

Workforce Investment Board of Trumbull County

Request for Proposals Workforce Investment Act (WIA) Youth Services

Proposal Due Date:

August 15, 2014 at 3:30 p.m.

Deliver or mail proposals to:

Mrs. Judith O. Williams
WIA Employment/Training Supervisor
Trumbull County Department of Job and Family Services
280 N. Park Avenue, Suite 1
Warren, OH 44481

RFP Issued:

July 24, 2014

The Trumbull County Workforce Investment Board is an Equal Opportunity Employer and provider of employment and training programs. Auxiliary aids and services are available upon request to persons with disabilities.

Notice of Request for Proposals (RFP)

Due Date: August 15, 2014 at 3:30 p.m.

Submittal Location: Judith O. Williams
WIA Employment/Training Supervisor
Trumbull County Department of Job and Family Services
280 N. Park Avenue, Suite 1
Warren, Ohio 44481

Bidding process: Competitive

Services: WIA Youth Services, various academic enhancement, occupational skills training and supportive services

Contract Type: Cost Reimbursement

Contract Term: September 1, 2014 – August 31, 2015

RFP Contact: Judith O. Williams
Judith.Williams@jfs.ohio.gov
330-675-7707

RFP Issued: July 24, 2014

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Background and General Information

The Workforce Investment Act of 1998 (WIA)

Funds for this RFP made possible by federal Workforce Investment Act. WIA provides funding to local workforce development areas to create a comprehensive employment and training system. The Act provides funding for eligible youth and adults to increase their employability skills and assist them in obtaining employment.

The purpose of Youth Programs under WIA is to 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; to ensure on-going mentoring opportunities for eligible youth with adults committed to providing such opportunities:

- to provide opportunities for training to eligible youth;
- to provide continued supportive services for eligible youth;
- to provide incentives for recognition and achievement to eligible youth; and
- to provide opportunities for eligible youth in activities related to leadership development.
(Workforce Investment Act, Section 129, (a), (b), and (c).)

RFP Purpose, Funding Period and Funds Availability

The purpose of this Request for Proposal (RFP) is to solicit competitive proposals for the delivery of youth services under the Workforce Investment Act Title I-B.

WIA requires that a minimum of 30 percent of a local area's WIA youth funds be allocated to out-of-school youth programs. For Program Year (PY) 2014, the Trumbull County Workforce Investment Board has adopted a 50-50 funding split between in-school and out-of-school youth programs. The overall goal is to assist youth ages 16-21 in achieving major educational attainment, skill development and/or employment.

2014 ALLOCATION AVAILABLE FOR SERVICE BIDDERS	
WIA Services In-School & Out-of-School	\$300,000.00

Contracted services are to be provided September 1, 2014 through August 31, 2015.

WORKFORCE INVESTMENT BOARD OF TRUMBULL COUNTY

MISSION, VISION AND GOALS

It is the intent of Workforce Investment Board of Trumbull County to provide an equal and open opportunity in the selection of Contractors for workforce development services to youth in Trumbull County. The vision of the Workforce Investment Board of Trumbull County youth system is to assist youth to become life-long learners who have the skills and opportunities to support long-term success in the job market.

The mission of the Workforce Investment Board of Trumbull County youth services, under the guidance of the Workforce Investment Board (WIB) and Youth Council, is to facilitate the development of a coordinated, self-sustaining youth development and employment system that meets and anticipates the needs of future workers and employers.

The overall goal for the provision of funds under this procurement is to assist youth ages 16-21 in achieving major educational attainment, skill development and/or employment. Services should be designed and delivered in a manner that maintains focus on and is relevant to job placement, career development and educational attainment. This can be accomplished through a variety of youth development strategies described herein.

Eligible Bidders and Subcontracts

Proposing organizations may be public or private, for profit or not-for-profit entities.

Both the Act and the TCWIB encourage partnering and collaboration to deliver the most effective services to have the greatest possible community impact. If your proposal involves a partnership or subcontract, you should provide a letter of commitment generally outlining the partnership and the activities or services of each of the partners. Before funding, partnerships must be firmly established by means of formal Memorandum of Understanding (MOU). The MOU, whether developed as an umbrella agreement with a variety of agencies, or independently with a particular partner must contain, at a minimum, the following information:

- A description of what customer services will be provided by each partner
- How the costs of services and operating costs of the partnership will be funded
- Method of referral between partners
- Duration of the Memorandum and procedures for amending the Memorandum
- Other provisions as agreed upon by the parties to the MOU

The bidders conference will be held on the following date. While bidders are not required to attend and will not be penalized for nonattendance, attendance is strongly encouraged to ensure understanding of the agency's desired outcomes for services and program design and management requirements.

Date and Time: July 24, 2014, 10:00 a.m.

Location: Trumbull County Dept. of Job and Family Services
280 North Park Avenue, Suite 1
Warren, Ohio 44481

All questions related to WIA youth programming and this RFP should be directed to:

Judith O. Williams
WIA Supervisor
280 North Park Ave., Suite 1
Warren, Ohio 44481
330-675-7707
Judith.Williams@jfs.ohio.gov

Procurement Timeline

July 20, 2014	Public Notice
July 24, 2014 at 10 a.m.	Bidders Conference Trumbull Co. Dept. Job & Family Services/One-Stop 280 N. Park Avenue, Suite 1 Warren, OH 44481-1109
August 15, 2014 Must be received by 3:30 p.m.	RFP applications are due at the Trumbull CO. Dept. of Job & Family Services/One-Stop. Please send to: Judith O. Williams, WIA Employment/Training Supervisor
August 18-August 22, 2014	Evaluation Process
September 2014	Workforce Investment Board acts on recommendation of Youth Council
August 2014	Provisional Award Notifications; Contract Negotiations begin
September 1, 2014	Contract Period begins

About the Trumbull County Workforce Investment Board

The mission of the TCWIB is to champion a workforce and learning system that allows our region to be a world leader in producing a vibrant economy, with lifelong employment and training opportunities for every resident. The TCWIB's customers include youth, laid-off workers, job seekers, incumbent workers, and employers.

The TCWIB, a part of TCDJFS supports and funds employment and training services and connects job seekers with employers. Through strategic partnerships with educational institutions, business, labor, and community organizations, the agency supports innovative employment-related programs that serve adults, youth, dislocated workers, and employers throughout Trumbull County and the Mahoning Valley, creating employment opportunities that lead to independence and self-sufficiency and nurturing a vibrant, well-trained workforce.

The TCWIB is particularly committed to our local youth and helping them to engage in their own development and progress toward long-term self-sufficiency. In order to focus on this portion of our mission, the TCWIB has appointed a Youth Council to oversee the implementation and management of WIA youth services. The Trumbull County Youth Program has adopted these four principles of youth development in its approach to developing a comprehensive youth and workforce development system. The system will:

- Value the individual strengths of young people rather than focusing exclusively on their problems.
- Give youth authentic opportunities to make meaningful contributions to their communities.
- Provide all youth with caring adults who provide structure, accountability, and high expectations.
- Take a holistic approach to providing services to youth and address academic, employability, civic and social involvement, emotional, and physical needs.

Strong proposals will adopt these principles in program design and management.

The TCWIB has placed a priority on funding programs that deliver the following short-term results for WIA eligible youth:

- 1) Increase basic skills levels for youth deficient in these areas.

- 2) Increase high school attendance and graduation rates.
- 3) Increase the employability of young people through the attainment of industry standard skill certificates, postsecondary education degrees, internships, and apprenticeships in high demand occupations.

Strong proposals will produce these kinds of program results and contribute to the long-term goal of increasing the standard of living of Trumbull County residents and providing a world-class workforce.

Scope of Services

Service Delivery and Program Management Requirements

The TCDJFS welcomes proposals from organizations acting as: **(1) Provider, providing program elements in house; (2) Administrator, overseeing WIA Youth services through an array of vendors; or (3) Provider and Administrator, combining both roles.** Regardless, bidders are responsible for financial management; management information system (MIS) documentation; and performance attainments, tracking, and case files for all in-house and vendored services.

Quarterly Performance Reports to the TCDJFS

In order to help the TCWIB and its provider partners track system performance on an ongoing basis, Trumbull County WIA Youth Services bidders will provide quarterly progress reports that detail youth outcomes and program outputs. Quarterly report formats are listed in the Program Planning Worksheets included in this RFP.

Staff Qualifications

All staff who work with youth should have the necessary background checks to work with youth under age 18. Bidding organizations with degreed staff in education, psychology/counseling, and social work will be viewed favorably.

Target Population and Eligibility

WIA youth programs are intended to provide a rich array of age-appropriate services that target economically disadvantaged youth aged 14-21 who face barriers to staying in school or to finding stable employment. These services are available not only to high school students (in-school youth) but also to those young people who have dropped out of school and are interested in furthering their education and preparing for the workforce (out-of-school youth).

Under WIA, a youth is eligible for services if he or she is:

1. Age 14 through 21; and
2. A citizen of the United States or a non-citizen who is authorized by the Immigration and Naturalization Service; and
3. In compliance with the Selective Service Act (only relevant for males 18-21); and
4. Identified as low-income and meets one or more of the following criteria:
 - Deficient in basic literacy skills
 - A school dropout
 - Homeless, a runaway, or a foster child
 - Pregnant or a parent
 - An offender
 - Foster child

- Not at grade parity (in other words, one or more grade levels below the grade level appropriate to the individual's age)
- Having one or more disabilities, including learning disabilities
- Requires additional assistance to complete an education program or to secure and hold employment

Note. Up to 5 percent of participants may be individuals who do not meet the income criteria but do meet one or more of the above-mentioned barriers.

Program Parameters

The Workforce Investment Act requires eligible youth to receive 6 core services and have access to 10 program elements. For the purposes of this procurement, successful bidders will be responsible for ensuring that most WIA Youth core services (see below) are provided to every WIA-enrolled youth and that all ten of the WIA Youth program elements are accessible to all enrolled youth as needed, either directly in house or through vendored or leveraged agreements.

Core Services

All bidders must ensure that they will provide the following the following six required core service components:

1. Outreach, Recruitment and Orientation. Outreach and recruitment includes, but is not limited to, identifying potentially eligible youth, working with parents and guardians to secure necessary documentation, and communicating with schools and community organizations regarding recruitment efforts. As part of orientation, all youth must receive information on all services available through the bidder, including programs or activities provided by vendors and partners. This includes information about all program policies governing such areas as drug and alcohol abuse, attendance, and behavior. Youth must be made aware of the youth development principles practiced by the bidder and informed that services and projected outcomes will be tailored to the individual youth's needs.
2. Eligibility Determination and Registration. Registration includes completion of the WIA youth application, verification of the information provided for the application, and determination that the applicant meets the eligibility criteria established by WIA. The application is standardized, and it is the bidder's responsibility to ensure that all necessary documentation is available for WIA staff taking applications.
3. Objective Assessment. Each participant shall be provided with an objective assessment of his/her academic skills, employment skills, and supportive service needs. This includes a review of educational skill levels, occupational skills, prior work experience, employability, interests, aptitudes, and supportive service needs. The goal is to accurately evaluate each youth in order to develop an appropriate service strategy to meet his/her individual needs. For basic skills testing, the TABE test must be used.
4. Individual Service Strategy (ISS). The ISS is an age-appropriate, individualized, written plan of long- and short-term goals that includes employment, involvement in WIA youth program elements, and personal support services. A plan will be developed collaboratively with each participant, with consideration of the youth's assessment results. The ISS will clearly connect the services to be provided to each youth with the outcomes to be achieved by the young person between WIA

enrollment and exit. The plan will be considered a living document and used to track services and outcomes to be delivered or achieved. This plan must be reviewed and updated with the participant, both regularly and as changes occur.

5. **Case Management.** Case managers and youth work together in a documented, goal-oriented, participant-centered process that extends from recruitment through follow-up. The case manager motivates participants and coordinates services and information to prepare them for postsecondary educational opportunities, academic and occupational learning, or employment/training opportunities, as appropriate. In addition, for those youth who are determined eligible for WIA programs but who do not ultimately enroll, bidders must provide referral information.
6. **Referral.** Eligible youth who do not enroll in WIA programs must be provided information regarding the full array of applicable and appropriate services available through local programs that have the capacity to serve them with appropriate training and educational services. In addition, eligible youths should be given referrals for further assessment if determined appropriate. Programs are strongly encouraged to partner and share information with other youth-serving agencies, organizations, and training providers in order to meet the individual need of all youth.

Ten Program Elements

WIA requires ten program elements to be accessible to all enrolled youth as needed. For the purposes of this RFP, services must be available either directly in house or through vendored or leveraged agreements. Which of these ten services will be accessed by a WIA youth participant will depend upon the needs and outcome goals documented in youth's ISS. For services provided outside of the bidders' organization, bidders must have clear processes in place for determining how youth are referred to these services, how services and related youth progress are tracked, and how leveraged resources are identified and managed. The 10 program elements improve youths' educational achievement; prepare youth for entry into and success in employment, and support youth development:

IMPROVING EDUCATIONAL ACHIEVEMENT

1. **Tutoring, study skills training, and instruction** leading to secondary school completion, including dropout prevention strategies.
2. **Alternative secondary school offerings**, as appropriate.
3. **Summer employment opportunities** must be directly linked to academic and occupational learning.

PREPARING FOR ENTRY INTO AND SUCCESS IN EMPLOYMENT

4. **Paid and unpaid work experiences**, including internships and job shadowing.
5. **Occupational skill training** is the development of primary occupational skills to perform tasks and technical functions required by specific occupational fields. Instruction in job-specific and basic skills in a specific job or industry should be related to local labor market demand. Bidders must make every effort to utilize other funding sources to pay for occupational skills training (e.g., Pell grants and other aid available through community and technical colleges and WIA adult resources for older youth).

SUPPORTING YOUTH DEVELOPMENT

6. **Leadership development opportunities** encourage responsibility and other positive social behaviors. Activities may include exposure to postsecondary opportunities; community service and service learning projects; peer-centered activities, including peer mentoring and tutoring; organizational and team leadership training; training in decision making, including determining priorities; and citizenship training, including life skills training.
7. **Supportive services** that may include linkages to community services and/or assistance with transportation, child care, housing, referrals to medical services, and the provision of appropriate work attire and work-related tools.
8. **Comprehensive guidance counseling**, including drug and alcohol abuse counseling, as well as referrals to counseling, as appropriate to the needs of the individual youth.
9. **Adult mentoring** for a duration of twelve (12) months may occur during both program participation and follow-up. Bidders are encouraged to provide this element or describe how this element will be delivered through a partnership.
10. **Follow-up services** for at least 12 months after each youth exits the program to ensure continuity of services and progress towards the performance outcomes. Follow-up services must be provided by the same program that provided case management during participation. The types of services provided must be based on the needs of the individual. Bidders are encouraged to develop partnerships with other youth programs and to leverage additional funding to support follow-up services. However, the bidder will be responsible for coordinating follow-up, gauging its effectiveness and appropriateness, maintaining appropriate periodic contact with the participant, and documenting all activities. Follow-up services may include: leadership development; supportive services; regular contact with the youth's employer, including addressing work-related problems that arise; assistance with job development, career development, and further education; work-related peer support groups; adult mentoring; and tracking the progress of youth in employment after training.

WIA PERFORMANCE MEASURES AND PROGRAM OUTCOMES

Successful proposals will emphasize program outcomes. The following is a description of the performance outcomes the Workforce Investment Board of Trumbull County will use to measure program success. These outcomes reflect current Department of Labor policy. **Outcomes for Youth services are assessed against Department of Labor Performance Measures only, not an individual agency’s standards of success.**

THE COMMON MEASURES

Youth Measures:

1. Placement in Employment or Education
2. Attainment of a Degree or Certificate
3. Literacy and Numeracy gains

<p>1. Placement in Employment or Education</p> <p>Of those who are not in post-secondary education, employment or the military at the date of participation</p> <p style="text-align: center;"><i>Number of participants who are in employment, the military or enrolled in post-secondary education and/or advanced training/occupational skills training in the first quarter after the exit quarter</i></p> <hr style="width: 50%; margin-left: auto; margin-right: auto;"/> <p style="text-align: center;"><i>Number of participants who exit during the quarter</i></p>	<p>Important to Note</p> <ul style="list-style-type: none"> • Participants enrolled in secondary school at exit are INCLUDED in this measure. • Enrollment in secondary school alone at exit is NOT a positive outcome.
<p>2. Attainment of Degree or Certificate</p> <p>Of those enrolled in education (at the date of participation or at any point during the program)</p> <p>Number of participants who attain a diploma, GED, or certificate by the end of the third quarter after the exit quarter</p> <hr style="width: 50%; margin-left: auto; margin-right: auto;"/> <p style="text-align: center;"><i>Number of participants who exit during the quarter</i></p>	<p>Important to Note</p> <ul style="list-style-type: none"> • Certificate replaces “credential” • Certificate is more narrowly defined; all certificates are credentials, but not all credentials are certificates • Local WIB-developed certificates will not count toward performance • Work-readiness certificates will not count under this measure, e.g., Work Keys • Not tied to an employment outcome, as the current credential measure is • Youth in secondary school at exit are INCLUDED in this measure

<p>3. Literacy or Numeracy Gains</p> <p>Of those out-of-school youth who are basic skills deficient</p> <p><i>Number of participants who increase one or more educational functioning levels</i></p> <hr/> <p><i>Number of participants who have completed a year in the program (i.e., one year from the date of program participation) plus the number of participants who exit before completing a year in the program</i></p>	<p>Definitions</p> <p>Out-of-School</p> <ul style="list-style-type: none"> • School dropout or has received a diploma but is basic skills deficient, unemployed, or underemployed <p>Basic Skills Deficient</p> <ul style="list-style-type: none"> • Reads, writes, or computes at or below 8th grade level; OR cannot read, write, compute, or speak English at a level necessary to function on a job
<p>Important to Note</p> <ul style="list-style-type: none"> • Measures gains in educational functioning levels, not attainment of individual skills • Requires pre- and post-test using specified assessments • Pre-test must be within 60 days of participation • Post-test must be within one year of <u>youth participation</u> (NOT one year from pre-test) • One EFL is generally equivalent to 2-3 grade levels <ul style="list-style-type: none"> □ High Intermediate Basic Education is equivalent to grades 6-8.9 	<p>Important to Note</p> <ul style="list-style-type: none"> • Gains are needed in one area (literacy OR numeracy) to meet performance • Applies to all out-of-school youth who are basic skills deficient, not just younger youth • Youth who do not post-test or who exit before completing a year of programming are INCLUDED. • Out-of-school youth who are NOT basic skills deficient are excluded from this measure.
<p>Assessments for Literacy/Numeracy</p> <ul style="list-style-type: none"> • Must be crosswalked to National Reporting System educational functioning levels <ul style="list-style-type: none"> □ Either ABE or ESL • Each ABE or ESL level describes skills in areas of reading, writing, numeracy, speaking, listening, functional, and workplace skills. 	<p>Assessments for Literacy/Numeracy</p> <ul style="list-style-type: none"> • Assessments must be standardized (has standard administration and scoring procedures) • Must use the same instrument for pre- and post-test • Youth with disabilities should be tested with appropriate accommodations. • Participants should continue to receive remediation until they are no longer basic skills deficient. They will not count in the measure again until they have received a second full year of programming.

What is Successful Performance: A Recap

- Attainment of a degree or certificate
- Entry into employment, post-secondary education, or advanced training
- Increase in one EFL level per year of participation

Interim Program Outcomes. Since program activities do not always directly impact WIA performance measures and data on WIA performance measures is often reported several months after completion of services, bidders are expected to develop and monitor interim program outcomes that contribute to WIA performance. These shorter-term program outcomes will serve as the basis for performance-based contracts (see outcomes currently tied to performance payments).

Evidence-Based Practices. Programs that incorporate best practices in youth development are more likely to have a positive impact on performance measures. A growing body of research in youth development reveals the specific program structures and activities that increase the likelihood of youth success.

Program Design: In-School Youth and Out-of-School Youth

In-School Youth

As described previously, in-school youth (ISY) are youth who are still in high school.

ISY Program Goal. ISY programs provide a comprehensive, integrated mix of services that promote enhanced academic achievement, successful graduation, awareness of and readiness for postsecondary education, career preparation, work readiness and connections to employment. In-school youth programs will focus on dropout prevention and intervention strategies for youth at risk of not completing high school.

ISY Program Outcomes. Participants enrolled as ISY will stay in and graduate from high school. They will achieve measurable gains in one or more of the following skill categories: basic skills (top priority), work-readiness skills, and occupational skills. These achievements will increase ISY's chances of graduating from high school and entering postsecondary education and/or career pathways.

Out-of-School

The Workforce Investment Act defines an out-of-school youth (OSY) as a young person who: *is a school dropout or has a high school diploma or GED but is basic-skills deficient, unemployed or underemployed.*

OSY Program Goals. OSY programs must be designed to lead youth to self-sufficiency through attainment of full-time, long-term employment and/or postsecondary opportunities.

OSY Program Outcomes. Outcomes will vary depending on the needs, interests and age of the youth.

- Service strategies for **younger OSY** (ages up to 18) must include strategies to return youth dropouts to a school setting to complete their secondary education and prepare them for post-secondary education and/or employment leading to self-sufficiency. During their enrollment in the WIA program, younger OSY will achieve measurable gains in one or more of these categories: basic skills (top priority), work readiness skills, and occupational skills during their enrollment in the WIA program.
- Service strategies for **older OSY** (ages 19-21), with or without a high school diploma or GED must connect youth to advanced training and postsecondary education and must include strategies that help interested participants not only enroll in such training but also complete training and attain a credential. Any participant who is deficient in basic skills

must be offered services to improve essential reading, writing, math, analytical, computer, and communication skills.

OSY Program Design Issues. Design of OSY programs must address these issues:

- Strong community partnerships are instrumental to the success and sustainability of second-chance programs for out-of-school youth. Proposals should demonstrate comprehensive collaboration – including shared financing – among local school districts, community colleges, and community-based organizations.
- Research shows that the long-term earnings of GED holders are higher than earnings for dropouts without additional education credentials but lower than earnings of high-school graduates. While GED attainment should remain a top priority for most OSY programs, service strategies must reach beyond the GED to support youth entry into postsecondary education or into employment that will lead to self-sufficiency. Strong proposals will demonstrate program outcomes that demonstrate progress toward these goals.

Some older youth may not advance to postsecondary education or advanced training. It is especially critical to provide these youth with comprehensive employment services during their enrollment in a WIA program that include a strong connection to the workplace. Bidders must describe their approach to facilitating short-term job placement, job retention, and long-term wage progression, including youth access to local workforce system resources.

Proposal Guidelines and Submission Instructions

Due Date

Proposals must be submitted no later than 3:30 P.M., August 15, 2014

Submittal Requirements

Judith O. Williams
WIA Supervisor
Trumbull County Dept. of Job & Family Services
280 North Park Ave., Suite 1
Warren, Ohio 44481

Proposals may be submitted by U.S. mail or other mail carrier service, such as Fed Ex, UPS, or DHL, or hand delivered. Faxed and emailed proposals will NOT be accepted.

Four (4) copies of the proposal with one original signature page are required.

Contents and Format Requirements

Each proposal must contain:

- One-page proposal summary highlighting youth development outcomes, relationship of outcomes to system goals, and a brief description of proposed services and activities and partnering agencies.
- 20-page (maximum) proposal narrative that contains the eight sections described under Instructions for Proposal Narrative below; no more than 20 single-spaced pages in 12 point font with one-inch margins, including any charts or diagrams used in the proposal narrative.
- One-page budget narrative.
- Signed proposal submission agreement.
- Required budget forms.
- Required program design worksheets.
- Letters of commitment from all partnering organizations.

The 20-page proposal narrative maximum does not include the required one-page proposal summary, one-page budget narrative, required budget forms, required program design worksheets, or letters of commitment.

Please Include a Project Summary

INSTRUCTIONS FOR PROPOSAL NARRATIVE

The 20-page proposal narrative should include the following eight sections in this order.

1. Local Mission, Vision and Goals (**5 points**)
 - a. Describe the relationship of the proposed services and activities to the Workforce Investment Board of Trumbull County local mission, vision and goals.
 - b. Describe how the proposed services and activities will contribute to the development of a comprehensive youth service delivery system in Trumbull County.
2. Program Elements and Service Delivery (**30 points**)

- a. Describe which of the WIA 10 Youth elements will be provided
 - b. Describe the specific relationship and commitments of other agencies providing the remaining elements. Include letters of commitment from partnering organizations when appropriate.
 - c. Describe how services will be coordinated for program participants and how a youth development approach will be incorporated into the service delivery.
 - d. Detail your evidence of program success. Evidence consists of past program performance and integration of evidence-based principles and practices in program design.
 - e. Describe the target population and how youth will be recruited, engaged, and retained in the program.
 - f. Describe the number of youth to be served.
 - g. Describe **where** and **how** services will be delivered including coordination with the Trumbull County One Stop.
3. Outcomes and Outputs (15 points)
- a. Describe the planned outcomes (measurable) for **each** program element provided.
 - b. Describe your program outputs (measurable) evidence that services were provided.
4. Assessments (15 points)
- a. Describe the initial/entry assessment to be used to identify appropriate, suitable, participants.
 - b. Describe and justify the assessments and process used to measure youth success.
5. WIA Performance Measures Addressed (5 points)
- a. Describe the WIA performance measures (Common Measures only) addressed by the services proposed and the relationship of these services to successful attainment of the measures.
6. 12 Month Follow-Up Activities (10 points)
- a. Describe the follow-up activities to be conducted.
 - b. Describe your methods to ensure communication with program participants after exit.
- **Do not respond. This service will be provided in house.**
7. Program Management (5 points)
- a. Describe your organizational capacity and staff qualifications (provide resumes)
 - b. Describe how the reporting requirements will be met.
 - c. Describe how your program's success will be monitored.
8. Budget Narrative and Timeline (15 points)
- a. Provide a budget for the services being provided utilizing the following guide:
 1. Include a description of matching funds and/or financial commitments from other organizations:
Leveraged Resource - List other resources that contribute to the delivery of the proposed program. Include Budget Item (type of resource: training wages, staff operating, etc.), brief description, source and actual or estimated amount that contribute to the delivery of the proposed program.
 - b. Provide a one-page budget narrative.
 1. Give a brief and concise explanation of each budget item in the same order as the line item budget.
 2. Include the method and/or formula for estimating **each** line-item figure.

3. For personnel costs include personnel justification that lists job titles, rate of pay, and hours anticipated/time to be spent in project activities.
4. Minimum Costs – Indicate the number of minimum participants your program would be willing to serve, and the budget figures for doing so. If not, please indicate the reason.

c. Provide a timeline for service delivery and program management

d. Include required budget forms including Line Item Budget forms. Budget forms do not count toward 20-page proposal narrative maximum. For Line Budget Forms:

1. Budget Information should include the total costs being requested under this RFP, including Personnel, Operating, Participant, and Follow-Up Expenses
2. Cost per participant based upon requested fund amount in the proposed project.

CONTRACTOR QUALIFICATIONS

All businesses/organizations must meet a minimum level of administrative and fiscal capacity in order to contract with Workforce Investment Board of Trumbull County. Therefore, **ALL** applicants must substantiate the following Documentation of Qualifications. This includes agencies that currently or recently contracted with Workforce Investment Board of Trumbull County. **Ensure one copy of all documentation is attached to the “original” proposal at time of submission.** Failure to satisfactorily substantiate the following documentation could result in your submission being viewed as non-responsive. No faxed or electronic documentation will be accepted. Qualifications shall remain valid through August 31, 2015.

Documentation of Qualifications

- Legal Entity (*Proof of Incorporation, 501(c)(3), etc.)
- Written Personnel Policies including Drug Free Workplace and Child Support Enforcement
- Written Conflict of Interest Policy for Staff and Board
- Written Grievance Procedure for Customers/Clients
- Must have funding exclusive of the Workforce Investment Board of Trumbull County (*Must submit revenue documentation [Financial Resources]*).
- Proven Fiscal Capacity including Capacity for Fund Accounting – **Provide a copy of last year’s audit report**
- Has (or will obtain prior to contract commencement) up to \$1,000,000 or more of general liability and Worker’s Compensation Insurance
- Demonstrated Ability to Collect Outcome Data which measures Performance to Plan for last year <*Must submit data for PY 2013*>
- Internet connectivity, individual E-mail accounts for staff working with Workforce Investment Board of Trumbull County, and workstation capable of running the latest versions of Microsoft Internet Explorer web browser, **or** willingness and budget to acquire these technologies.

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. **Partial payment may be withheld for failure to meet Contract performance goals.** With the **written approval** of the Workforce Investment Board of Trumbull County, Contractor may subcontract specific activities to providers by following proper legal procurement procedures.

Contractor responsibilities include, but are not limited to:

1. Oversight of subcontractors,
2. Program operations and 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 Workforce Investment Board of Trumbull County staff and other Contractors doing related work,
8. Meeting contractual goals and performance outcomes,
9. Contractors must comply with applicable Department of Labor and Industry regulations, and child labor laws. In addition, Contractors may be responsible for collecting, processing and maintaining the appropriate payroll information, and
10. Contractors must provide a statement showing a willingness to comply with all applicable public policies, e.g., Sectarian Activities, Political Contributions, Lobbying, Terrorists Activities, etc.

Evaluation Process and Scoring Criteria

Evaluation Process and Timeline

A 2-step evaluation process will take place. First, the WIB Staff will initially review all proposals to ensure they meet mandatory requirements. See the minimum proposal requirements checklist on the following pages.

Second, proposals that complete minimum proposal requirements will be evaluated using the scoring guide included below. A sub-committee of non-bidding youth council members and/or WIA staff will review and evaluate remaining proposals. All proposals will be read and scored by the same reviewers.

Selected proposals will be recommended to the Workforce Investment Board for Funding.

WIB Staff may conduct a pre-award site review to determine the administrative capacity of the recommended bidder, and to assess the ability of the organization and/or its partners to deliver the proposed services.

Expected date for program implementation is September 1, 2014.

Evaluation Criteria

Evaluation criteria are contained in two of the following Proposal Scoring Guides:

- The Minimum Proposal Requirements Scoring Sheet lists the minimum requirements each proposal must meet for consideration. Proposal that do not meet all those requirements will not be considered.
- **The Proposal Narrative Scoring Sheet lists detailed criteria for each of the 8 required sections of the Proposal Narrative.**

Proposal Scoring Guides

Following are the three Proposal Scoring Guides that will be used to evaluate each proposal:

- Minimum Proposal Requirements Scoring Sheet
- Proposal Narrative Scoring Sheet
- Summary Scoring Sheet

MINIMUM PROPOSAL REQUIREMENTS SCORING SHEET

All proposals will be reviewed for the following minimum requirements. Any proposals not meeting these requirements will not be considered.

Proposal submitted by _____

- | | | |
|---|------------------------------|-----------------------------|
| Proposal was submitted by the due date. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Budget does not exceed the amount of money made available by the RFP. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| The proposing organization is an eligible organization. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| The proposal includes a 1-page summary. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Format requirements

- | | | |
|---------------------|------------------------------|-----------------------------|
| 12-point font | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 1-inch margins | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4 copies | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Maximum of 20 pages | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Attachments/Assurances

- | | | |
|---|------------------------------|-----------------------------|
| Program design forms | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Letters of commitment/MOUs | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Signed submission form | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Required budget forms | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Organization is legal | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Organization is not barred from receiving federal funding | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Organizational capacity statements/qualifications | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Financial Resources | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Record of Integrity (written policies, requirements) | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Federal dollars will not be used for lobbying on behalf of this program | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

PROPOSAL NARRATIVE SCORING SHEET

All proposals meeting the minimum requirements will be reviewed against the following criteria.

Scale definitions

- 0 Not addressed
- 1 Mentioned but not explained
- 2 Some explanation, but little specific detail or details are inconsistent
- 3 Some specific detail, but still has gaps
- 4 Clearly and thoroughly addressed

CATEGORY	CRITERIA	RATING
Local Goals and Challenges (5)	The proposal clearly describes the relationship of the proposed services and activities to local goals and challenges	0 1 2 3 4
	The proposal describes how proposed services and activities will lead to the attainment of the county's long-term workforce development goals.	0 1 2 3 4
	Local Goals and Challenges Total	
Program Element(s) and Service Delivery (30)	The proposal describes what elements will be provided.	0 1 2 3 4
	The proposal describes evidence-based principles and practices used for each of elements provided.	0 1 2 3 4
	The proposal describes the relationship and commitments of other agencies providing remaining elements and provides evidence of established relationship and commitments of other cooperating agencies.	0 1 2 3 4
	The proposal provides evidence that cooperating agencies have adopted a youth development approach to service delivery.	0 1 2 3 4
	The proposal describes how services will be coordinated by cooperating agencies for program participants.	0 1 2 3 4
	Proposed service delivery and coordination incorporates the four principles of youth development.	0 1 2 3 4
	The proposal provides evidence of program success consisting of past program performance and integration of evidence-based principles and practices in program design of program success.	0 1 2 3 4
	The proposal describes target population and number of youth to be served.	0 1 2 3 4
Program Element(s) and Service Delivery (30) -continued	The proposal describes program recruiting and retention methods. Recruiting methods match characteristics of target population.	0 1 2 3 4
	The proposal describes where and how services will be delivered. Proposed location of services will meet the needs of the target population.	0 1 2 3 4
	Proposed methods of service delivery provide youth with high expectations, accountability and structure.	0 1 2 3 4
	Proposed methods of service delivery address youth needs holistically.	0 1 2 3 4

	Proposed methods of service delivery provide youth with opportunities to establish relationships with caring adults.	0 1 2 3 4
	The proposal outlines how the proposed services will be coordinated with the local One-Stop.	0 1 2 3 4
	Program Element(s) and Service Delivery Total	
Outcomes and Outputs (15)	The proposal describes the planned outcomes for each program element provided.	0 1 2 3 4
	Planned program outcomes are measurable and realistic for target population.	0 1 2 3 4
	Planned program outcomes are realistic for the time period in which services will be provided.	0 1 2 3 4
	Planned program outcomes directly relate to proposed services.	0 1 2 3 4
	Planned program outcomes will contribute to the county's intermediate and long-term outcomes.	0 1 2 3 4
	The proposal explains how program outcomes will be measured.	0 1 2 3 4
	The proposal describes program outputs (evidence that services were provided) for each program element provided.	0 1 2 3 4
	Program outputs directly relate to services provided.	0 1 2 3 4
	Outcomes and Outputs Total	
Assessments (15)	The proposal describes the initial/entry assessments and assessment process to be used to identify appropriate, suitable participants.	0 1 2 3 4
	The initial/entry assessment and process identifies youth strengths as well as needs.	0 1 2 3 4
	The initial/entry assessment and process is consistent with federal, state, and local eligibility determination policy.	0 1 2 3 4
	The proposal describes the assessments to be used to measure youth success and justification for assessments chosen.	0 1 2 3 4
	Proposed assessments provide meaningful data to youth, case managers, employers, and county staff.	0 1 2 3 4
	Proposed assessments crosswalk to the U.S. Department of Education's Educational Functioning Levels when measuring literacy and numeracy.	0 1 2 3 4
	Proposed assessments are appropriate for the purpose for which they are being used.	0 1 2 3 4
	Proposed assessment process is consistent with the four principles of youth development.	0 1 2 3 4
	Assessments Total	
WIA Performance Measures Addressed (5)	The proposal describes WIA performance measures (Common Measures) addressed by these services.	0 1 2 3 4
	The proposal clearly describes the relationship between WIA performance measures addressed and proposed services.	0 1 2 3 4
	The proposal demonstrates provider understanding of the relationship between WIA performance measures, youth	0 1 2 3 4

	development, and the 10 program elements.	
	The proposal addresses multiple WIA performance measures.	0 1 2 3 4
	WIA Performance Measures Addressed Total	
12 Month Follow-Up Activities (10) Skip - NA	The proposal describes follow-up activities to be conducted or describes how relationship with youth will be transitioned to follow-up provider.	0 1 2 3 4
	The proposal describes process by which a customized follow-up plan will be created for each program participant.	0 1 2 3 4
	The proposal describes creative, innovative, and successful methods to ensure communication with program participants after exit.	0 1 2 3 4
	Follow-up activities incorporate the four principles of youth development. The proposal demonstrates the relationship between proposed follow-up activities and post-exit WIA performance measures	0 1 2 3 4
	12 Month Follow-Up Activities Total	
Program Management (5)	The proposal describes the organizational capacity and staff qualifications to successfully deliver proposed services and activities (include resumes).	0 1 2 3 4
	The proposal describes how reporting requirements will be met.	0 1 2 3 4
	The proposal describes how program success will be monitored.	0 1 2 3 4
	Program Management Total	
Budget Narrative and Timeline (15)	The proposal includes a realistic budget for the services provided.	0 1 2 3 4
	The budget includes a separate line item for follow-up activities.	0 1 2 3 4
	All proposed expenditures are allowable costs.	0 1 2 3 4
	The proposal includes a description of matching funds and financial commitments from other organizations.	0 1 2 3 4
	The budget narrative aligns with proposed activities and reflects all major expenditures for successful program delivery.	0 1 2 3 4
	The proposal includes a realistic timeline for service delivery and program management.	0 1 2 3 4
	The timeline for service delivery and program management accurately reflects proposed activities.	0 1 2 3 4
	Budget Narrative and Timeline Total	

SUMMARY SCORE SHEET

Scoring Criteria & Available Points	Total Points Awarded for this Section
Local Goals and Challenges (5 pts. possible)	
Program Elements and Service Delivery (30 pts. possible)	
Program Outcomes and Outputs (15 pts. possible)	
Assessments	
WIA Performance Measures	
12 Month Follow-Up Activities - NA	
Program Management	
Budget Narrative and Timeline	
Total Proposal Score	

Terms and Conditions

Assurances

All organizations/partnerships awarded contracts will be asked to provide assurances stating:

- Organizations involved are legal.
- Organizations are not barred from receiving federal funding.
- Federal dollars will not be used for lobbying on behalf of this program.
- A safe and healthy environment will be provided.
- Equal Opportunity laws and guidelines will be followed.

Budgets and Fiscal Operations

Programs should be aware that funding is contingent upon the solvency of the proposing organization. Organizations or partnerships should be able to operate independent of any funding authorized under the Workforce Investment Act. Partnerships and/or organizations that operate programs funded with other funding sources should be prepared to submit a cost allocation plan. Nonprofit program operators may only submit for reimbursement of actual costs. If the applying entity is a for-profit organization, profit margins must be negotiated independent of contract costs.

1. This RFP does not commit the TCDJFS to award a contract.
2. No costs will be paid to cover the expense of preparing a proposal or procuring a contract for services or supplies under WIA.
3. All data, material, and documentation originated and prepared by the bidder pursuant to the contract shall belong exclusively to the TCDJFS and be subject to disclosure under the Public Information Act.
4. Proposals should follow the format set forth in the Contents and Format Requirements and Instructions for Proposal Narrative sections of the RFP and adhere to the minimum requirements specified therein.
5. Formal notification to award a contract and the actual execution of a contract are subject to the following: receipt of WIA funds granted under the WIA plan; results of negotiations between selected bidders and TCDJFS staff; and continued availability of WIA funds.
6. Any changes to the WIA program, funding level, or board direction may result in a change in contracting. In such instances, the TCDJFS will not be held liable for what is in the bidder's proposal or this Request for Proposals package.
7. Proposals submitted for funding consideration must be consistent with and, if funded, operated according to the federal WIA legislation, all applicable federal regulations, State of Ohio policies, and TCDJFS policies and procedures.
8. Bidders selected for funding must also **ensure compliance** with the following, as applicable: U.S. DOL regulations 20 CFR Part 652 and 48 CFR Part 31; Office of Management and Budget (OMB) Circulars A-21, A-87, A-110, A-122, and A-133 as applicable.
9. The TCDJFS may require selected bidders to attend oral interviews, participate in negotiations, and rewrite their statements of work as agreed upon during the negotiations.
10. The TCDJFS may decide not to fund part or all of a proposal even though it is found to be in the competitive range if, in the opinion of the TCDJFS, the services proposed are not needed or the costs are higher than the TCDJFS finds reasonable in relation to the overall funds available or if past management concerns lead the TCDJFS to believe that the bidder has undertaken more services than it can successfully carry out.

11. The TCDJFS may choose not to award a contract to the bidders with lowest cost or highest rating when taking into account other factors in balancing services to customers.
12. Any proposal approved for funding is contingent on the results of a pre-award site visit that may be conducted by the TCDJFS staff. This site visit will establish, to the TCDJFS's satisfaction, whether the bidder is capable of conducting and carrying out the provisions of the proposed contract. If the results of the site visit indicate, in the opinion of the TCDJFS, that the bidder may not be able to fulfill contract expectations, the TCDJFS reserves the right not to enter into contract with the organization, regardless of TCDJFS approval of the bidder's proposal.
13. The TCDJFS is required to abide by all WIA legislation and regulations. Therefore, the TCDJFS reserves the right to modify or alter the requirements and standards set forth in this RFP based on program requirements mandated by state or federal agencies.
14. Bidders will be expected to adhere to TCDJFS procedures to collect and verify data and submit required quarterly reports as well as invoices to the TCDJFS.
15. All grievances arising out of WIA or this RFP must be filed according to the TCDJFS's established grievance procedures.
16. All bidders must ensure equal opportunity to all individuals. No individual in the Trumbull County local area shall be excluded from participation in, denied the benefits of, or subjected to discrimination under any WIA-funded program or activity because of race, color, religion, sex, national origin, age, disability, or political affiliation or belief.
17. All bidders must ensure access to individuals with disabilities pursuant to the Americans with Disabilities Act.
18. Bidders must accept liability for all aspects of any WIA program conducted under contract with the TCDJFS. Bidders will be liable for any disallowed costs or illegal expenditures of funds or program operations conducted.
19. Reductions in the funding level of any contract resulting from this solicitation process may be considered during the contract period when a bidder fails to meet expenditure, participant, and/or outcome goals specified in the contract or when anticipated funding is not forthcoming from the federal or state governments.
20. Bidders will allow local, state, and federal representatives access to all WIA records for three years, beginning on the last day of the program year.
21. The contract award will not be final until the TCDJFS and the bidder have executed a mutually satisfactory contractual agreement. The TCDJFS reserves the right to make an award without further discussion of the proposal submitted. No program activity may begin prior to final approval of the award and execution of a contractual agreement between the successful bidder and the TCDJFS, except when formally allowed.
22. The TCDJFS reserves the right to cancel an award immediately if new state or federal regulations or policy makes it necessary to change the program purpose or content substantially or to prohibit such a program.
23. The TCDJFS reserves the right to determine both the number and the funding levels of contracts finally awarded. Such determination will depend upon overall fund availability and other factors arising during the proposal review process. **Bids submitted which are over the maximum amount of funds specified for this RFP will be rejected.**
24. The proposal warrants that the costs quoted for services in response to the RFP are not in excess of those that would be charged any other individual for the same services performed by the bidder.
25. The TCDJFS reserves the right to reject any or all proposals received and to negotiate with any and all offerers on modifications to proposals.
26. The TCDJFS reserves the right to accept proposals with minor clerical errors such as misspellings, incorrect page order, or similar non-consequential errors.

REQUIRED FORMS

1. Signature Page
2. Program Planning Worksheets (Entire Program)
3. Program Planning Worksheets (Individual Element)
4. Budget Forms – Youth Program RFP Budget & Information, Line Item Budget

Signature Page

Submit one signed original and 3 copies

Agency Name: _____

Program Name: _____

Agency Address: _____

Contact Person Name: _____

Title: _____

Telephone #: _____ Fax #: _____

E-Mail: _____

Organization website: _____

Federal I.D. Number: _____

Agency Status

- Public Non-Profit
- Corporation
- Private Non-Profit
- Private for Profit
- Government

Years in Operation: _____

Total Funds Requested: _____

In-Kind Contribution:

Cash \$ _____ In-Kind \$ _____

In compliance with the request for proposals noted above, and subject to the conditions thereof, the undersigned offers to furnish the services requested and certifies 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 above.

Signature: _____ Title: _____ Date: _____

Typed Name: _____

**Program Information Worksheet
(For Entire Program)**

Program Name	
Service Provider	Number of Youth Service _____ In-School _____ Out-of-School
PROGRAM ELEMENTS PROVIDED	
<input type="checkbox"/> Tutoring, study skills, dropout prevention <input type="checkbox"/> Alternative education <input type="checkbox"/> Occupational skills training <input type="checkbox"/> Work experience Paid Unpaid <input type="checkbox"/> Adult mentoring	<input type="checkbox"/> Summer employment linked to academic/occupational skills <input type="checkbox"/> Comprehensive guidance and counseling <input type="checkbox"/> Supportive services <input type="checkbox"/> Leadership development <input type="checkbox"/> Follow-up activities (required)
COMMON MEASURES ADDRESSED	
ASSESSMENT INSTRUMENTS TO BE USED 	<input type="checkbox"/> Attainment of a Degree or Certificate <input type="checkbox"/> Placement in Education or Employment <input type="checkbox"/> Literacy/Numeracy Gains
TOTAL COST OF PROGRAM	COST PER YOUTH SERVED

Program Information Worksheet

(For Entire Program)

What changes can you expect to see in individual participants at the end of the program? _____

What will:

Increase? _____

Decrease? _____

Stay the same? _____

Is this change significant and beneficial to the individual participant? _____

How will this change be measured? _____

What percentage of youth participants can reasonably be expected to achieve this goal? _____

What level of achievement is expected from youth who do not meet the program goal?

Can the remaining percentage of youth reasonably be expected to meet this level of achievement?

If not, what level of achievement is expected from the remaining percentage of youth? _____

**Program Information Worksheet
(For Individual Elements Proposed)**

WIA YOUTH PROGRAM ELEMENT		Percent of program time spent on delivery of services focusing on this program element:	Do all youth in program receive these services? _____ Yes _____ No If no, how many youth receive these services? _____		
OUTCOME (FOR THIS PROGRAM ELEMENT)		HOW WILL YOU KNOW IF YOU'RE SUCCESSFUL?			
EVIDENCE-BASED PRINCIPLES		EVIDENCE-BASED PRACTICES			
PROGRAM NEEDS		ASSESSMENTS USED (PRE/POST TEST IF APPROPRIATE)			
Staff: Space: Materials:		PERFORMANCE MEASURES ADDRESSED <table border="1"> <tr> <td></td> <td></td> </tr> </table> <input type="checkbox"/> Attainment of a Degree or Certificate <input type="checkbox"/> Placement in Education or Employment <input type="checkbox"/> Literacy/Numeracy Gains			

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Youth Program RFP Budget & Instructions

Vendor Name: _____

Program Name: _____

Program Period:

I. Funds Requested

Category	Basis	Total Amount
Staff Positions		

Fringes (Describe)

Other Costs (Describe)

Rent		
Supplies		
Travel		
Communications		
Equipment		
Allowances		
Wages		

Youth Supportive Services Cost (Describe)

Subcontracts (Describe)

II. In-Kind Funds

Description	Source	Amount

LINE ITEM BUDGET

ORGANIZATION:

PROJECT NAME:

CONTRACT START DATE:

CONTRACT END DATE:

NUMBER OF PARTICIPANTS:

COST/PARTICIPANT: \$

STAFF NAME/POSITIONS	RATE	HRS	WKS	ADMIN	PROGRAM	TOTAL
FOLLOW UP COSTS - NA						
TOTAL WAGES						\$
STAFF FRINGES	BASIC RATE	AMT/ MO.	MO. IN USE	ADMIN	PROGRAM	TOTAL
FOLLOW UP COSTS - NA						
TOTAL FRINGES						\$
OTHER CONTRACT COSTS	BASIC RATE	AMT/ MO.	MO. IN USE	ADMIN	PROGRAM	TOTAL
FOLLOW UP COSTS - NA						
OTHER PARTICIPANT COSTS						\$
TOTAL OTHER COSTS						\$
PARTICIPANT WAGES	NUMBER	WAGE	HRS/WK	WEEKS	FRINGES	TOTAL
SUMMER WAGES 16-21						
TOTAL PARTICIPANT WAGES						\$
TOTAL CONTRACT COSTS						\$

FUNDING/BUDGET GUIDELINES

Funding available under this proposal is limited. The Workforce Investment Board of Trumbull County is specifying that \$400,000.00 is the amount being made available for this RFP activity. Keep in mind that all costs associated with proposed programs and cost per participant should be reasonable in light of available funding.

There is an expectation that programs will leverage resources in order to meet described outcomes. Funding available under this procurement action should be directed towards services that are not currently being offered or funded elsewhere.

Budget Line-Item Definitions:

- Personnel:** Staff salaries and benefits associated with program delivery. List staff names, positions, hours and wage rates.
- Other Contract Costs:** All direct expenses for goods and services purchased for program. This includes costs associated with space rental, utilities, staff travel, and general costs to run the program. **This does not include purchases of equipment or expenditures on staff training or development.** Please note: items that are not given directly to individual participants are included in “Other Contract Costs” (e.g. transportation costs associated with van rentals, etc.). Services purchased from vendors (not subcontractors) are also included in “Other Contract Costs”. Indirect cost allocation **is not** acceptable for this contract.
- Other Participant Costs:** Participant expenses are items that are spent directly on individual participants. Participant costs are items that can be tracked by individual enrollment. Possible uses include participant support services (ex: bus tickets to arrive at the project site), participant payments (stipends and wages), participant supplies (items/equipment participants need to complete projects), and participant tuition and fees that may be incurred during enrollment.
- Follow up Costs: - NA** All costs incurred in providing follow-up services. Note: These services occur only after youth exit from the program.

APPENDIX

Appendix A: Principles of Youth Development

Appendix B: Glossary of Youth Terms

How do youth development, WIA program elements, and WIA performance connect?

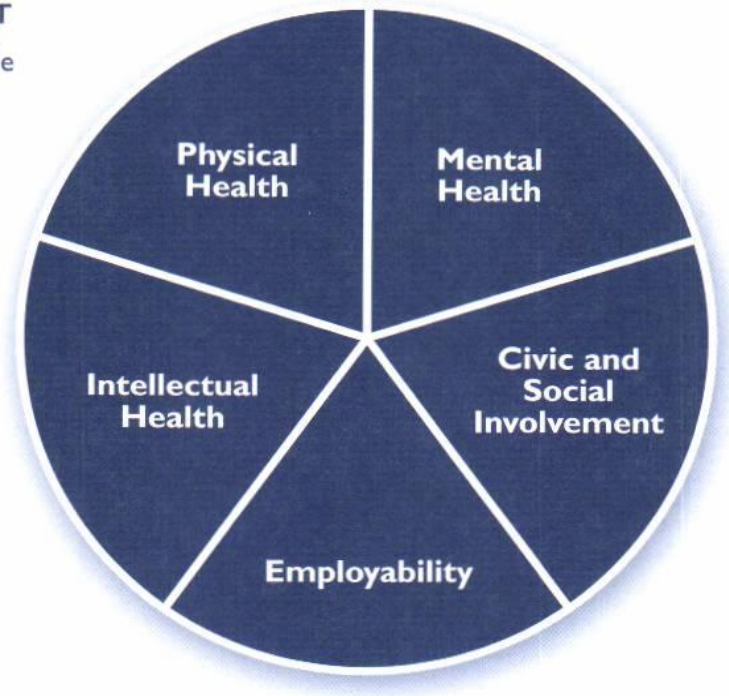
UNDERSTANDING YOUTH DEVELOPMENT

Youth development is the process by which young people make the transition from childhood to adulthood.

All youth have essential needs that must be met if they are to make this transition successfully.

These needs fall into five categories.

In addition to identifying the needs of youth, research in youth development suggests that there are effective principles and practices that should be considered when meeting these needs.



FOUR PRINCIPLES OF YOUTH DEVELOPMENT

Value the individual strengths of young people rather than focusing exclusively on their problems.

Give youth authentic opportunities to make meaningful contributions to their communities.

Provide all youth with caring adults who provide structure, accountability, and high expectations.

Address the needs of the whole young person.

Youth programs that incorporate these principles are more likely to produce positive results in the lives of young people, including reducing high-risk behaviors such as alcohol and drug use, sexual activity that leads to pregnancy and sexually transmitted disease, and violence.

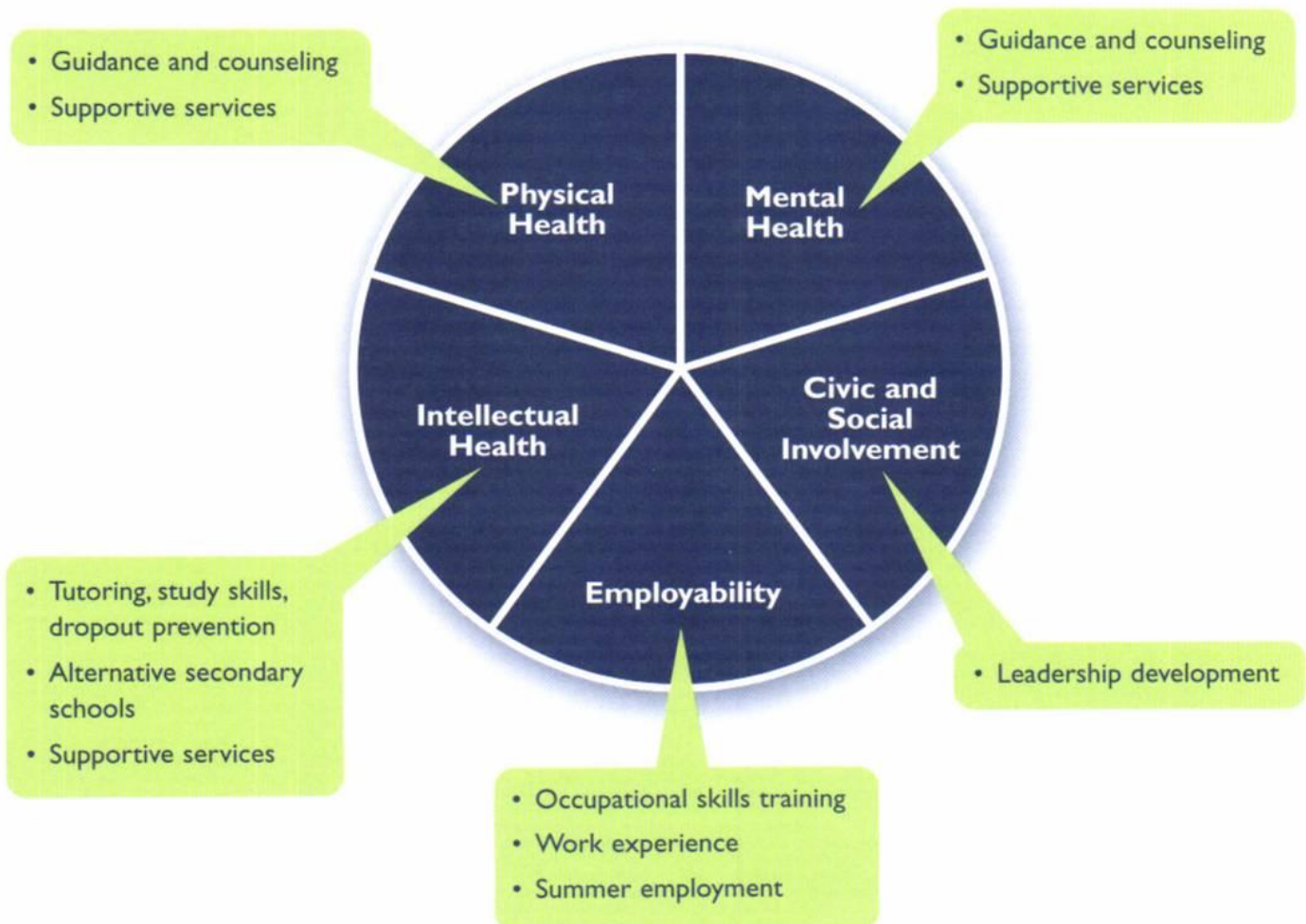
CONNECTING WIA WITH YOUTH DEVELOPMENT

All youth need help to grow into healthy and productive adults, but for many struggling youth, the family, educational, and social frameworks to support them are missing. The 10 program elements required by WIA are designed to fill these gaps in their lives.

WIA Youth Program Elements

- Tutoring, study skills, and dropout prevention
- Alternative secondary school services
- Occupational skills training
- Paid and unpaid work experience
- Summer employment linked to academic or occupational skills
- Adult mentoring for at least 12 months
- Comprehensive guidance and counseling
- Supportive services
- Leadership development
- Follow-up activities

THE WIA-YOUTH DEVELOPMENT CONNECTION



Appendix B

Glossary of WIA Youth Terms

Alternative Secondary School. A public school or community-based educational program that serves youth who have not been successful in traditional mainstream academic programs and that provides instruction leading to a high-school diploma and/or a GED.

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. A participant who scores below the eighth grade level, or two grade levels behind, on a standardized test in one of the following: reading, writing, and speaking English or math computation skills.

Homeless/Runaway (Youth). 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. A runaway is defined as a person under 18 years of age who absents himself or herself from home or place of residence without permission from a parent or legal guardian.

Individual Service Strategy (ISS). An individualized, written plan of long- and short-term goals that includes educational, employment/career-related, involvement in WIA youth activities, and personal support services needed. An ISS must be age-appropriate, developed with each participant, and identify target outcomes for each youth. The ISS must be regularly reviewed and updated as changes occur in employment goals, barriers, and program services or support services needs.

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).

In-School Youth (ISY). An eligible youth who has not received a high-school diploma or equivalent and is attending school (including alternative school) at the time of WIA registration.

Internship (Youth). A structured work experience involving specific occupational skills development goals in addition to learning goals; includes the expectation that the student, upon completion of the internship, will demonstrate skills necessary for entry-level employment in the occupational area of the internship.

Migrant. One who is employed on a seasonal basis in the growth, processing, or transportation of agricultural products.

Occupational Skills. Skills necessary to perform actual tasks and technical functions required by certain industries, such as set-up procedures, safety measures, terminology, record keeping, equipment usage, etc. Occupational skills can be attained through activities such as:

- A. entry into an apprenticeship or internship program;
- B. completion of a career specific, professional, technical, or advanced job skill training program; or,
- C. completion of a college degree.

Occupational Skills Training. Development of primary occupational skills to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels.

Offender – Any adult or juvenile:

- A. who is or has been subject to any stage of the criminal justice process, for whom services under the Act may be beneficial; or
- B. who requires assistance in overcoming artificial barriers to employment resulting from a recent arrest or conviction.

Older Youth. A person who is 19 to 21 years old. Those in this age group may be enrolled in WIA either as youth or as adults, or both, depending on circumstances.

Out-of-School Youth (OSY). An eligible youth who is not in school at the time of enrollment and who either is a school dropout or has received a secondary school credential but is basic-skills deficient, unemployed, or underemployed. Alternative school youth are not considered out-of-school. This local area restricts OSY enrollment to OSY without a high school diploma or GED.

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 that are under 18 years old.

Supportive Services. Service needed in order to assist the youth to be successful in achieving his or her goals. This may include transportation, childcare, or provision of work-related tools and clothing. To the greatest extent possible, programs should address support service needs through leveraging of resources and partnerships with other bidders.

Work Experiences. Activities including internships and job shadowing, as provided in WIA Sections 664.460 and S 664.470.

Work Readiness Skills. A range of skills related to work awareness and positive work habits, labor market knowledge, occupational information, career planning, and job search techniques.

Work Readiness Skill Attainment. Completion of one or more workforce readiness skill activities appropriate to the individual service plan developed for the participant, which could include:

- A. career-related assessment and goal setting;
- B. pre-employment training;
- C. work experience/internships;
- D. job shadowing;
- E. career explorations;
- F. on-the-job training

Younger Youth. A person who is 14 to 18 years old. Those who can be enrolled into WIA either as adults or as younger youth, or both, depending on circumstances.