

DELAWARE WORKFORCE DEVELOPMENT BOARD (DWDB)

PROPOSAL REVIEW SCHEDULE

REQUEST FOR PROPOSAL

In-School Youth

Program Year July 1, 2015 - June 30, 2016

Issued: January 4, 2016

January 8, 2016
Youth Training
2:30 P.M.

ORIENTATION (Note Location)
Buena Vista Conference Center
661 South DuPont Highway
New Castle, DE 19720
(302) 323-4430
(SNOW DATE if necessary, January 12, 2016)

January 21, 2016

NO LATER THAN 4:00 P.M.

PROPOSALS DUE (3 COPIES)
(Note Location)
Delaware Workforce Development Board (DWDB)
c/o DE Dept. of Labor, Division of Employment & Training
Attn: Ashley Francica
4425 N. Market Street
Wilmington, DE 19802

Please note that the Proposals must be delivered to the DWDB office no later than 4:00 p.m. on January 21, 2016 and that no proposal is considered a complete proposal without a scheduled Proposal Development Session, as described in the Request for Proposal. Incomplete Proposals will not be considered. **E-mail Ashley Francica at Ashley.Francica@state.de.us to schedule.**

February 1– February 26, 2016

PROPOSAL DEVELOPMENT

February 29, 2016

NO LATER THAN 4:00 P.M.

BEST AND FINAL OFFERS DUE (ONE COPY)
(Note Location)
Delaware Workforce Development Board (DWDB)
c/o DE Dept. of Labor, Division of Employment & Training
Attn: Ashley Francica
4425 N. Market Street
Wilmington, DE. 19802

March 21, 2016

PROPOSAL PRESENTATIONS
(Note Location)
Embassy Suites (Newark-Wilmington South)
654 South College Avenue
Newark, Delaware 19713

April 5, 2016

DWDB APPROVAL OF FUNDING AWARDS

EQUAL OPPORTUNITY EMPLOYER/PROGRAM
Auxiliary aids and services are available upon request to individuals with disabilities.

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EO Assurance

As a condition to the award of financial assistance from the Delaware Workforce Development Board and the Department of Labor under Title I of WIOA, the grant application assures that it will comply fully with the nondiscrimination and equal opportunity provisions of the following laws:

Section 188 of the Workforce Investment Act of 1998 (WIA), which prohibits discrimination against all individuals in the United States on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief, and against beneficiaries on the basis of either citizenship/status as a lawfully admitted immigrant authorized to work in the United States or participation in any WIOA Title I financially assisted program or activity;

Title VII of the Civil Rights Act of 1964, as amended, which prohibits discrimination on the bases of race, color and national origin; Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against individuals with disabilities;

The Age Discrimination Act of 1975, as amended, which prohibits discrimination on the basis of age; and

Title IX of the Education Amendments of 1972, as amended, which prohibits discrimination on the basis of sex in educational programs.

The grant applicant also assures that it will comply with 29 CFR Part 37 and all other regulations implementing the laws listed above. This assurance applies to the grant applicant's operation of the WIOA Title I financially assisted program or activity, and to all agreements the grant applicant makes to carry out the WIOA Title I financially assisted program or activity. The grant applicant understands that the United States has the right to seek judicial enforcement of this assurance.

I. PURPOSE

The Delaware Workforce Development Board (DWDB) with the issuance of this Request for Proposal (RFP) is requesting proposals for the following type of training:

In School Youth programs

Funding sources that will fund this solicitation are as follows:

1) U.S. Workforce Innovation and Opportunity Act "WIOA"

The purpose of programs funded under WIOA is to provide high-quality services for all youth and young adults, beginning with career exploration and guidance, continued support for educational attainment, opportunities for skills training in in-demand industries and occupations, such as pre-apprenticeships or internships, and culminating with a good job along a career pathway, enrollment in post-secondary education, or a Registered Apprenticeship.

2) Delaware Blue Collar Jobs Development Act "Blue Collar"

The purpose of programs funded under the Blue Collar Jobs Development Act is to provide services to Dislocated Workers, to provide school to work transition services, and to provide other innovative training programs.

II. SOLICITATION

1) The funding levels identified are estimates, based on historical information. The estimates are subject to change without notice. The Blue Collar estimate will be used to fund the youth and adult solicitation. A maximum of 50% of Blue Collar funds may be used to fund youth programs.

WIOA Youth (\$1,420,530)

Blue Collar (\$2,687,176)

2) Proposals are competitive. Competitive elements to be considered are (a) the minimum number of participants, (b) the percentage of those participants who will achieve the outcome (90 day retention in entered employment or other specified outcome is required), (c) the services to be delivered, (d) the cost and quality of the services, (e) program completion rates for all participants, (f) percentage of all participants placed into unsubsidized employment in occupations related to training received, placed into post-secondary education, or advanced training, (g) wages at placement into unsubsidized employment for all participants, (h) the types of credentials participants will obtain, and (i) description of methodology used in determining the data.

III. SPECIFIC PROGRAM SOLICITATION

The Delaware Workforce Development Board is soliciting proposals for In-School youth between the ages of 14 and 21. In addition to achieving the outcomes described in "Performance Standards and Definitions", the Delaware Workforce Development Board is seeking proposals from organizations whose program model emphasizes education at the secondary and post-secondary level for participants.

The intent of this proposal relative to youth services is to focus on long-term intervention strategies that offer youth a broad range of services. To that end, the following mandated design components and program elements have been established for the Workforce Innovation and Opportunity Act funded programs and adopted for the Blue Collar funded youth programs. Accordingly, the Delaware Workforce Development Board is seeking proposals that incorporate these

components and elements.

The four Critical Strategies follow:

1. Focus on Alternative Education
2. Focus on Business Demands, Especially in High-Growth Industries and Occupations
3. Focus on Neediest Youth
4. Focus on Improved Performance

Design Requirements

Youth Training (WIOA Youth and Blue Collar funds)

In-School Youth

Youth program proposals will target the neediest of youth who are at risk of dropping out of secondary school and/or basic skills deficient.

Providers will recruit all youth. In doing this, providers will establish a linkage team with each school. The linkage team should include representatives from the school, and other youth service agencies. Some examples of youth service agencies are the Division of Social Services, Department of Services for Children, Youth and their Families, local community centers, faith-based community organizations, etc. Youth service agencies can be of particular importance in retention of youth by providing community based services that support success. Linkage teams will be a key component in the recruitment and retention of youth.

Interest and compatibility for the program will be determined through assessments that will establish the baseline for educational/work readiness skill training that will begin upon enrollment. It will also act as the foundation for the development of skill attainment goals and credential attainment.

All youth being served must be determined eligible by the provider in accordance with the eligible youth definition in this RFP except that the youth being served with BC funds do not have to meet the definition of low-income individual.

Mandated Design Components

Programs must integrate the following design components into their program.

- A. Provide an objective assessment of the academic levels, skill levels, and service needs of each participant, which assessment shall include a review of basic skills, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs of such participant, for the purpose of identifying appropriate services and career pathways for participants, except that a new assessment of a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent assessment of the participant conducted pursuant to another education or training program;
- B. Develop service strategies for each participant that are directly linked to 1 or more of the indicators of performance described in section 116(b)(A)(ii) and that shall identify career pathways that include education and employment goals (including in appropriate circumstances, nontraditional employment), and appropriate services for the participant taking into account the assessment conducted pursuant to subparagraph (A), except that a new assessment of a participant is not required

if the provider carrying out such a program determines it is appropriate to use a recent assessment of the participant conducted pursuant to another education or training program;

C. Provide

- Activities leading to the attainment of a secondary school diploma or its recognized equivalent, or a recognized postsecondary credential;
- Preparation for postsecondary educational and training opportunities;
- Strong linkages between academic instruction (based on State academic content and student academic achievement standards established under section 1111 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311)) and occupational education that lead to the attainment of recognized postsecondary credentials;
- Preparation for unsubsidized employment opportunities, in appropriate cases; and
- Effective connections to employers, including small employers, in in-demand industry sectors and occupations of the local and regional labor markets

Mandated Program Elements

Proposed programs must incorporate current and planned efforts to provide services that support the mandated program elements listed below.

- A. Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential;
- B. Alternative secondary school services, or dropout recovery services, as appropriate;
- C. Paid and unpaid work experience that have as a component academic and occupational education, which may include – (i) summer employment opportunities and other employment opportunities available throughout the school year; (ii) pre-apprenticeship programs; (iii) internships and job shadowing; and (iv) on-the-job training opportunities
- D. Occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area involved, if the local board determines that the programs meet the quality criteria described in section 123;
- E. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- F. Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate;
- G. Supportive services;
- H. Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months;
- I. Follow-up services for not less than 12 months after the completion of participation, as appropriate;
- J. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral; as appropriate;
- K. Financial literacy education;
- L. Entrepreneurial skills training;

- M. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and
- N. Activities that help youth prepare for and transition to postsecondary education and training.

The program(s) solicited will provide youth with the following:

All youth served will receive the Mandated Program Components

- summer employment opportunities and other employment opportunities available throughout the school year; (ii) pre-apprenticeship programs; (iii) internships and job shadowing; and (iv) on-the-job training opportunities
1. Youth served will receive the following mandated program elements: (1) Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral; (2) Financial literacy education; and (3) Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration. All other mandated program elements are not required to be provided but the provider must demonstrate how the service options will be made available to all youth participants. The specific program services that are provided to each youth participant will be based on the participant's objective assessment and individual service strategy.
 2. The completion of High School Diplomas or a GED will be a planned goal for all youth. Additional education leading to a High School Diploma/GED will be provided to all clients that have not received a diploma/GED. In order to provide this service to youth in need of these services, providers must link with the appropriate agencies. Incentives may be provided to encourage participation. Providers will also link with agencies in order to ensure post-secondary education preparation.
 3. An Individual Service Strategy (ISS) will be developed for all youth. The ISS will be reviewed and updated regularly. The ISS will include an ultimate employment goal and the incremental work readiness and academic steps to achieve the goal.
 4. All youth will have credentials planned within the ISS. Credentials specified will be based on academic and employment goals. These credentials should be achieved prior to exiting the program in order to ensure long term sustainable success. The CPR certificate and the OSHA certificate do not count for the degree/certificate measure as they do not meet ETA's intent of its credential definition.
 5. Youth proposers will be required to identify incremental credentials that will be received during the course of the proposed program that will assist with the credential obtained as a result of successfully completing the program.
 6. Comprehensive guidance and counseling begins at the point of enrollment. It continues for the entire period that the youth is in the program. It is the central activity of case management that begins at enrollment and ends 12 months after the youth exits the program. Mentoring services will also be provided and may be employment based.
 7. The selected providers may also provide occupational skills training. Occupational skills training may be provided through the selected provider or may be purchased.

8. Basic skills (reading, math, and language) training will be a major component of any training provided.
9. All occupational training will be combined with paid/unpaid work experience, internship specifically related to the training.
10. The development of work readiness skills will be reinforced through incremental employment experiences. This may include summer work experience, short term work assignments with an employer, other paid/unpaid work experience, internship and/or work shadowing specifically related to the training.
11. Post-exit follow-up services will be specifically targeted to employment (or other recognized outcome) retention, increased wages and improving occupational skills and career development, including encouraging enrollment in training while the student is employed. Follow-up will include regular face-to-face contact. During the post-exit follow-up period, services described in the individual service strategy will continue to be provided the participant.
12. Provide substance abuse training (appropriate to the expected outcome of the training).
- 14) Provide instruction on the use of the Internet, as a resource in obtaining employment, where program targeted outcomes is job placement. All In-School youth participants are expected to register in Delaware Joblink (<https://joblink.delaware.gov>).
15. Training/experience in analyzing and solving problems, working productively with others, being considerate, listening and following instructions, accepting responsibility, and demonstrating good attendance. These skills will be taught and reinforced continually as interrelated parts of skills training.

IV. TARGETED POPULATIONS AND ELIGIBILITY CRITERIA

In-School Youth means an individual who is:

1. In School youth served will be enrolled in school and be at risk of dropping out of school at the time they are enrolled.
2. Youth served through this youth program will be funded by both WIOA Youth and Blue Collar (BC) funds. The youth served with the BC funds must be determined eligible in accordance with the eligible youth definition that follows except that the youth being served with BC funds do not have to meet the definition of low-income individual. Youth must meet the following eligibility criteria:
 - (i) attending school;
 - (ii) not younger than age 14 or older than age 21;
 - (iii) a low-income individual (a youth is low-income if he or she receives or is eligible to receive a free or reduced price lunch); and
 - (iv) one or more of the following:
 - (1) Basic Skills Deficient;
 - (II) An English Language Learner;
 - (III) An offender;
 - (IV) A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6))), a homeless child or youth (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))), a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677) or in an out-of-home placement.

- (V)Pregnant or parenting
- (VI)A youth who is an individual with a disability
- (VII)An individual who requires additional assistance to complete an educational program or to secure or hold employment

Contractors will be responsible for documenting all eligibility information prior to enrollment consistent with the policy of the Delaware Workforce Investment Board.

V. Performance Standards (contract performance standards)

The outcome goals for the youth programs funded by the Workforce Development Board and required under the Workforce Innovation and Opportunity Act are provided below. All programs selected for funding must have program designs that support the attainment of these performance goals. Performance Goals for PY 16 have not yet been defined or negotiated. Measures are subject to change.

Youth Measures

1. The percentage of program participants who are in education or training activities, or in unsubsidized employment, during the second quarter after exit from the program.
2. The percentage of program participants who are in education or training activities, or in unsubsidized employment, during the fourth quarter after the exit from the program.
3. The median earnings of program of program participants who are in unsubsidized employment during the second quarter after exit from the program.
4. The percentage of program participants who obtain a recognized postsecondary credential or a secondary school diploma or its recognized equivalent (subject to clause (iii)), during participation in or within 1 year after exit from the program.
5. The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment.
6. The indicators of effectiveness in serving employers

To assist in monitoring the retention of youth in employment and other outcomes, providers will also be responsible for reporting on participant retention in employment and other outcomes at the following increments of time:

- Day 1 of employment
- Day 30 of employment (continuous from day1)
- ~~Day 60 of employment (continuous from day1)~~
- Day 90 of employment (continuous from day1)

VI. OTHER SOLICITATION INFORMATION

- 15) All Youth Proposers will provide training that will allow trainees to earn a Diploma or GED.
- 16) The proposal rating criteria will favor those proposals that demonstrate the ability to operate quality, cost effective training programs that result in high placement rates, increased wages, long term job retention, credential attainment.

17) Youth proposers will enter into partnerships (with other contractors or other youth providers) that produce synergy. Proposers demonstrating a synergistic partnership may be given priority in funding. Synergistic activity will produce an outcome greater than the sum of the efforts taken independently.

4) Youth proposes, consistent with the USDOL Youth Vision, will plan for improved youth performance while continuing to serve the “at risk/neediest” youth population as described in the TEGl 28-05. This will include establishing linkages with alternative education and direct involvement with the Business community (areas such as speakers, volunteers, trainers, work shadowing, internships, & employment).

VII. POLICIES

1) The existence and contents of proposals are confidential and as such will not be discussed with any proposer or outside party by staff or Board members at any time other than designated official proposal review periods. Proposers also should be aware that they are competitors and should not discuss the contents of proposals with others. Proposals received are considered the property of the DWDB and will not be returned.

2) All proposals funded through this Request for Proposal (RFP), when viewed in their entirety, will be readily accessible to disabled individuals and will conform with all non-discrimination and Equal Opportunity laws and regulations covered by Section 188 of the Workforce Innovation and Opportunity Act.

3) All proposers must establish linkages with other state and community agencies in order to assure the delivery of services indicated above.

4) All proposers must be capable of obtaining supportive services.

5) It is the policy of the Delaware Workforce Development Board that all participants will receive work maturity skills training, which includes job search, and substance abuse prevention skills.

6) All service providers will be responsible for determining and documenting eligibility, recruiting customers, and providing Department of Labor, Division of Employment and Training’s (DET) Management Information System (MIS) with the required information. Failure in any of these areas may result in corrective action and possible discontinuance of program.

7) Proposals, submitted through this RFP, will describe the entire program to be considered. The Proposal should reflect 100% of services, budget, and participants. Funding may be approved to fund all or any portion of the cost of a training program. Selected proposers may make available on a tuition basis any portion of a program that is not funded. Awards granted for less than the full program amount will be made contingent on the proposer working closely with staff, demonstrating that the level of funding is sufficient to operate the program.

8) All selected proposers, will provide information regarding their training to the “One Stop” offices. The information will include; training type, schedule, entrance criteria, eligibility, and the number of slots available on a tuition basis and their cost, if appropriate.

9) Youth providers will be responsible for the data entry of MIS forms. Data entry includes applications, adds, leaves, literacy/numeracy, placement and retention information.

10) Prior to a contract being executed, proposers without current contracts will be required to provide a copy of their most recent financial statement to enable the Delaware Workforce Development Board and the Division of Employment and Training to establish the proposer’s fiscal soundness and eligibility for a contract.

VIII. COST CATEGORIES, BUDGETING, AND CONTRACTING

- 1) The DWDB reserves the right to write separate contracts for each type of funding awarded to a program.
- 2) Contract Extensions - The DWDB reserves the right to negotiate a one-year extension to contracts funded through this Request for Proposal. The minimum criteria for extension will be satisfactory performance for the review period. The DWDB reserves the right, at its sole discretion, to specify the review period.
- 3) Tuition fee contracts may be allowed when documentation of the following conditions is provided: Tuition charges or entrance fees are not more than the education institution's catalog price, are necessary to receive specific training, and the training is open to and attended by the general public.
- 4) Cost Allocation - All budgeted costs must be allocable to one of two categories: (1) administration, (2) program. Administration may not exceed 12% of the total budget. Although the breakout of costs is not a Request for Proposal requirement, proposals that are funded must meet this requirement.
- 5) The following costs are not allowable charges under the WIOA program:
 - Costs of fines and penalties resulting from violation or, failure to comply with Federal, State, or local laws and regulations.
 - Back pay, unless it represents additional pay for WIOA services performed for which the individual was underpaid;
 - Entertainment costs
 - Bad debts expense
 - Insurance policies offering protection against debts established by the Federal Government
 - Contributions to a contingency reserve or any similar provision for unforeseen events
 - Costs prohibited by 29CFR part 93 (Lobbying)
 - Costs of activities prohibited in 627.205 (Public service employment prohibition); and 627.210 (non-discrimination)
- 6) Profit is an allowable expense for "for profit" trainers. All profit is negotiable. No profit will be allowed until all contracted performance is achieved.

IX. PROPOSAL REVIEW PROCESS AND PROCEDURES

Serious proposers should attend an orientation meeting on January 8, 2016 (or the backup date if cancellation of the January 12, 2016 date becomes necessary) at Buena Vista Conference Center, 661 South Dupont Highway, New Castle, DE 19720. The orientation for potential proposers will begin at 1:00 for Youth training. Questions regarding this Request for Proposal will be answered at the orientation. Questions will be answered at the orientation and at no other time, and the answers will be posted on <http://wib.delawareworks.com/index.php> by January 15, 2016.

1. A detailed review of the critical changes resulting from the passage of the Workforce Innovation and Opportunity Act will be provided at this orientation. Because the changes are significant - proposers that fail to attend the orientation will place themselves at a disadvantage for responding to the Request for Proposal.
2. When you determine that your organization will submit a proposal, you must schedule your initial proposal development session. **The scheduling of proposal development sessions is required for your proposal to be considered a complete proposal.**
3. Three copies of each proposal are due no later than 4:00 P.M. on January 21, 2016. They will be submitted to the Delaware Workforce Development Board (DWDB) c/o DE Dept of Labor, Division of Employment & Training, 4th Floor, 4425 N. Market Street, Wilmington, DE. 19802

4. A separate Proposal for each type of specific solicitation is required.
6. Proposals are considered “confidential” information until funding decisions are final.
7. All proposals become the sole property of DWDB.
8. The proposals submitted in response to this Request for Proposal will be processed after submission as follows:
 - A pre-screening will be performed by staff to insure that each proposal is responsive to the Request for Proposal (RFP).
 - Responsive proposers will then enter into and participate in proposal development sessions with DOL/DET contract staff. The purpose of proposal development is to establish the “Best and Final” offer of the proposer. The process allows proposers to make necessary changes in their proposal to make it as clear and competitive as possible. The “Best and Final” offer will be the final revision of the Proposal. The proposal development period will begin on February 1, 2016 and end no later than February 26, 2016.
9. One copy of the “Best and Final” offer is due no later than 4:00 P.M. on February 29, 2016. They will be submitted to the Delaware Workforce Development Board (DWDB) c/o DE Dept. of Labor, Division of Employment & Training, ATTN: Ashley Francica, 3rd Floor, 4425 N. Market Street, Wilmington, DE. 19802
 - “Best and Final” offers will be presented by the proposer to a subcommittee of the DWDB. The DWDB will decide based on that presentation, and related data, whether to fund the offer. Funding may be for all or part of the offer.
 - Oral presentations will be made to the DWDB proposal review committees on March 21, 2016. Individual appointments will be scheduled.
NOTE: Handouts, promotional materials, videos, overheads, etc., are not permitted at oral presentations.
 - The “Best and Final” offer will be analyzed by staff. Analysis will include a comparison with other similar offers, provider past performance, and other DWDB performance/contract placement standards. The analysis will be provided to the DWDB, which will make the decision on funding.
 - Funded proposals will be expected to provide the services specified, at the cost proposed in the “Best and Final” offer unless further proposal development is specified by the DWDB.
10. The DOL/DET contract staff may submit a concern to DWDB on matters discussed in proposal development. Proposers who decide not to adjust their proposals in light of expressed concerns may comment on their justification in writing or in their oral presentation.
11. Proposers may request an explanation of the basis of the awarding of funds from the Executive Director of the DWDB. The request must be in writing and must be submitted within ten (10) days of the award. Proposers who feel that a provision of the WIOA has been violated may file a complaint. Information on the filing of a complaint may be obtained through the DWDB office.

X. PROPOSAL EVALUATION

All proposals presented for DWDB consideration will be reviewed and evaluated according to the following criteria:

Youth Training

Demonstrated Ability (25%)

- Proposer demonstrates the ability to operate like or similar high quality, cost effective training programs that result in high placement rates.

Cost (15%)

- Costs are reasonable and competitive as compared to other similar programs.

Program Design and Proposed Results (30%)

- Program design provides adequate case management to achieve the planned results.
- Number and quality of staff is adequate.
- All required program elements are included.
- Work Readiness competencies are taught through sequential work and classroom experiences.
- Additional education is provided to all individuals in need of this service.
- Retention and Post-Exit Follow-Up services

Linkages with schools / other youth agencies (10%)

- Specific linkages with specific schools / programs have been established.
- Evidence of specific services that will be provided through the linkages is provided.
- The program includes Basic Skills instruction during the summer and upon the return to school, when appropriate.

Intensity & Duration of Training (20%)

- The length, hours per day, and type of training service

XI. DEFINITIONS

ADULT - Except in sections 127 and 132, the term "adult" means an individual who is age 18 or older.

BASIC SKILLS DEFICIENT - The term "basic skill deficient" means, with respect to an individual, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test or a comparable score on a criterion-referenced test.

CAREER PATHWAY – The term “Career Pathway” means a combination of rigorous and high-quality education, training, and other services that –

- A. aligns with the skill needs of industries in the economy of the State or regional economy involved;
- B. prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the National Apprenticeship Act)
- C. includes counseling to support an individual in achieving the individual’s education and career goals;
- D. includes as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupations or occupational cluster;
- E. organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- F. enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and

G. helps an individual enter or advance within a specific occupation or occupational cluster

CAREER PLANNING – The term “career planning” means the provision of a client-centered approach in the delivery of services designed –

- A. to prepare and coordinate comprehensive employment plans, such as service strategies, for participants to ensure access to necessary workforce investment activities and supportive services, using, where feasible, computer-based technologies; and
- B. to provide job, education, and career counseling, as appropriate during program participation and after job placement

CASE MANAGEMENT - The term "case management" means the provision of a client-centered approach in the delivery of services, designed

- (a) to prepare and coordinate comprehensive employment plans, such as service strategies, for participants 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.

COMMERCIALLY AVAILABLE OFF-THE-SHELF TRAINING PACKAGE means a training package sold or traded to the general public in the course of normal business operations, at prices based on established catalog or market 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 that must include other than WIOA programs. The package must include performance criteria pertaining to the delivery of the package, which may include participant attainment of knowledge, skills or a job.

COMMUNITY-BASED ORGANIZATION - The term "community-based organization" means 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.

COMPETENCY - The term “competency” means a skill or knowledge, accepted by the DWDB, to be achieved by an individual in order to achieve a program credential.

COMPLETER – The term “completer” means a participant who successfully complies with the definition of program credential completion in the Contract.

COMPLETION – The term “completion” means the successful achievement of the requirements of training specified in the contract. Generally this is defined by a combination of hours of attendance and competency attainment.

COST ANALYSIS – The term “Cost Analysis” means the review and evaluation, element by element, of the cost estimate supporting an organizations proposal for the purpose of pricing the contract.

COST REIMBURSEMENT CONTRACT – The term “Cost Reimbursement Contract” means an agreement that provides for the payment of actual costs incurred to the extent prescribed in the agreement. Instead of paying the contractor to meet all the terms and conditions at a specified price, this type of agreement reimburses the awardee for its best efforts to perform up to the total cost and types of costs authorized in the agreement.

Credential is awarded in recognition of an individual’s attainment of measurable technical or occupational skills necessary to obtain employment or advance within an occupation. These technical or occupational skills are generally based on standards developed or endorsed by employers. Certificates awarded by workforce investment boards (WIBs) are not included in this definition, nor are work readiness certificates because neither of them

document “measurable technical or occupational skills necessary to gain employment or advance within an occupation.” A variety of different public and private entities issue credentials. Below is a list of types of organizations and institutions that award industry-recognized credentials.

- A state educational agency or a state agency responsible for administering vocational and technical education within a state.
 - An institution of higher education described in Section 102 of the Higher Education Act (20 USC 1002) that is qualified to participate in the student financial assistance programs authorized by Title IV of that Act. This includes community colleges, proprietary schools, and all other institutions of higher education that are eligible to participate in federal student financial aid programs.
 - A professional, industry, or employer organization (e.g., National Institute for Automotive Service Excellence certification, or a National Institute for Metalworking Skills, Inc., Machining Level I credential) or a product manufacturer or developer (e.g., Microsoft Certified Database Administrator, Certified Novell Engineer, or a Sun Certified Java Programmer) using a valid and reliable assessment of an individual’s knowledge, skills and abilities.
 - ETA’s Office of Apprenticeship or a State Apprenticeship Agency.
 - A public regulatory agency, upon an individual’s fulfillment of educational, work experience, or skill requirements that are legally necessary for an individual to use an occupational or professional title or to practice an occupation or profession (e.g., Federal Aviation Administration aviation mechanic license, or a state licensed asbestos inspector).
 - A program that has been approved by the Department of Veterans Affairs to offer education benefits to veterans and other eligible persons.
 - Job Corps centers that issue certificates.
 - An institution of higher education which is formally controlled, or has been formally sanctioned or chartered, by the governing body of an Indian tribe or tribes.
- For further information about the various types of credentials and resources for identifying

DIPLOMA OR RECOGNIZED EQUIVALENT ATTAINMENT RATE - A youth diploma or equivalent attainment rate is calculated for those participants that enroll without a diploma or equivalent. The performance percentage is calculated by dividing the number of participants that achieve a secondary school diploma or equivalent at termination by the total terminated (except those still in secondary school)

DIRECT BENEFITS - The term "supportive services" means services such as transportation, child care, dependent care, housing, and needs-related payments, that are necessary to enable an individual to participate in activities authorized under this title, consistent with the provisions of this title.

DIRECT BENEFITS may include the following:

- (1) Linkages to community services;
- (2) Assistance with transportation costs;
- (3) Assistance with child care and dependent care costs;
- (4) Assistance with housing costs;
- (5) Referrals to medical services; and

(6) Assistance with uniforms or other appropriate work attire and work-related tool costs, including such items as eye glasses and protective eye gear. [WIOA sec. 129(c)(2)(G).]

EMPLOYMENT etc. ATTAINMENT RATE - The performance percentage established is calculated by dividing the number of individuals who enter and retain in postsecondary education, advanced training, military service, employment, or qualified apprenticeships by the number of individuals who have exited the program.

ENROLLMENT – The term “enrollment” means the completion of a defined number of hours of training in the core curriculum as specified in the contract.

EXIT– A participant who has not been reported in AJLA (management information system) as enrolled in an any activity for 90 days.

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

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

FIXED UNIT PRICE CONTRACT – The term “Fixed Unit Price Contract” means an agreement that pays a Contractor a specified price for specified deliverables regardless of the Contractors actual costs incurred. This contract type places maximum risk and full responsibility on the contractor for all costs and resulting profit/program income or loss.

PERFORMANCE BASED CONTRACT – A “Fixed Unit Price contract where the contractor agrees to be paid for performance based on outcomes.

FOLLOW-UP SERVICES FOR YOUTH –

1. Follow-up services for youth may include:

- The leadership development and supportive service activities;
- Regular contact with a youth participant's employer, including
- assistance in addressing work-related problems that arise;
- Assistance in securing better paying jobs, career development
- and further education;
- Work-related peer support groups;
- Adult mentoring; and
- Tracking the progress of youth in employment after training.

2. All youth participants must receive some form of follow-up services for a minimum duration of 12 months. Follow-up services may be provided beyond twelve (12) months at the State or Local Board's discretion. The types of services provided and the duration of services must be determined based on the needs of the individual. The scope of these follow-up services may be less intensive for youth who have only participated in summer youth employment opportunities.

FULL LEVEL OF STAFF - The term “Full Level of Staff” refers to the employment of individuals and their assignment to work on the Contract at a level sufficient to occupy all the positions found on the Staff section of the Statement of Work, for the hours specified there. An individual is considered to occupy a position when carrying out the duties of the position or on paid leave, consistent with Contractor personnel policies while assigned to that position.

HOMELESS – The term “Homeless” means an individual who lacks a fixed, regular, and adequate nighttime residence; and who has a primary nighttime residence that is:

- a. a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill); or
- b. an institution that provides a temporary residence for individuals intended to be institutionalized; or
- c. a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

IN-SCHOOL YOUTH – A Youth attending any school, including alternative school, when the education leads to a High School Diploma.

INDIVIDUAL WITH A DISABILITY -

(A) **IN GENERAL** - The term "individual with a disability" means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).

(B) **INDIVIDUALS WITH DISABILITIES** - The term "individuals with disabilities" means more than one individual with a disability.

INDIVIDUAL SERVICE STRATEGY (ISS) – The term “Individual Service Strategy” means an individual plan for a participant which shall include an employment goal (including, for women, consideration of non-traditional employment), appropriate achievement objectives, and the appropriate combination of services for the participant based on the objective assessment.

LEADERSHIP DEVELOPMENT OPPORTUNITIES – The term “Leadership Development Opportunities” means the following activities:

- Exposure to post-secondary educational opportunities;
- Community and service learning projects;
- Peer-centered activities, including peer mentoring and tutoring;
- Organizational and team work training, including team leadership training;
- Training in decision-making, including determining priorities;
- Citizenship training, including life skills training such as parenting, work behavior training, and budgeting of resources;
- Employability; and positive social behaviors [WIOA sec. 129(c)(2)(F).]

LEARNING RICH – The term “Learning Rich” means training in which a variety of important basic skills are learned in the context of the functional task required to accomplish the work. Learning may occur in a work or training setting. Training is characterized by high expectations, real challenges, real work, and the real world. The learner is continually involved in problem solving, communication, and critical thinking.

LOWER LIVING STANDARD INCOME LEVEL - The term "lower living standard income level" means that 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.

LOW-INCOME INDIVIDUAL - The term "low-income individual" means an individual who

- (i) receives, or in the past 6 months has received, or is a member of a family that is receiving or in the past 6 months has received, assistance through the supplemental nutrition assistance program established under the Food and Nutrition Act of 2008 (7 U.S.C. 2011 et seq.), the program of block grant to States for temporary assistance for needy families program under part A of the title IV of the Social Security Act (42 U.S.C. 601 et seq.), or the supplemental security income program established under title XVI of the Social Security Act (42 U.S.C. 1381 et seq.), or State or local income-based public assistance;
- (ii) is in a family with total income that does not exceed the high of
 - I. the poverty line; or

II. 70 percent of the lower living standard income level;

- (iii) is a homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6))), or a homeless child or youth (as defined under section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)));
- (iv) receives or is eligible to receive a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.);
- (v) is a foster child on behalf of whom State or local government payments are made; or
- (vi) is an individual with a disability whose own income meets the income requirement of clause (ii) but who is a member of a family whose income does not meet this requirement.

NONTRADITIONAL EMPLOYMENT - The term "nontraditional employment" refers to 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.

OFFENDER - The term "offender" means 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
- (B) who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.

OLDER INDIVIDUAL - The term "older individual" means an individual age 55 or older.

ON-THE-JOB TRAINING - The term "on-the-job training" means 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.

PARTICIPANT - The term "participant" means an individual who has been determined to be eligible to participate in and who is receiving services (except follow-up services authorized under this title) under a program authorized by this title. Participation shall be deemed to commence on the first day, following determination of eligibility, on which the individual began receiving subsidized employment, training, or other services provided under this title.

PLACEMENT – The term “Placement” means the act of securing for or by a participant unsubsidized employment for the duration of 1 calendar day, with an anticipated permanent duration. For reporting purposes, a placement may not begin prior to the day of the last leave from any activity in AJLA (management information system) is reported. Full-time placement requires 30 or more hours per normal workweek. Part-time placement requires 24 or more hours per normal workweek.

POSITIVE SOCIAL BEHAVIORS - The outcomes of leadership opportunities, often referred to as soft skills, which are incorporated by many local programs as part of their menu of services. Positive social behaviors focus on areas that may include the following:

- (a) Positive attitudinal development;
- (b) Self esteem building;
- (c) Openness to working with individuals from diverse racial and ethnic backgrounds;

- (d) Maintaining healthy lifestyles, including being alcohol and drug free;
- (e) Maintaining positive relationships with responsible adults and peers, and contributing to the well being of one's community, including voting;
- (f) Maintaining a commitment to learning and academic success;
- (g) Avoiding delinquency;
- (h) Postponed and responsible parenting; and
- (i) Positive job attitudes and work skills.

POSTSECONDARY EDUCATIONAL INSTITUTION - The term "postsecondary educational institution" means an institution of higher education, as defined in section 481 of the Higher Education Act of 1965 (20 U.S.C. 1088).

POVERTY LINE - The term "poverty line" means the poverty line (as defined by the Office of Management and Budget, 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 to the size involved.

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.

RECOGNIZED POSTSECONDARY CREDENTIAL – The term “recognized postsecondary credential” means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.

SCHOOL DROPOUT - The term "school dropout" means an individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent.

SECONDARY SCHOOL - The term "secondary school" has the meaning given the term in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801).

SIMULATED WORK - The term “Simulated Work” means an activity that takes place in a training situation where a work product is produced for the purpose of learning work maturity skills and/or specific occupational skills rather than for the purpose of producing the work product.

SKILL ATTAINMENT RATE - If a participant is deficient in basic literacy skills, the contractor will establish at a minimum, one participant basic skills goal for the year. A minimum of one participant skill goal must be set for the year with a maximum of three goals per year. Skill goals will fall into the category of basic, work readiness, or occupational skills.

The performance percentage established for Skill Attainment Rate is calculated by dividing the Skills Goals (Basic, Work Readiness, and Occupational) achieved by the number of Skills Goals set.

TRAINING – The term “Training” means a systematic, planned sequence of instruction or other learning experiences on an individual or group basis under competent supervision which is designed to impart skills, knowledge, or abilities to prepare individuals for unsubsidized employment.

TRAINING RELATED JOB – The term “Training Related Job” means a job in which a major vocational skill learned in training, as specified in the training plan or curriculum, is a predominant activity.

TUITION BASED – The term “Tuition Based” means that payments to a vendor educational institution of tuition charges, entrance fees, and other usual and customary fees of an educational institution are not more than

the educational institutions catalogue price, necessary to receive specific training, and are for training of participants.

UNEMPLOYED INDIVIDUAL - The term "unemployed individual" means 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.

VETERAN; RELATED DEFINITION

(A) **VETERAN** - The term "veteran" means an individual who served in the active military, naval, or air services, 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.

WORK EXPERIENCES FOR YOUTH -

- Work experiences are planned, structured learning experiences that take place in a workplace for a limited period of time. Work experiences may be paid or unpaid.
- Work experience workplaces may be in the private, for-profit sector; the non-profit sector; or the public sector.
- Work experiences are designed to enable youth to gain exposure to the working world and its requirements. Work experiences are appropriate and desirable activities for many youth throughout the year. Work experiences should help youth acquire the personal attributes, knowledge, and skills needed to obtain a job and advance in employment. The purpose is to provide the youth participant with the opportunities for career exploration and skill development and is not to benefit the employer, although the employer may, in fact, benefit from the activities performed by the youth. Work experiences may be subsidized or unsubsidized and may include the following elements:

- (1) Instruction in employability skills or generic workplace skills such as those identified by the Secretary's Commission on Achieving Necessary Skills (SCANS);
- (2) Exposure to various aspects of an industry;
- (3) Progressively more complex tasks;
- (4) Internships and job shadowing;
- (5) The integration of basic academic skills into work activities;
- (6) Supported work, work adjustment, and other transition activities;
- (7) Entrepreneurship;
- (8) Service learning;
- (9) Paid and unpaid community service; and
- (10) Other elements designed to achieve the goals of work

PART B

PROPOSAL FORMS

PROPOSAL INSTRUCTIONS

- A. A complete, separate proposal will be submitted for each specific program.
- B. Proposers will submit three (3) signed original copies of the proposal on 8 ½ x 11 inch paper in the designated proposal format, stapled in the upper left hand corner. Please do **not** place in covers, binders or rings.
- C. **Proposals must be received by 4:00 p.m. on January 21, 2016 at:**
 - Delaware Workforce Development Board (DWDB)
 - (Note Location)**
 - DE Dept. of Labor, Division of Employment & Training
 - 3rd Floor – Attn: Ashley Francica
 - 4425 N. Market Street
 - Wilmington, DE 19802
- D. Proposal items should be numbered exactly as indicated on the proposal forms.
- E. No cover sheet should be added to this proposal.

IMPORTANT

When you determine that your organization will submit a proposal, you should schedule your initial Proposal Development session. The scheduling is a requirement for a proposal to be complete, and will be accomplished by e-mailing Ashley Francica at Ashley.Francica@state.de.us to schedule. One initial meeting per organization will be scheduled for proposers of Youth Training. The Delaware Workforce Development Board will notify you regarding the scheduled time/date.

PROPOSAL FORMAT

This RFP requires proposers to submit their proposals using a standard and streamlined proposal format (Performance Target Outline). This outline asks proposers to present a clear, concise, and simply stated description of their:

1. Proposal Data Summary – The summary data for your proposal.
2. Outcome Statement - The end state they are committed to for customers served by this program.
3. Customer Description - A presentation of customer conditions and behaviors and relevant demographic information including a customer profile.
4. Performance Targets - A clearly stated target for the projected number of customers to be served in terms of how many will reach and sustain a high level of success and for how long. The means of verification should also be stated.
5. Product Steps - A clear presentation of some of the core aspects of your approach. What is unique? Why are you proposing to use this approach over alternatives? And, what are some of the key features of the delivery/ service approach of this proposed program?
6. Key People - Who are the key persons for this program? What are their qualifications (skills, experience, background, etc.), that make them ideally suited to make this program successful. If not known, describe the position, its qualifications and who will be doing the hiring.
7. Likely Milestones & Verification - What is the logic and sequence of major customer milestones anticipated? How many will likely (projection) reach these milestones toward your Performance Target and what is the corresponding means of verification?
8. Budget

PROPOSER CHECKLIST

To aid the proposer in putting together their proposal package:

Applicant Submission Checklist

	Page
1. Proposal Data Summary	_____
2. Outcome Statement	_____
3. Customer Description	_____
4. Performance Target(s)	_____
5. Product Steps	_____
6. Key People	_____
7. Milestones	_____
8. Budget	_____

PROPOSAL DATA SUMMARY

1.0 Name and Address of Applicant Organization

(NAME)

(STREET)

(CITY, STATE)

(ZIP CODE)

(CONTACT PERSON)

(TELEPHONE NUMBER)

(FAX NUMBER)

(E-MAIL ADDRESS)

(Website URL)

(LOCATION(S) OF PROGRAM OPERATION - CITY/TOWN, COUNTY)

(COUNTY THE PROGRAM WILL SERVE)

2.0 Organization Type:

- Non Profit
- Governmental
- Private for Profit

3.0 Proposed Contract Period

START DATE: _____ END DATE: _____

4.0 Proposed Services:

- In-School Youth Training

4.1 Total Number of Enrollments _____

4.2 Total Training Hours per Enrollment _____

Target Outline Question #1
YOUR PROGRAM'S OUTCOME STATEMENT

What is the overall end state that your agency will accomplish for the customers who are served by this solicitation? This statement should clearly indicate the programs responsibility to serve the customer from recruitment through 12 months of post exit follow-up services. All proposals must demonstrate a commitment to developing long-term relationships with youth served in the proposed program

Outcome Statement: The result that the investor seeks (generally an end state) to which all performance targets must contribute. Examples include: a school with no one being drug-dependent, a community in which no baby has a low birth weight for any preventable reason, etc. Outcomes are specific states or conditions that can be understood to be caused or at least influenced by the achievement of performance targets.

Target Outline Question #2
CUSTOMERS

- A. WHO are the customers for the selected program and HOW MANY customers do you plan to serve in the coming program year? Please provide a description of conditions and behaviors of typical customers as well as demographic information on this customer group. In addition to describing new customers, current vendors who are seeking continued funding should include participants who carry-in from the current program year to the new program year.
- B. Please provide a profile of one or two customers served by this program. In describing your customers, you should indicate the barriers you expect to/have encounter(ed) and what is your plan to alleviate them (i.e partners, structure).
- C. Youth that begin services prior to their senior year often present retention problems in subsequent years. ***If you plan to serve youth prior to their senior year,*** describe the plan of services and strategies that you plan to use to ensure that retention will not be a problem.

Customer: Customers are people who directly interact with an organization's product and its implementers. This interaction is intended to result in a change in customer behavior or condition in line with organizational outcomes and mission.

Target Outline Question # 3
PERFORMANCE TARGET

- A. What are your QUANTITATIVE PERFORMANCE TARGETS for these customers for the year and how will you know if you reached them? Proposed programs must include the performance goals listed in the RFP for the participants to be served.
- B. Discuss your program's ability to meet contractually required performance standards or outcomes with emphasis on services to at-risk youth.

Performance Targets: The specific result that an implementer seeking investment will commit to achieve. It is tangible in the sense that it can be verified and narrow enough to be directly achieved by the implementer. It almost always represents a change in behavior for the customer of a program.

Verification: Establishing that something represented to happen does in fact take place. Verification in Outcome Funding replaces measuring. It is kept as simple as possible and looks more to answer the question yes or no than to measure small differences. Verification typically focuses on milestones and performance target accomplishments.

Target Outline Question # 4
YOUR PRODUCT

What are the CORE FEATURES of your *product*?

- I. Intensity/Duration – Describe the intensity of the service to participants, including hours of participation. In addition identify the enrollment schedule, training schedule and the duration of the program including post-exit follow-up.
- II. Essential Elements: At a minimum the milestones established in Target Question 6 must be described.
- III. Comparative Advantages Over other Products.
- IV. Delivery Strategy – In a narrative fashion describe how a specific client will flow through the elements of your program
- V. Other Core Features (up to one page per item may be used).
 - Describe how your agency plans to assist youth with obtaining (i) summer employment opportunities and other employment opportunities available throughout the school year; (ii) pre-apprenticeship programs; (iii) internships and job shadowing; and (iv) on-the-job training opportunities.
 - With the implementation of WIOA there is a focus for participants in addition to obtaining a recognized postsecondary credential, secondary school diploma or its recognized equivalent, to obtain and maintain employment or be enrolled in an education or training program leading to a recognized postsecondary credential within 1 year after the exit from the program. Describe the strategies that will be incorporated into your program to be successful.
 - Describe the services to be offered to youth that will provide them with labor market and employment information about in-demand industry sectors or occupations available in the local area, and those activities that help youth prepare for and transition to post-secondary education and training.
 - Describe the assessments that will be used to gauge academic levels, interests/aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs of such participant, for the purpose of identifying appropriate services and career pathways.
 - What post-exit retention activities, services and incentives will you use to ensure that individuals are staying employed, increasing earnings or remaining in post-secondary education or advanced training.

Target Outline Question #5
KEY PEOPLE

- A. Identify the key people and their qualifications who are primarily responsible for delivering the product, including outreach, assessment, training, coaching/mentoring, fiscal reporting, and project management, as applicable to your specific proposal. If the key people are not known, describe the position, its qualifications and who will be doing the hiring. This is limited to only positions requested to be funded with this proposal.
 - B. Identify the critical intermediaries (other individuals/agencies) that are a part of your delivery strategy and how they benefit your program. This should include members of your linkage team (each school served).
-

Target Outline Question #6
MILESTONES

New Enrollments, Carry-in Enrollments and Post Exit individuals need to be broken out individually (may be done on separate rows or separate Milestone Sheets.)

All performance milestones (e.g. High School Diploma / GED or Credential Attainment) should be projected to meet performance. In order to do this, the percentage within the RFP should be multiplied by the projected total exits for the year.

If your program has 0 projected exits, you should demonstrate that you understand performance by indicating the number to achieve performance milestones in the Performance Outcome box. This would be based on the total enrollments.

Customer Milestones	Total	Verification
Carry – Ins		
Post Exits (Exits from previous contract year)		
RECRUITMENT		
NEW ENROLLMENTS		
Orientation		
Interview / Assessment/Testing		
Eligibility Established & ISS Development (List Training Components. Use as many lines as needed to identify the services provided)		
High School Diploma		
GED		
Credential Attainment		
Total Exits from this program year		
Total Day 1 Placement in Employment or Education		
Total Day 30 Placement in Employment or Education		
Total Day 90 Placement Employment or Education		
12 Months Post Exit Follow up Services		
Performance Outcome:		

Milestone: A critical point that customers must reach to ensure that a project is on course to achieving its performance target.

Verification: Establishing that something represented to happen does in fact take place. Verification in Outcome Funding replaces measuring. It is kept as simple as possible and looks more to answer the question yes or no than to measure small differences. Verification typically focuses on milestones and performance target accomplishments.

BUDGET SUMMARY

Area of Training: _____

Organization: _____

DUNS# _____

Contract #: _____

Program Year: _____

TOTAL

- 1. Staff Salaries _____
- 2. Staff Fringe Benefits _____
- 3. SUBTOTAL _____
- 4. Direct Benefits To Participants _____
- 5. Rent (inc. cost per sq. ft./hr. rates) _____
- 6. Custodial Services _____
- 7. Utilities (List as a % of Annual Expense)
 - A. Heat/AC _____
 - B. Phone _____
 - C. Electric _____
 - D. Other _____
- 8. Consumable Office Supplies _____
- 9. Postage _____
- 10. Equipment and Furniture Purchase: (Itemize on Attached Page) _____
- 11. Equipment Rental: (Itemize on Attached Page) _____
- 12. Tuition _____
- 13. Entrance Fees _____

BUDGET SUMMARY

Area of Training: _____

Organization: _____

DUNS# _____

Contract #: _____

Program Year: _____

14. Training Materials

A. Books

B. Software

C. Videos

D. Other (specify)

15. Printing/Advertising

16. Travel

A. Student

B. Staff

17. Staff Training

18. Participant Payments (Wages, OJT Payments, etc...)

19. Participant Fringes

20. Insurance:

21. Professional Services: (List)

22. Overhead/Indirect for Parent Organization:

23. Profit:

24. Other: (Please specify)

25. Other: (Please specify)

26. TOTAL

EMPLOYEE LISTING
SALARY AND FRINGE EXPENSES

AREA OF TRAINING: _____
 ORGANIZATION: _____

YEAR: _____

LIST EVERY EMPLOYEE BY TITLE
(USE ADDITIONAL PAGES TO LIST EACH EMPLOYEE NUMERICALLY)

POSITION	DATES OF EMPLOYMENT HOURS PER WEEK (if seasonal give # of weeks and hourly rate) (If part-time, indicate hourly rate)		SALARY	FRINGE	TOTAL	FUNDED STAFF HOURS
Person #1		THIS PROGRAM				
		OTHER				
Person #2		THIS PROGRAM				
		OTHER				
Person #3		THIS PROGRAM				
		OTHER				

Organization _____

Type of Training _____

BUDGET BACK-UP PAGE

<u>LINE</u> <u>NUMBER</u>	<u>ITEM</u>	<u>NUMBER</u> <u>OF EACH</u>	<u>AMOUNT</u>	<u>EXPLANATION/</u> <u>REMARKS</u>
------------------------------	-------------	---------------------------------	---------------	---------------------------------------

DIRECT BENEFITS TO PARTICIPANTS

CONTRACTOR: _____

TYPE OF TRAINING _____

TOTAL AMOUNT OF DIRECT BENEFITS: \$ _____

CLIENTS MUST NOT RECEIVE CASH. VOUCHERS ARE TO BE USED FOR GOODS AND SERVICES)
CONTRACTORS MUST MAINTAIN A CUMULATIVE LOG TO DOCUMENT CLIENTS RECEIVED
SUPPORTIVE SERVICE(S). AT A MINIMUM THIS LOG MUST INCLUDE CLIENT NAME, STAFF AND CLIENT
SIGNATURE, AMOUNT OF SUPPORTIVE SERVICES GIVEN, AND VENDOR.

Furthermore, contractors will only be reimbursed for direct benefits they have given to client.

TYPE OF PAYMENT: _____

EXPLANATION: _____

PART C

Attachment

<http://wib.delawareworks.com/index.php>

