aptitudes, abilities, educational and vocational history, barriers, motivation and existing skills that lead to the development of an on-going, comprehensive Career Plan for the removal of barriers to employment and the attainment of the individual's career goals. Assessment first occurs at intake and is an ongoing, continuous collection of information to evaluate the effectiveness of support services, training and education and to monitor the participant's progress.

Employment Documentation Assistance:

Assistance obtaining identification, a food handler's card and/or other documentation necessary to get a job.

Entrepreneurial Work Experience (Youth):

A program-based business venture (not a simulation) which is striving for economic viability and operated by students. School-based enterprises are generally directed by a business, which sponsors the enterprise and supervises the student staff. School-based enterprises may also be directed by the school, in the absence of business sponsorship.

Exposure to the World of Work:

Instructional activities that expand the occupational knowledge of students inexperienced in the labor market, prepare them for the realities of the workplace and increase students' awareness of their own aptitudes and interests and how they relate to occupations and career options. Also includes activities such as guest speakers, work samples, testing and assessment, field trips and site visits.

Family Unit (WIA):

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) A husband, wife, and dependent children.
- (B) A parent or guardian and dependent children.
- (C) A husband and wife.

Follow-Up (Adult):

Services to ensure that customers stay employed. Contractor provided follow up services are designed to provide transitional support services and intervention to increase the likelihood of job retention. These services may include: regularly scheduled in person or telephone contacts to assess job situation and provide needed support; on-going support groups or classes to help customers meet the demands of work and family needs; assistance to the employer and/or the participant to address particular problem areas; and coordination of transition benefits to promote job retention and participant self-sufficiency.

At a minimum, Contractor will contact and provide necessary retention services with at clearly defined, appropriate intervals to ensure continued employment. This includes contacts with and provision of retention services for customers after they exit the program.

Follow-Up (Youth):

Active case management of participants for at least one year after completing the program
Follow up services can include assessment/re-assessment, information & referral, additional training opportunities, support services, employment & education retention counseling, life skills/problem solving advocacy, services to support continued success for the participant or other program activities provided during the service period.

Governor:

The chief executive of a State.

Homeless/Runaway (Youth):

<p>A youth who lacks a fixed, regular, adequate nighttime residence. Includes those who have a primary nighttime residence that is a public or private shelter, an institution providing temporary residence, or a public or private place not designated or ordinarily used as a regular sleeping accommodation. Runaway is defined as a person under 18 years of age that absents themselves from home or place of legal residence with out permission of parent or legal guardian.</p>
<p>Incentives (Youth): Incentives are usually awarded to youth for successful completion of one or more components of the program. Incentives can be cash, gift certificates or other items the program feels are motivators for youth (T-shirts, field trips, etc.)</p>
<p>Individual Service Plan (Youth): A written outline of employment and training goals needed for a youth to attain self-sufficiency by finding and maintaining employment. The Individual Service Plan establishes short-term and long-term goals around post-secondary education and/or career employment, within the framework of the six career pathways designated by Oregon’s Educational Act for the 21st Century: Arts & Communications, Business & Management, Health Services, Industrial & Engineering Systems, Natural Resource Systems, or Human Resources. An Individual Service Plan may include activities to prepare the participant for employment, services to remove barriers to employment, training and job search. Individual Service Plans must be regularly reviewed and updated as changes occur in employment goals, barriers, program services or support services needs.</p>
<p>Individual Training Accounts [ITA] An account established by a local workforce investment board on behalf of a participant. Through ITAs, adult and dislocated worker funds will be used to make payment for purchasing training services from eligible providers selected by the participant in consultation with the case manager. Payments from ITAs may be made in a variety of ways, including the electronic transfer of funds through financial institutions, vouchers, credits, or other appropriate methods. The dollar amount and/or duration of an ITA may be limited by the State or local program.</p>
<p>Individual with a Disability: In general: an individual with any disability as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102).</p>
<p>Internship (Youth): A structured work experience involving specific occupational skills development goals in addition to other learning goals; involves the awarding of school credit/outcome verification upon successful completion; and includes the expectation that the student, upon completion of the internship, will demonstrate the skills necessary for entry-level employment in the occupational area of the internship.</p>
<p>Job Search Assistance: Job search skills training including job club, which provides the participant with the instruction and skills necessary to obtain full time employment. These skills may include resume writing, interviewing skills, telephone techniques, and job acquisition skills. Job search assistance must be offered to all customers.</p>
<p>Job Shadow: Competency-based educational experiences that occur at a worksite but are tied to the classroom by curriculum that coordinates and integrates school-based instruction with work site experiences.</p>
<p>Labor Market Area: An economically integrated geographic area within which individuals can reside and find employment within a reasonable distance or can readily change employment without changing</p>

<p>their place of residence. Such an area shall be identified in accordance with criteria used by the Bureau of Labor Statistics of the Department of Labor in defining such areas or similar criteria established by a Governor.</p>
<p>Labor Market Information: Occupational supply and demand information for Multnomah and Washington Counties identifying areas of growth or decline for the labor market and assessment of the effects of such growth or decline. Review and evaluation of an area's employment possibilities, including projected openings, new employment, job skills needed, available training programs, wages and labor supply.</p>
<p>Leadership Development Opportunities (Youth): May include but are not limited to 1) the exposure to post-secondary opportunities, 2) community service and service learning projects, 3) peer-centered activities, including peer mentoring and tutoring 4) Organizational and team leadership training 5) training in decision making, including determining priorities and 6) Citizenship training, including life skills training.</p>
<p>Life Skills (Youth): Activities and/or training that assist youth to develop marketable work habits. May include modules/training/curriculum instruction in Personal Finance & Budgeting, Computers, parenting/pregnancy prevention, Self-leadership (e.g. conflict resolution, public speaking, and anger management), cultural history and diversity, Nutrition/Fitness, and health.</p>
<p>Limited English Speaker: An individual whose native language is not English or who has an inability to communicate in English orally or in writing, resulting in a barrier to employment or training.</p>
<p>Literacy: The term "literacy" has the meaning given the term in section 203: an individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.</p>
<p>Local Area: A local workforce investment area as designated under section 116.</p>
<p>Local Board: A local workforce investment board established under section 117.</p>
<p>Local Educational Agency: Has the meaning given the term in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801).</p>
<p>Local Performance Measure: A performance measure established under section 136(c).</p>
<p>Lower Living Standard Income Level: 4That income level (adjusted for regional, metropolitan, urban, and rural differences and family size) determined annually by the Secretary based on the most recent lower living family budget issued by the Secretary.</p>
<p>Low Income Individual: An individual who— (A) receives, or is a member of a family that receives, cash payments under a Federal, State, or local income-based public assistance program; (B) received an income, or is a member of a family that received a total family income, for the 6-month period prior to application for the program involved (exclusive of unemployment compensation, child support payments, payments described in subparagraph (A), and old-age and survivors insurance benefits received under section 202 of the Social Security Act</p>

<p>(42 U.S.C. 402)) that, in relation to family size, does not exceed the higher of</p> <p>(i) the poverty line, for an equivalent period; or</p> <p>(ii) 70 percent of the lower living standard income level, for an equivalent period;</p> <p>(C) is a member of a household that receives (or has been determined within the 6-month period prior to application for the program involved to be eligible to receive) food stamps pursuant to the Food Stamp Act of 1977 (7 U.S.C. 2011 et seq.);</p> <p>(D) qualifies as a homeless individual, as defined in subsections (a) and (c) of section 103 of the Stewart B. McKinney Homeless Assistance Act (42 U.S.C. 11302);</p> <p>(E) is a foster child on behalf of whom State or local government payments are made; or</p> <p>(F) in cases permitted by regulations promulgated by the Secretary of Labor, is an individual with a disability whose own income meets the requirements of a program described in subparagraph (A) or of subparagraph (B), but who is a member of a family whose income does not meet such requirements.</p>
<p>Minimum Wage: The federal wage established as the lowest hourly salary that can legally be paid for labor. The current minimum wage is \$5.15/hour.</p>
<p>Nontraditional Employment: Occupations or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.</p>
<p>Objective Assessment (Adult): The ongoing participant centered diagnostic evaluation of a participant's employability, interests, values, aptitudes, abilities, educational and vocational history, barriers, motivation and existing skills that lead to the development of an on-going, comprehensive Career Action Plan for the removal of barriers to employment and the attainment of the individual's career goals. Assessment is an ongoing, continuous collection of information to evaluate the effectiveness of support services, training and education and to monitor the participant's progress.</p>
<p>Objective Assessment (Youth): An assessment of the academic levels, skill levels, and service needs of each participant, which shall include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs of the participant. A new assessment of a participant is not required if the provider determines it is appropriate to use a recent service strategy developed for the participant under another education or training program.</p>
<p>Occupational Skills: Those skills identified as necessary to successfully perform work-related functions within an industry sector. Occupational skills can be attained through activities such as</p> <ul style="list-style-type: none"> • Entry into an apprenticeship or internship program. • Complete a career specific, professional technical or advanced job skill-training program. • Complete a college degree.
<p>Offender: Any adult or juvenile-- (A) who is or has been subject to any stage of the criminal justice process, for whom services under this Act may be beneficial; or</p>

<p>(B) who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.</p>
<p>Older individual: An individual age 55 or older.</p>
<p>One-Stop Operator: One or more entities designated or certified under section 121(d).</p>
<p>One-Stop Partner: (A) An entity described in section 121(b)(1); and (B) An entity described in section 121(b)(2) that is participating, with the approval of the local board and chief elected official, in the operation of a one-stop delivery system.</p>
<p>On-The-Job Training: 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) 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.</p>
<p>ORIENTATION: Provides information about the types of services available, develops motivation and interest in the project, explains the application, selection and eligibility process, and assists applicants in preparing for the process. The respondent will provide a clearly defined format for the orientation to ensure consistency in how the information is given to potential applicants. The proposal must specify the criteria for determining suitability for services.</p>
<p>Out-of-School Youth: (A) an eligible youth who is a school dropout; or (B) an eligible youth who has received a secondary school diploma or its equivalent but is basic skills deficient, unemployed, or underemployed.</p>
<p>Outreach/Recruitment: These are activities and strategies for identifying and contacting potential customers. These strategies will include procedures that assure access throughout the service area and address appropriate access for customers with barriers.</p>
<p>Out Stationed Staff: Staff who are paid employees of one organization but deliver such organization's Services on-site at another organization without the other organization having to pay for such Services.</p>
<p>Placement: A client securing employment while participating in the WIA Program. To be counted as a placement, employment must be 20 hours or more per week, with wages equal to or greater than the higher of either the state or federal minimum wage per hour, and be an unsubsidized position.</p>
<p>Postsecondary Educational Institution: An institution of higher education, as defined in section 481 of the Higher Education Act of 1965 (20 U.S.C. 1088).</p>
<p>Potential Dropout (At risk of dropping out): A youth who is experiencing a lack of academic success as evidenced by basic skills deficiency, behind at least one school year in school credit as determined by school records,</p>

<p>failing grades, or below a 2.0 GPA.</p>
<p>Poverty Line: The poverty line (as defined by the Office of Health and Human Services, and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) applicable to a family of the size involved.</p>
<p>Pre-Employment & Work Maturity Training: A progression of instructional modules in which youth master and demonstrate proficiency in areas such as: identification and resolution of employment and personal barriers; interview protocol and skills; resume skills; general (non-industry specific) workplace-readiness skills and standards; and “soft” workplace-readiness skills.</p>
<p>Pregnant/Parenting Youth: A youth who is under 22 years of age and is either pregnant or providing custodial care for one or more dependents who are under 18 years old.</p>
<p>Pre-Vocational Services: Include but are not limited to learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills & professional conduct to prepare individuals for unsubsidized employment or training.</p>
<p>PROGRAM INCOME: Income generated, by a contract funded by State or Federal funds, as a result of fees, rental, or real or personal property, the sale of commodities or items developed with contract funds, and revenues in excess of costs earned by organizations. Program Income does not include profit earned by for profit agencies and identified and agreed to in the Contract budget.</p>
<p>Program Year: A program year is a twelve month period (July 1-June 30), determined by funding source guidelines. Some services, such as educational services, are typically provided during only some of the twelve months. Different organizations will have different program years; organizations delivering services from various funding sources may deal with a variety of defined program years. For purposes of this RFP, a program year is a twelve-month period of time, during which services were delivered and/or administered during at least eight of the twelve months. Organizations responding to the RFP should indicate their program year and the months of delivery and/or administration of services.</p>
<p>Project-Based Learning: Learning experiences which engage students in complex, real-world projects through which they develop and apply skills and knowledge, which take effort and persistence over time, result in the creation of something that matters to them and has an external audience. Employment and community partners provide students with ongoing coaching and expert advice on projects, particularly in regard to effective strategies and tools used in the workplace. Projects should be authentic, involve academic rigor, applied learning, active exploration, adult connection and assessment practices.</p>
<p>Public Assistance: The term “public assistance” means Federal, State, or local government cash payments for which eligibility is determined by a needs or income test.</p>
<p>Rapid Response: A mechanism intended to contact and involve affected workers and employers as quickly as possible after notice of impending layoff.</p>

<p>REFERRAL: Any eligible youth who is not enrolled to receive services at a contracted program must be given the referral information regarding the full array of applicable or appropriate service available through local programs including One-Stop partners and providers. In addition, youth should be given referrals for further assessment if determined appropriate. Programs are strongly encouraged to link and share information with other youth serving agencies, organizations and training providers in order to meet the individual needs of all youth.</p>
<p>Retention: Continued employment for a specific period after initial placement.</p>
<p>Retention (Youth): Continued retention in work or school/training/education/military</p>
<p>Retention Rate: The number of WIA customers placed who are employed at the end of the retention period [to be determined by PCFWD] <i>after</i> terminating from the program, divided by the total number of customers terminated in a specific time period.</p>
<p><i>Retention Services: See Follow Up</i></p>
<p>School Dropout: An individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent.</p>
<p>Secondary School: The meaning given the term in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801).</p>
<p>Self-Sufficiency: An adequate standard of living without cash benefits. Self-sufficiency services are services that assist a WIA recipient to expand strengths and resources necessary for self-sufficiency, or to reduce or eliminate barriers to self-sufficiency.</p>
<p>State Adjusted Level of Performance: A level described in clause (iii) or (v) of section 136(b)(3)(A).</p>
<p>State Board: A State workforce investment board established under section 111.</p>
<p>State Performance Measure: A performance measure established under section 136(b).</p>
<p>Stipends: Stipend payments may be used for youth participating in a variety of non-employment related work experiences. In lieu of wages, these payments are based on attendance for youth participating in a work, education, and/or training experience. The allowable stipends is the federal minimum wage less any applicable withholdings.</p>
<p>Structured Work Experience: A competency-based educational experience that occurs at the work site but is tied to the classroom by curriculum that coordinates and integrates school-based instruction with work site experiences.</p>
<p>Subsidized Work Experience: A career-linked job at a public or private site in which the wages paid to an employee are financially supported by a private, state or local employment and training program.</p>
<p>Successful Completion of Work Based School-to-Work Activities : (A). Maintain 90% attendance during employment AND (B) Receive a positive work based readiness skill or Work Maturity evaluation from the</p>

<p>supervisor</p> <p>OR</p> <p>(C) Successfully meet the requirements identified by the CONTRACTOR for skill acquisition.</p>
<p>Supportive Services: Service needed in order to assist the youth to be successful in achieving their goals. This may include transportation, child care, work related tools, and clothing. To the greatest extent possible programs should address support service needs through leveraging of resources and partnerships with other providers.</p>
<p>Tracking: The Contractor, in partnership with PCFWD and other partners, will be responsible for tracking significant participant movement through the program. This will include entry into components, time in component and exits from components. Tracking will provide PCFWD, the Contractor and other partners necessary management information to improve the program, as well as ensure that customers are all accounted for in the program. While the Contractor is responsible for case management of WIA customers and therefore tracks significant information on each participant, PCFWD is responsible for analyzing and monitoring the overall flow of customers through the program.</p>
<p>Training Code: Training defined by using the first three digits of the Dictionary of Occupational Titles (DOT) for the occupation for which the participant is being trained.</p>
<p>Unemployed Individual: An individual who is without a job and who wants and is available for work. The determination of whether an individual is without a job shall be made in accordance with the criteria used by the Bureau of Labor Statistics of the Department of Labor in defining individuals as unemployed.</p>
<p>UNSUBSIDIZED EMPLOYMENT: Full or part-time employment in a job not financed from funds provided by a federal or state grant. A job in which the wages paid to an employee are not financially supported by a state or local employment and training program.</p>
<p>Veteran; related definition: (A) Veteran: The term "veteran" means an individual who served in the active military, naval, or air service, and who was discharged or released from such service under conditions other than dishonorable. (B) Recently separated veteran: The term "recently separated veteran" means any veteran who applies for participation under this title within 48 months after the discharge or release from active military, naval, or air service.</p>
<p>Vocational Education: Has the meaning given the term in section 521 of the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2471).</p>
<p>Vocational Training; Provides customers with long or short-term training in a community college, university, vocational school or business environment to improve employability in the local labor market. The training can provide basic skills, upgrade current skills, develop new technical skills, improve language skills and prepare customers for employment in high growth occupations.</p>
<p>Wages: The amount of income, usually specified as an hourly wage, earned by a participant when</p>

<p>engaging in employment-related activities. Wages are to be paid to youth who are participating in subsidized work experience or limited internship projects. Youth must be paid an hourly wage. The wage must be included in the project budget.</p>
<p>Welfare Customer: A recipient of or someone listed on a cash welfare grant payment (e.g. TANF, general assistance, or refugee assistance). Includes (but is not limited to) recipients under the JOBS program.</p>
<p>WIA: The Workforce Investment Act of 1998.</p>
<p>Work-Based Learning Activities: Activities offered which are designed to enable youth to gain exposure to the working world and its requirements and help acquire personal attributes, industry defined skill standards, and knowledge needed to obtain a job and advancement in employment. Activities should be designed to be mastered at progressively higher levels that is coordinated with school-based learning. Can take place at private, for-profit, non-profit or public sector. Can be paid or non-paid activities. (Note: applicable labor laws must be adhered). Activities must be relevant to the career plan and include but are not limited to:</p> <ul style="list-style-type: none"> • Career Related Mentoring • Community Service Learning • Entrepreneurial Work Experience • Internship • Job Shadow, • Project-Based Learning, • Subsidized Work Experience and Structured Work Experience.
<p>Work Readiness: Completion of one or more workforce readiness skill activities appropriate to the service plan developed for the participant, which could include</p> <ul style="list-style-type: none"> • Career Related Assessment and Goal Setting • Pre-Employment Training • Work Experiences/Internships • Job Shadows • Career Explorations • On-the-Job Training
<p>Workforce Investment Activity: Any activity intended to assist youth or adults customers in achieving their educational or employment goals consistent with the intent of the Workforce Investment Act (WIA) and with the federal regulations guiding its implementation.</p>
<p>Youth Activity: Any activity intended to assist youth customers in achieving their educational or employment goals consistent with the intent of the WIA and with the federal regulations guiding its implementation.</p>
<p>Education and Training Committee (Youth Council): A council established under section 117(h).</p>