

**BALTIMORE CITY WORKFORCE INVESTMENT BOARD  
YOUTH COUNCIL**

**REQUEST FOR PROPOSALS**

FOR THE SELECTION OF VENDORS  
FOR  
YOUTH WORKFORCE DEVELOPMENT SERVICES

**For Fiscal Years 2015 and 2016  
July 1, 2014– June 30, 2016**

**FUNDED BY THE U. S. DEPARTMENT OF LABOR  
WORKFORCE INVESTMENT ACT**

**ISSUE DATE: December 2013  
DEADLINE DATE: Monday, February 3, 2014**

BALTIMORE WORKFORCE INVESTMENT BOARD YOUTH COUNCIL  
c/o Mayor's Office of Employment Development  
Donnice E. Brown  
101 W. 24<sup>th</sup> Street  
Baltimore, Maryland 21218  
410-396-6727  
[www.oedworks.com](http://www.oedworks.com)

**BALTIMORE CITY WORKFORCE INVESTMENT BOARD YOUTH COUNCIL  
REQUEST FOR PROPOSAL**

**TABLE OF CONTENTS**

I.	INTRODUCTION	page 3
II.	SPECIFICATIONS/EVALUATION/TIMELINE	page 6
III.	CONTRACTOR QUALIFICATIONS AND RESPONSIBILITIES	page 10
IV.	PROGRAM SPECIFICATIONS	page 12
V.	COVER PAGE	page 22
VI.	PROPOSAL FORMAT	page 23
VII.	BUDGET INFORMATION	page 27
VIII.	EVALUATION CRITERIA	page 40
IX.	DEFINITIONS	page 42

**BALTIMORE CITY WORKFORCE INVESTMENT BOARD YOUTH COUNCIL  
REQUEST FOR PROPOSAL**

**INTRODUCTION**

Nationally there are 6.7 million young people 16-24 years of age who are out of school and out of work (*Collective Impact for Opportunity Youth, FSG, 2012*). In Baltimore approximately 15,400 young adults between 18-24 years old do not have a high school diploma (*American Community Survey, 2011*). Over 40% of all City youth 18-21 years old lack a diploma or are out of the labor force; by the year 2020, nearly 70% of jobs in Maryland will require some level of post-secondary education and training (*Maryland DLLR, U.S. Dept. of Labor, Labor Statistics Projections*).

The U. S. Department of Labor's (DOL) Workforce Investment Act (WIA) legislation provides funding to enable local jurisdictions to deliver a menu of services to job seekers and business customers. A portion of these funds are specifically designed to support employment and training services for eligible youth. Baltimore's Workforce Investment Board (BWIB) has appointed its Youth Council the tasks of generating awareness about the availability of these funds and conducting a fair and objective process for selecting vendors to provide workforce development services to youth residing in Baltimore City. The U.S. Department of Labor states that due to the realities of today's global economy our workforce systems must be demand-driven and prepare youth for real job opportunities.

The mission of the BWIB Youth Council is to build a comprehensive youth system that will promote opportunities for Baltimore's youth to acquire the necessary life skills, education and work exposure and experience to enable them to have productive careers and become responsible adults and citizens. The Youth Council envisions that all youth will acquire the necessary skills and work experience to successfully transition into adulthood, careers, further education and training.

The overall goals for the use of the WIA youth funds supporting Baltimore City's Request For Proposals (RFP) are to assist economically disadvantaged youth ages 16-21 to achieve major educational attainment, skill development and employment. Services must be designed and delivered in a manner that maintains focus on and is relevant to career development, job placement and educational attainment. This can be accomplished through a variety of youth development strategies such as:

- Tying services to labor market needs (*refer to the Baltimore Regional Talent Development Pipeline Study*) <http://www.opportunitycollaborative.org/workforce-study-talent-development-pipeline/>
- Creating effective connections to local and regional employers
- Developing meaningful connections between academic and occupational learning
- Providing education relevant to the job market particularly in the BWIB's identified high growth industries such as Healthcare, Construction, IT/Cyber security, Transportation & Logistics and Business Services
- Creating pathways to post-secondary educational opportunities
- Providing services and activities that promote youth leadership and positive self-image
- Providing support services that address family and community issues
- Providing one year of mandatory follow-up services after recruitment and successful delivery of services
- Conducting outreach and recruitment

Overarching principles that will guide the Youth Council in the selection of service providers are:

- Evidence based practices
- Identified industries with entry level employment opportunities leading to a career
- Focusing on youth development and prevention of youth at-risk behaviors
- Building on and strengthening partnerships with existing community assets such as workforce development agencies, employers, community based organization, area schools, faith- based organizations, etc.
- Building on and strengthening intergenerational relationships and collaborations among key stake holders (*i.e. parents, school faculty, healthcare providers, ministers, youth practitioners, post-secondary institutions, mentors, etc.*)
- Supporting a holistic approach to serving youth encompassing mental, physical, cultural and spiritual development
- Supporting the ability of teen parents to meet the needs of their children
- Emphasizing long-term outcomes and sustained support for youth with significant barriers to employment
- Ability to leverage resources to support and sustain the proposed initiative
- Documented ability to achieve goals, objectives & outcomes

Through selection of youth programs to be funded, the BWIB Youth Council will ensure its youth system includes the following requirements of WIA:

- A focus on intensive year round programs
- A focus on serving the neediest youth as defined in the DOL TEGE 03-04 (***youth in foster care- particularly those aging out of foster care, youth in the juvenile justice system, children of incarcerated parents, and migrant youth***)
- An emphasis on goal setting and long term outcomes
- An increased focus on academic achievement aligned with state education requirements and post secondary readiness
- Post program follow up for all youth.
- Delivery of specific service elements
  1. Tutoring and similar services, including dropout prevention strategies, leading to a high school diploma
  2. Alternative education services with a priority on exposing youth to technology and nontraditional jobs
  3. Summer employment linked to academic and occupational learning
  4. Paid and unpaid work experiences
  5. Occupational skills training leading to certification
  6. Leadership development, including community services and peer centered activities encouraging responsibility and other positive social behaviors
  7. Supportive services
  8. Comprehensive guidance and counseling
  9. Follow-up services for at least 12 months
  10. Adult mentoring during program participation
  11. On-the-job training
  12. Financial literacy
  13. Entrepreneurial skills training and microenterprise services
  14. Local labor market information

Additionally, the BWIB Youth Council will be more inclined to select service providers that demonstrate the ability to develop and implement strategies that will result in the following outcomes:

- Youth are academically successful (demonstrated increase in literacy and numeracy proficiency)
- Youth obtain employment
- Youth have post placement job retention
- Youth are prepared to live independently and are economically self-sufficient
- Youth have progressive increases in earned income
- Youth acquire an academic and/or occupational specific degree or certificate/credential

The Mayor's Office of Employment Development (MOED) works under the guidance of the BWIB and serves as the administrative and fiscal agent for the WIA funds. MOED will provide support to the BWIB Youth Council in conducting this Request For Proposal process and will be the contracting agent for these WIA grant awards.

This procurement action may result in multiple contract awards based upon funds available through the U.S Department of Labor and the Maryland State Department of Labor, Licensing and Regulation (DLLR). The period for each grant award will be 24 months. **However, continued funding for the second year of this period will be based upon satisfactory performance (at least 75% of contractual goals achieved) demonstrated during the first twelve months of the contract.**

**Notes:**

- *It is anticipated that several awards will be made. The size of the awards will be based on a number of factors. These factors include the amount of WIA youth funds awarded and available to Baltimore City for FY15 and FY16, the scope, quality, and comprehensiveness of the proposed initiative covered in the proposal, including the number of youth to be served. All funds are to be expended serving eligible youth as defined in this document.*
- *Congress has not passed the reauthorization of the Workforce Investment Act of 1998. Sections of this RFP incorporate a waiver submitted by the State of Maryland to implement Common Measures. Applicants must address their ability to meet this requirement.*

**AWARDED PROGRAMS: Contracted services, all of which require a 12 month post program follow up, are to be initiated on or about July 1, 2014 and programmed to continue through June 30, 2016.**

**BALTIMORE CITY WORKFORCE INVESTMENT BOARD YOUTH COUNCIL  
REQUEST FOR PROPOSAL**

**SPECIFICATIONS/EVALUATION/TIMELINE**

**I. SPECIFICATIONS**

**REQUEST FOR PROPOSAL (RFP)**

Service providers will be competitively selected based on the scoring of the RFP responses. The Workforce Investment Board Youth Council must receive proposal applications by **4:00 p.m. Monday, February 3, 2014**. All proposals should be sent to:

**Baltimore Workforce Investment Board Youth Council  
c/o Mayor's Office of Employment Development  
101 W. 24th Street  
Baltimore, Maryland 21218  
Attention: Donnice E. Brown**

Notification of selection for a provisional award will be by Monday, March 24, 2014. **Bidders receiving notification of awards will be required to demonstrate the fiscal and administrative capacity described in Section III, Contractor Qualifications and Responsibilities.** All awards are contingent upon a site visit, fiscal and administrative qualification and successful contract negotiations. The contract negotiation process shall be between MOED and the organization responding to the RFP. Approved programs must be ready to begin delivering services within five (5) business days of the July 1<sup>st</sup> start of the program year.

**BIDDER'S CONFERENCE**

An informational Bidder's Conference is scheduled for:

**WEDNESDAY, JANUARY 8, 2014**

**9:00 am-11:00am**

**Annie E. Casey Foundation**

**503 N. Charles Street, 2<sup>nd</sup> floor conference room**

**Baltimore, Maryland 21202**

*(Email [youthcareers@oedworks.com](mailto:youthcareers@oedworks.com) if you plan to attend the Bidders Conference)*

Parties who plan to submit a proposal are strongly encouraged to attend and/or be represented by an individual authorized to act on the bidder's behalf. The bidder agrees to assume full responsibility for any information not received due to non-attendance.

## PROPOSAL SUBMISSION

Proposals must be formatted in the following manner providing accurate, valid and full disclosure of information. Proposals that fail to follow instructions and/or fail to respond to all parts of the RFP shall be deemed non-responsive and will not be considered. The Baltimore Workforce Investment Board (BWIB) Youth Council will not accept any amendments, revisions or alterations after the proposal due date unless requested by the BWIB Youth Council.

❖ Proposals must include:

1. Completed cover page from Section V
2. One page abstract, Section VI (see page 42)
3. Written responses to Section VI, questions 1-6, in the order presented
4. Section VII, Budget Information.
5. Letters of commitment from key partners essential to delivering the services and achieving the proposed outcomes highlighted in the RFP that is submitted.

- ❖ Send the original and six (6) copies of the proposal(s) to: The Baltimore Workforce Investment Board Youth Council, c/o the Mayor's Office of Employment Development, 101 W. 24th Street, Baltimore, Maryland 21218 Attention: Donnice E. Brown.

**Letters of commitment and confirmation of leveraged resources must be included as attachments.** Any proposal or proposal modifications submitted after the close of the solicitation period will not be considered.

- ❖ Upon receipt of a proposal, the BWIB Youth Council will e-mail the bidder a confirmation receipt of proposal.
- ❖ The required proposal document must be double-spaced, on numbered 8-½ inch x 11-inch pages (one side only), with one-inch margins (top, bottom, and sides). All text in the application narrative, including titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs, must be double spaced. If using a proportional computer font, applicants are requested to use a 12-point font. **Proposal responses to questions 1-6 must be limited to 20 pages in total.** The page limit does not apply to the cover sheet, the one-page abstract, budget section, appendices and forms.
- ❖ Bidders may submit proposals for one or more project types; however, a separate proposal is required for each type submitted.

## RFP INQUIRIES

- ❖ All inquiries related to the RFP are to be submitted electronically. E-mail inquiries should list "Youth RFP Inquiry" on the subject line and be sent to: [youthcareers@oedworks.com](mailto:youthcareers@oedworks.com)
- A compilation of responses from the Bidders Conference will be posted in the "Questions and Answers" section at <http://www.oedworks.com/aboutus/index.htm>. Written questions received after the Bidder's Conference and before 5 p.m., Friday, January 17, 2014, will be responded to within 72 hours and added to the compilation of responses.

## **COST OF PREPARING PROPOSALS**

- Costs for developing the proposals are solely the responsibility of the bidders. The BWIB Youth Council will not provide reimbursement for such costs.

## **CLARIFICATION PROCEDURES**

- All clarifications or changes to submitted proposals must be in the form of a written addendum and received prior to 4:00 p.m. Monday, February 3, 2014.

## **WITHDRAWALS**

- A submitted proposal may be withdrawn prior to the proposal due date. A written request to withdraw the proposal must be submitted electronically to: [youthcareers@oedworks.com](mailto:youthcareers@oedworks.com).

## **PUBLIC RECORDS**

- Applicants are advised that most documents in the possession of the BWIB are considered public records and subject to disclosure under the Maryland Public Information Act.

## **EMPLOY BALTIMORE**

- Employ Baltimore is a business services marketing strategy for the Mayor's Office of Employment Development. It is designed to create opportunities for businesses that receive municipal contracts to access qualified City residents to meet their workforce needs. The initiative will also ensure that City dollars contribute to the local economy and improve the lives of employable Baltimoreans. They are a professional business service that provides customized workforce solutions to Baltimore area businesses.
- All bidders must complete the certification statement ([www.oedworks.com](http://www.oedworks.com) *Employ Baltimore link*) and return it with the RFP. If a bidder is selected to deliver services they are required to meet with Employ Baltimore staff to discuss staffing needs.

## **II. EVALUATION PROCESS**

The BWIB Youth Council Proposal Review Team will rate the proposals and assign each a numerical value. The Youth Council through the Mayor's Office of Employment Development will make recommendations for selection to the BWIB for final consideration. The decisions of the BWIB are final.

The BWIB Youth Council Proposal Review Team will review and score proposals according to the criteria and assigned points specified in Section VIII. Evaluation Criteria. The BWIB retains the right to request additional information from any applicant.

The BWIB reserves the right to withhold awards should there be no proposals that adequately address the services and outcomes requested.

### III. TIMELINE

December 2013	Request For Proposals (RFP) public notice placed in the newspaper and posted on websites- www.baltoworkforce.com & www.oedworks.com
Wednesday, January 8, 2014	Informational Bidders Conference- Annie E. Casey Foundation 503 N. Charles Street, 2 <sup>nd</sup> floor conference room Baltimore, Maryland 21202 9:00am-11:00am
Monday, February 3, 2014	RFP responses due to BWIB Youth Council Liaison <b>(signed copies must be received by 4:00pm)</b>
Wednesday, February 18- Thursday, February 27, 2014	RFP Evaluation process by BWIB YC Review Team
Monday, March 24, 2014	Provisional award notification of awardees; contract negotiations begin
Monday, March 31, 2014	Documentation of Qualifications due to Youth Council Liaison and Contacting Departments
Monday, April 7-April 17, 2014	Site visits to provisional awardees to finalize contracts
Thursday, April 17, 2014	Requested proposal and budget changes due to Youth Council Liaison by close of business
Thursday, April 24, 2014	Final award notification (or letter of intent) issued
Thursday, April 17- Monday, June 16, 2014	Contracts developed, signed and approved by the Board of Estimates
Week of June 10 <sup>th</sup>	Orientation for WIA Providers
Tuesday, July 1, 2014	WIA Programs begin operation

**BALTIMORE CITY WORKFORCE INVESTMENT BOARD YOUTH COUNCIL  
REQUEST FOR PROPOSAL**

**CONTRACTOR QUALIFICATIONS AND RESPONSIBILITIES**

All businesses/organizations must meet a minimum level of administrative and fiscal capacity in order to contract with MOED. Therefore, all applicants given selection notification must provide the following Documentation of Qualifications by **Monday, March 31, 2014**. Failure to satisfactorily provide the following documentation could result in disqualification of proposed award.

**Documentation of Organizations Qualifications**

- Currently in good standing with the Maryland Department of Assessment Taxations.
- Legal Entity (Proof of Incorporation, 501(c) (3), etc.) *<Must submit document proving legal entity.>*
- Written Personnel Policies *<Must submit table of contents of personnel policies.>*
- Written Conflict of Interest Policy for Staff and Board *<Must submit copy of Conflict of Interest Policy.>*
- Written Grievance Procedure for Customers/Clients *<Must submit copy of grievance procedure.>*
- Ongoing Quality Assurance Process for Services *<Must submit descriptions of process.>*
- For organizations with an Annual Budget of at least \$100,000 *<Must submit most recent annual budget document.>*
- For organizations that have more than one revenue source *<Must submit revenue documentation.>*
- Proven Fiscal Capacity including Capacity for Fund Accounting *<Must submit bound copy of most recent formal audit completed within last year. Must satisfactorily address all findings.>*
- Verify that the program has procured and will maintain during the life of the contract the following required insurance coverage (professional liability, errors and omissions; commercial general liability insurance, including contractual liability insurance; business automobile liability (if applicable); worker's compensation coverage; and employee dishonesty insurance *<Must submit certificate of insurance with contract. >*
- Adequate Method to Collect Client Information & Demographics *<Must submit sample of format or report. >*
- Demonstrated Ability to Collect Outcome Data that measures Performance to Plan *<Must submit report showing actual to planned performance. >*
- Internet connectivity, individual E-mail accounts for persons accountable for this contract, and workstation capable of running the latest versions of Microsoft Internet Explorer or Netscape Navigator web browsers, or willingness and budget to acquire these technologies. *<(Must submit letter describing how organization currently addresses or plans to address these criteria.>*
- Complete Pre-Award Review Form

### **Documentation of Qualifications Submission**

- ❖ Do not include any information that is not specifically requested.
- ❖ **Include a cover letter identifying organization and signed by an individual authorized to represent the organization, to act on behalf of it, and to legally bind it in all matters related to the Documentation of Qualifications.**

### **SERVICE PROVIDER RESPONSIBILITIES**

Program success is contingent upon the ability of the awardee to meet the demands of managing and administering the initiative/service. 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 specified performance goals. With the advance written approval of MOED the vendor may be permitted to subcontract specific activities, with conditions. *(It is suggested that all organizations have a minimum of two months operating capital on-hand throughout the term of the contract.)*

Awardee 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, and
7. Cooperation and coordination with the BWIB Youth Council, MOED staff and other vendors doing related work
8. Leveraged resources
9. Achieving outcomes stated in contract
10. Submission of Participant Incentive Plan *(if budget includes funds for participant incentives)*
11. Submission of Participant Placement Plan

**BALTIMORE CITY WORKFORCE INVESTMENT BOARD YOUTH COUNCIL  
REQUEST FOR PROPOSAL**

**PROGRAM SPECIFICATIONS**

**TARGET POPULATION**

Priority will be given to proposals that reflect the ability to use WIA funds to fulfill the following U.S. DOL Strategic Vision: “Out-of-school youth (and those most at risk of dropping out) are an important part of the workforce “supply pipeline” needed by businesses to fill job vacancies in the knowledge economy. WIA-funded youth programs will provide leadership by serving as a catalyst to connect these youth with quality secondary and postsecondary educational opportunities and providing exposure to high-growth industries and other employment opportunities. Specific populations for service include:

- Opportunity youth/Out-of-school youth
- High school dropouts
- Runaway and homeless youth
- Youth in foster care
- Court involved youth
- Children of incarcerated parents
- Migrant youth
- High risk/potential dropouts

Additionally, youth must meet the following criteria to be eligible for service:

1. Low-income youth ages 16-21 (see page 47 for definition of low income);
2. Youth must be a resident of Baltimore City and a legal citizen of the United States;
3. And faced with at least one of the following challenges:
  - a. Deficient in basic numeracy/literacy skills (reading/numeracy based on a TABE score of 7.0-8.9 grade level)
  - b. School dropout
  - c. Homeless, runaway or foster child
  - d. Pregnant or parenting youth
  - e. Offender/ex-offender
  - f. Lives in a high poverty census tract
  - g. Requires additional assistance to complete an educational program, or to secure or hold employment

## **PROJECT TYPES**

Proposals must address one of three project types: comprehensive programs for opportunity youth; programs to transition youth (16-21) to employment or postsecondary training; or programs to transition in-school youth to employment or post-secondary training. All strategies must include the programmatic specifications listed in this section. Reviewers will be looking for results based accountability programming for the populations served. Please note that separate proposals are required if applying for more than one of the stated project types.

Organizations should review the Baltimore Regional Talent Development Pipeline Study <http://www.opportunitycollaborative.org/workforce-study-talent-development-pipeline/>

### **1) Comprehensive Programs for Opportunity Youth:**

WIA requires a portion of funds be targeted for services to 16-21 year old opportunity youth in comprehensive programs. Opportunity youth have dropped out of school and are not presently enrolled in an educational program or have received a high school diploma or General Education Diploma but are under-employed or unemployed.

The goal is to assist vulnerable youth in accessing academic and career specific services that will lead to their transition to positive participation in postsecondary education and/or meaningful employment.

Programs can develop partnerships with community organizations, employers, schools, and other entities to recruit youth. These youth can then become engaged in intensive wrap around, support services leading to attainment of skills and performance outcomes defined in this section.

Examples of services under this project type include but are not limited to:

- ❖ **Community Youth Centers:** Community/neighborhood anchored centers that recruit youth and offer assessment and individualized career plans, counseling, and advocacy and linkage to a host of academic instruction (tutoring, Pre-GED, GED), career skills (in Baltimore high growth industries), bridge programs, certificate and/or credit programs, leadership development (mentoring, youth councils, community service) and employment (work experiences, internships, summer, seasonal, regular full –time jobs, and retention follow-up support.)
- ❖ **Non-Traditional Learning Options:** Drop out recovery models tailored to meet the educational needs of Baltimore City youth leading to high school credentialing and transition to postsecondary education and/or jobs. Models should offer a comprehensive menu of educational, job preparation, employment and developmental options for youth who have left school before obtaining a high school diploma.

### **2) Programs that Prepare and Connect Opportunity Youth (16-21) to Career Specific Training and Employment**

Funds will support 16-21 year old youth to acquire career specific and/or employment preparation skills leading to certification and employment. Examples of services under this project type include but are not limited to:

- ❖ Providing intensive job readiness and retention services for youth coupled with part-time employment/and career focused internships or on the job training. Job placement should be in the area of the youth's career aspirations.
- ❖ Skills training coupled with internships in the public or private sector leading to unsubsidized employment
- ❖ Customized training leading to employment
- ❖ Entrepreneurship training leading to business development
- ❖ Apprenticeships

### **3) Programs that Transition Graduating Seniors (16-21) to Post Secondary Career Related Education, Training or Employment**

Funds will support 16-21 year old in-school youth that are positioned to graduate at the end of the current school year. During the school year youth will acquire career specific and/or employment preparation skills leading to certification and employment. Examples of services under this project type include but are not limited to:

- ❖ Providing intensive job readiness and retention services for youth coupled with part time year round employment/internships. Employment program will focus on one of the identified Regional Talent Development Pipeline Study of high growth industries.
- ❖ Programs that are in partnership with the Baltimore City Public School System and operate as part of the school curriculum.
- ❖ Entrepreneurship training leading to business development
- ❖ Apprenticeships

## **KEY PROGRAM COMPONENTS**

- 1. Certification:** Under the WIA legislation for federal funding, all youth must meet eligibility criteria defined in this section. Certification of eligibility for any WIA funded programs must be completed prior to enrollment. Certification includes income determination. BWIB Youth Council will assist vendors by providing technical assistance on the certification process to determine eligibility.
- 2. Orientation:** All participants must receive information on the full services that are available through eligible providers, including contracted programs and One-Stop Partners in the BWIB's career center network.
- 3. Assessment:** Each participant shall be provided with an objective assessment of his/her academic, career options, 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. Where appropriate, recent assessments could be used in lieu of additional assessment. The goal is to accurately evaluate the youth in order to develop an appropriate service strategy to meet his/her individual needs
- 4. Individual Service Plan-ISS (Career Plan/Self Sufficiency Plan):** An individualized, written plan of long and short-term goals (that includes educational, employment related and personal support services needed) will be developed for each participant. Programs should use objective assessment information to develop this plan. The plan should be used to track services to be delivered and/or coordinated by the program and should be reviewed at least every 60 days and updated as changes occur.
- 5. Referral:** Any eligible youth who is not enrolled in services at a contracted program must be given the referral information regarding the full array of applicable or appropriate services available through local programs including BWIB's One Stop Career Center Network and YO! Baltimore and its partners/providers. In addition, youth should be given referrals for further assessment if determined appropriate. Programs are strongly encouraged to link and share information with other youth serving agencies, organizations and training providers in order to meet the individual needs of all youth.
- 6. Supportive Services:** Supportive services are those necessary to assist the youth to be successful in achieving their goals. This may include transportation, childcare, work-related tools, clothing, housing etc. To the greatest extent possible, programs should address support service needs through leveraging of existing resources and private/public partnerships.
- 7. Youth Development:** Youth development focuses on a young person's assets, communicates high expectations, provides opportunities for leadership, encourages a sense of personal identity, broadens a young person's perspective, provides safe surroundings and connects the youth with caring adults.
- 8. One-Stop Partnership:** The One-Stop system provides workforce development services to adults who are 18 years and older. Youth vendors will be expected to engage in partnerships to provide additional resources and services to youth enrolled in their program. Specifically WIA funded programs serving youth, ages 18-21 years old should be actively participating with the One-Stop Centers and their on site partners to ensure that their youth have access to the full range of services available through the WIA adult services.

## **REQUIRED ELEMENTS**

Under the Workforce Investment Act (WIA), the following elements must be addressed in the applicant's program design. Elements can be made available directly through the WIA funded program or offered through partnerships. The primary goals are meeting individual needs and continuity of services. If partnering to provide these elements, programs must show how they will ensure follow through and coordination of services.

All youth might not need to take part in each of these elements, but each element must be made available in the program in a substantial way if the service is needed by a participant. Follow-up services must be offered to all youth participating in a WIA funded program.

The elements are:

1. Tutoring and similar services, including dropout prevention strategies, leading to a high school diploma
2. Alternative education services with a priority on exposing youth to technology and nontraditional jobs
3. Summer employment linked to academic and occupational learning
4. Paid and unpaid work experiences
5. Occupational skills training
6. Leadership development, including community services and peer centered activities encouraging responsibility and other positive social behaviors
7. Supportive services
8. Comprehensive guidance and counseling
9. Follow-up services for at least 12 months post program participation
10. Adult mentoring during program participation

Although the following listed elements are not required, programs are **strongly** encouraged to make these opportunities available to participants.

- ✓ On the job training
- ✓ Financial literacy
- ✓ Entrepreneurial skills training
- ✓ Local labor market information

**NOTE:** At the time of dissemination of this RFP Congress has not passed the reauthorization of the WIA of 1998. Should re-authorization occur during this contract period, new or additional WIA requirements will be included as appropriate.

## **ACADEMIC REQUIREMENTS**

In order to assist participating youth in achieving both academic and occupational success, proposed services should be research-based, with a strong emphasis on academic skill gains in basic English language literacy skills and math computation skills. The target population to be served includes youth who may have low basic skills, defined by Maryland State Department of Education as: that which is recognized by the U.S. Department of Education for “at or below High Intermediate Basic Education” (at or below 8th grade level). The TABE level 9/10 must be used to show skill level gains.

Literacy services should:

- ❖ Use research-tested assessments that measure individual components of reading, and offer ongoing diagnostic services to assess progress and address problems (for more information on research-based assessments see [www.federalregister.gov/agencies/national-institute-for-literacy](http://www.federalregister.gov/agencies/national-institute-for-literacy))
- ❖ Use best practices research to determine effective instructional models (see materials from the Partnership for Reading of the National Institute for Literacy [www.ecs.org](http://www.ecs.org))
- ❖ Contextualize literacy instruction to general workplace requirements (see the National Workforce Readiness Council [www.workreadiness.com](http://www.workreadiness.com)).

There is increased emphasis on aligning WIA funded programs’ academic services to state educational requirements including the Maryland State Department of Education Career Development model and Core Learning Goals. The BWIB Youth Council encourages applicants to show alignment with state educational reform standards where applicable (e.g. partnerships with public school systems via shared curriculum and instruction delivered by school systems, etc.).

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

- ❖ Basic skills instruction leading to grade or skill level increases, including English as a Second Language
- ❖ Instruction leading to high school diploma (May use General Education Development Curricula)
- ❖ Preparation for entry into post secondary education
- ❖ Project based learning with learning objectives tied to academic competencies
- ❖ Community and service learning
- ❖ Tutoring and/or study skills leading to educational success and school retention

## **EMPLOYER CONNECTIONS**

Bonafide connections to employers are essential in the creation of a system of providers that can effectively assist youth to become highly skilled and employable. The BWIB Youth Council has identified several strategies listed below for promoting this connection. They include both systemic and program level approaches to meaningful, quality connections to employers.

Applicants should demonstrate meaningful employer connections including letters of commitment from employer partners. These connections should lead to increased placements in employment or continuing education, as well as, meaningful exposure to the world of work leading to measurable skill increases.

Employment related strategies could include:

- ❖ Subsidized work experiences leading to unsubsidized employment
- ❖ Internships
- ❖ Job shadowing
- ❖ Exposure to various aspects of the Regional Talent Development Pipeline Study
- ❖ Job search assistance, placement and retention
- ❖ Project based learning
- ❖ Career mentoring
- ❖ Service learning
- ❖ Occupational skills training leading to certification
- ❖ Employment opportunities directly linked to academic and/or occupational training

Applicants are encouraged to make employer connections to leverage resources in the form of staff, funds for training, wages, operational needs related to training space, equipment etc.

### **BEST PRACTICES - YOUTH DEVELOPMENT PRINCIPLES**

National research identifies several elements of effective practice in the field of youth development. The BWIB Youth Council will prioritize awards to providers who exemplify the following principles in the delivery of services to youth:

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

### **OUTCOMES**

Successful proposals will emphasize the achievement of program outcomes. The following is a description of the initial performance measures the BWIB Youth Council will use to determine program success. These outcomes reflect current U.S. Department of Labor policy. Under WIA there are three specific youth performance standards. Youth are required to meet all measures as the standards indicate below.

Additionally, the Youth Council has correlated these performance measures to the BWIB's long-term outcomes for youth. Programs must demonstrate how their program activities and outputs will lead to these identified outcomes.

## OUTCOME MEASURES – WIA PERFORMANCE MEASURES

<b>BWIB/Youth Council long term outcome measures</b>	<b>Common measures</b>
Youth are academically successful. (Increase in graduation rates/decrease in dropout rates)  MOED Contractual Performance-95%	Literacy/numeracy (1 Educational Functional Level)-75%  Diploma or equivalent-75%
Youth have post placement retention; are prepared to live independently; and are economically self sufficient  MOED Contractual Performance-95%	Placement in employment or education-80%
Youth obtain employment;  MOED Contractual Performance-95%	Attainment of degree or certificate-75%

**NOTE:** If awarded the contract period is JULY 1-JUNE 30. In order to adequately serve enrolled youth all youth must be enrolled in year one of the contract by **MARCH 15** and placed in a positive next step-employment, post-secondary, advanced training or the military by **JUNE 15** to allow for the processing of paperwork.

In addition to meeting the WIA performance measures providers will be expected to meet the following MOED contractual goals:

- Recruitment of youth for program
- Enrollment of all youth by March 15, 2014
- Placement of all enrolled youth in employment, military, post-secondary or advanced training by June 15, 2014
- Update case notes two times a month
- Update Individualized Service Strategy (ISS) each quarter
- Administer a career interest inventory to each enrolled participant

**WIA COMMON MEASURES**

<b>Target Population</b>	<b>Measure</b>
<i>Youth (16-21)</i>	<b>Placement in Employment or Education</b>
	<p><b>Placement in Employment or Education is intended to emphasize youth attachment to work, military or post secondary education.</b> Although the Department of Labor Licensing and Regulation will be the primary data source for this outcome measure for employment, youth vendors will need to work with MOED to track placement information for youth obtaining unsubsidized employment. Programs will be measured based on the number of youth who are employed, enrolled in post secondary education and/or advanced training in the first quarter after exiting the program relative to the number of youth who exit the program during the quarter.</p>
	<b>Attainment of a Degree or Certificate</b>
	<p><b>The credential rate is intended to measure the ability of programs to help young people obtain specific work-related or educational achievements.</b> Programs will be measured on the credentials (including a high school diploma) achieved by youth who were enrolled in an educational component during the program and attain a diploma, GED, or industry recognized credential by the end of the third quarter after exiting the program relative to the number of youth who exit the program during the quarter.</p>
	<b>Literacy/Numeracy Gain</b>
	<p><b>Creates specific focus on basic skills rather than broad focus on work readiness, occupational skills, and basic skills</b></p> <ul style="list-style-type: none"> <li>• This does not mean work readiness and occupational skills are no longer important (impact of those skills will be seen in placement rate)</li> <li>• Standard for success much higher than with less-defined skill attainment rate. Requires the use of the same standardized test for both pre and post assessments (pre-test must occur w/in 60 days of date of participation)</li> <li>• Individuals should be post-tested by the end of one year of participation and compared to pre-test results obtained during the initial assessment</li> <li>• If an individual continues to be basic skills deficient after the first 12 months of participation, they should continue to receive training in literacy and/or numeracy skills</li> <li>• Participants should be post-tested and included in the measure at the completion of the 2nd year if they complete two years in the program</li> <li>• <b>Youth whose pre-test determines that they are basic skills deficient in either reading, math, or both must increase at least one or more functioning levels every 60-90 days while in the program</b></li> </ul>

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

### **FUNDING/BUDGET GUIDELINES**

Funding available under this proposal is limited. The BWIB Youth Council suggests that the average cost per youth to be served under each proposal should not exceed \$5,500. However, all costs associated with proposed programs and the 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:** This includes staff salaries and benefits associated with program delivery such as staff providing direct services to youth or staff performing administrative functions (fiscal, managerial, fundraising, etc.) or subcontracted professional services or staffing. Client tracking/reporting staff can either be directly included in this category or allocated in the indirect category.
- ❖ **Operating:** This includes all direct expenses for goods and services purchased for the program such as costs associated with space rental, equipment, utilities, staff travel and training, and general costs to run the program. It does not include participant expenses that are categorized separately below each.
  - The individual item costs for this category should not exceed \$5,000 for each.
  - Costs related to technology needed to fulfill MOED requirements may be a part of the budget and will be reviewed for cost effectiveness and reasonableness.
- ❖ **Participant:** Participant expenses are items that are spent directly on individual participants. Participant costs are items that can be tracked by individual enrollment. These may 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.
- ❖ **Contractual:** All costs incurred by subcontractors (providers) who perform work under a contract that has specific goals and deliverables. Vendors are not considered subcontractors.

**BALTIMORE CITY WORKFORCE INVESTMENT BOARD YOUTH COUNCIL  
REQUEST FOR PROPOSAL**

**COVER PAGE**

**Organization:** \_\_\_\_\_

**Project Name:** \_\_\_\_\_

**Contact Person:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Phone Number:** \_\_\_\_\_

**Mailing address (if different):** \_\_\_\_\_

**Email address:** \_\_\_\_\_

**Fax number:** \_\_\_\_\_

**Project Type:** (check one of the three categories)

\_\_\_\_\_ 1. Comprehensive Programs for Opportunity Youth

\_\_\_\_\_ 2. Programs that Prepare and Connect Opportunity Youth (16-21) to Career Specific Training and Employment

\_\_\_\_\_ 3. Programs that Transition Graduating Seniors (16-21) to Post Secondary Career Related Education, Training or Employment

	YEAR 1		YEAR 2	
Program	Start date: July 1, 2014	End date: June 30, 2015	Start date: July 1, 2015	End date: June 30, 2016
Youth enrollment	Start date:	End date:	Start date:	End date:
Requested funding				
Number of youth to be served				
Cost per participant				

*(Year 2 funding is contingent on meeting agreed contractual performance measures)*

I hereby declare that the information provided in this RFP response is accurate, valid and a full disclosure of requested information. I am fully authorized to represent the organization listed above, to act on behalf of it, and to legally bind it in all matters related to the RFP and this associated proposal.

**Name:** \_\_\_\_\_ **Title:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**BALTIMORE CITY WORKFORCE INVESTMENT BOARD YOUTH COUNCIL  
REQUEST FOR PROPOSAL**

**ABSTRACT**

The one page abstract should summarize the proposed initiative, including a short description of the population to be served by the initiative and if available data on participants' overall needs and demographics. Include a description of initiative objectives, target population, DOL priority areas addressed (Alternative Education, Meeting the Demand of Business, Neediest Youth, Improved Performance) and activities.

**Previous/current awardees must include information on past performance outcomes (literacy/numeracy, attainment of degree or certificate and placement in employment or education).**

**PROPOSAL FORMAT**

Please read all of Section IV. Program Specifications before answering these questions. Responses to questions 1-6 should be limited to 20 pages in total. **Please include page numbers.** In addition, applicants must complete the cover page, abstract, budget information, and include letters of commitment from partners. Please see proposal instructions in Section II.

**1. PROGRAM DESCRIPTION**

- a) Please provide a brief overview of proposed project.
  - Describe how the proposed program will fit into your organization's mission and goals.
  - Describe how your organization's mission and goals support the BWIB Youth Council vision and mission (refer to page 3).
  - Include which project type the proposal is addressing.
- b) Describe the target population and primary geographic area(s) to be served. **Applicant must serve one or more of the DOL targeted populations described as "neediest youth" on page 4.**
- c) Describe your past experience and results delivering services in similar projects and/or to similar populations.

**2. GENERAL PROGRAM OPERATIONS**

- a) Describe outreach and recruitment strategies for target population.
  - Include partnerships with youth serving agencies, organizations, and schools to reach target populations.
  - Describe what criteria you will use to select youth to be enrolled into the program.
- b) Describe how you will address youth not selected for participation.
- c) Describe how you will provide outreach and accommodate services to youth with disabilities or those whose primary language is not English.

- d) Describe orientation/assessment activities. Include assessment tools, instruments, and methods your program will use to gather the necessary assessment information to develop Individual Service Strategies. (**Applicant must use the TABE to assess academic levels.**)
- e) Describe how your program will develop an “Individual Service Plan” and how participants’ individual goals will be developed, evaluated, and coordinated.
- f) Describe your staffing plan. Include positions, staff to youth ratios, and staff areas of responsibility as related to the outlined program. State how many new staff members will need to be hired.
- g) Describe your project’s case management strategy for providing consistent support, follow through for service plans and referrals, and tracking for individual participants.
- h) Provide a detailed schedule of participant activities and the anticipated length of time necessary to complete the program. Describe the location of activities.
- i) Describe the strategies you will use to motivate, and/or reward positive participation in the program; and (where appropriate) describe participant payroll, incentive, or payment methods.
- j) Describe what standards or expectations will be required of youth participating in the program.
- k) Describe the methods you will use to involve youth in the design and leadership of the program.

### **3. ELEMENTS**

- a) Please describe how you will provide each of the required elements listed on page 16.
  - Identify any leveraged resources your program will use to support and enhance the delivery of these elements.
  - Describe a detailed follow-up plan.
- b) If your program will not be providing a service/strategy directly, describe how you will provide it through partnerships and /or subcontract relationships.
  - Describe how you will be coordinating services to ensure continuity of contact with participants.
  - Describe how you will coordinate these partnerships to ensure performance towards program goals.
- c) Describe how your program will identify each participant’s individual need for the described services.

### **4. ACADEMIC OPPORTUNITIES**

- a) Describe the types of educational opportunities that will be offered to youth.
- b) Describe how youth who are basic skills deficient will be assisted in increasing their skills.

- c) Describe the specific curriculum tools & resources that will be used to deliver academic activities.
- d) State the kind of activity in which youth will be engaged during the summer months.

## **5. CAREER DEVELOPMENT AND EMPLOYMENT OPPORTUNITIES**

- a) Describe the type of work based learning and career development opportunities that will be offered to youth.
- b) Describe how these activities will be linked to learning objectives and how you will ensure that employer-defined skills and labor market information are used to guide career development activities.
- c) Describe linkages you have made with employers. Include any resources leveraged in the form of funds, operations, etc.
- d) Include letters of commitment from key partners essential to delivering the services and achieving the proposed outcomes. See instructions in Section II, page 7 for letters of commitment submission guidelines.

## **6. OUTCOMES**

- a) Please describe your performance objectives.
  - Include total enrollments, performance levels of specified outcomes, methods and/or tools you will use. List initial, intermediate and long term outcomes.
  - Link program activities to each outcome.
  - In addition, what interim indicators will you use to ensure progress is being made towards the outcomes?
- b) Describe any additional outcomes that will be part of your program.
- c) Describe how you will evaluate the effectiveness of the program on an on-going basis throughout the program.

## **7. BUDGET**

The following Budget information must be submitted – Please See “Funding/Budget Guidelines” in Section IV. (page 21).

- a) Line Item Budget – see Budget Forms Section VII.
  - Budget Information should include the total costs being requested under this RFP, including specific categories listed on page 28.
  - Provide the cost per participant based upon requested funding amount in the proposed project should be indicated on the budget information form.
  - Follow-up Costs-Please indicate the amount of your budget that will be used to provide follow-up services.

b) Budget Narrative - On a separate page attach a budget narrative:

- Give a brief and concise explanation of each budget item in the same order as the line item budget.
- Include method and/or formula for estimating each line-item figure.
- For personnel costs include personnel justification that lists job titles, rate of pay, and FTE or anticipated time to be spent in project activities.
- List specific follow-up services offered and costs for each.

c) Leveraged Resources– see Budget Forms Section VII. 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, actual or estimated amount, and source that contributes to the delivery of the proposed program. Include letters of support for all leveraged resources

**Note: Separate budgets are needed for Year 1 (FY 2015) and Year 2 (FY 2016).**



## BUDGET CATEGORIES

Object Class Categories	Grant Program, Function or Activity Total
A. Personnel	\$
B. Fringe Benefits	\$
C. Travel	\$
D. Equipment	\$
E. Supplies	\$
F. Contractual	\$
G. Participant expense	\$
H. Other	\$
I. Total direct charges (sum of 6i-6h)	\$
J. Indirect charges	\$
K. Totals (sum of 6i and 6j)	\$

Previous Editions Usable

Authorized for Local Reproduction



Name of Grantee Organization

Funding Period
To

Amount Awarded

Number of Months:

<b>Object Class Category (A): PERSONNEL</b>
---

A. Position	B. Annualized salary	C. % of time (FTE)	D. Monthly Salary/Wage	E. # of Months	F. Cost
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
			<b>TOTAL PERSONNEL COST</b>		

(\*At a full-time level)

<b>Budget Narrative: PERSONNEL</b>

<b>Object Class Category (B.): FRINGE BENEFITS</b>					
<b>A. Position(s)</b>	<b>B. Benefits (s)</b>	<b>C. Rate</b>	<b>D. Base Amount</b>	<b>E. Cost</b>	
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10					
<b>TOTAL FRINGE BENEFITS COST</b>					

<b>Budget Narrative: FRINGE BENEFITS</b>

**Object Class Category (C.):  
TRAVEL**

A. Item	B. # of Staff	C. #of Units	D. Unit Type	E. Cost Per Unit	F. Cost
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10					
		<b>TOTAL TRAVEL COST</b>			

**Budget Narrative:  
TRAVEL**

**Object Class Category (D.):  
EQUIPMENT**  
(includes equipment costing \$5,000 or more and a useful life of more than one year)

A. Item	B. # of Items	C. Cost per Item	D. Cost
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
		<b>TOTAL EQUIPMENT COST</b>	

**Budget Narrative:  
EQUIPMENT**

**Object Class Category (E.):  
SUPPLIES  
(includes supplies/equipment costing less than \$5,000 per item)**

A. Item	B. # of Units	C. Cost per Unit	D. Cost
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
		<b>TOTAL SUPPLIES COST</b>	

**Budget Narrative:  
SUPPLIES**

<b>Object Class Category (F.): CONTRACTUAL</b>	
<b>A. Brief Description</b>	<b>B. Cost</b>
1.	\$
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
<b>TOTAL CONTRACTUAL COST</b>	

<b>Budget Narrative: CONTRACTUAL</b>

**Object Class Category (G.):  
PARTICIPANT EXPENSES**

A. Item	B. # of Units	C. Cost per Unit	D. Cost
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
		<b>TOTAL COST OF PARTICIPANT EXPENSES</b>	

**Budget Narrative:  
PARTICIPANT EXPENSES**

**Object Class Category (H.):  
OTHER COSTS  
(including training expenses)**

<b>A. Item</b>	<b>B. # of Units</b>	<b>C. Cost per Unit</b>	<b>D. Cost</b>
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
		<b>TOTAL COST OF OTHER COSTS-</b>	

**Budget Narrative:  
OTHER COSTS**

**OPTION A**

<b>*For grantees that have an approved Indirect Cost Rate Agreement</b>	
<b>Federal agency that issued the agreement</b>	
<b>What is the approval rate (%)?</b>	
<b>What is the base against which rate is applied? (Note: enter description as specified in the agreement)</b>	
<b>What is the base amount (\$)?</b>	
<b>Enter the rate (%) that will be used for this grant.</b>	
<b>Enter the amount (\$) that will be used for this grant.</b>	\$

**OPTION B**

<b>For grantees that DO NOT have an approved Indirect Cost Rate Agreement</b>	
<b>Enter fixed amount (\$) that will be used. 10% Max.</b>	\$

<b>TOTAL INDIRECT CHARGES</b>	\$
-------------------------------	----

<b>Budget Narrative: INDIRECT CHARGES</b>

**ADMINISTRATIVE COSTS**

Pursuant to 20 CFR 667-210(b), grantees are advised that there is a 10% limitation on administrative costs on funds administered under this grant. The cost of administration shall include those activities enumerated in 20 CFR 667.220 (b) and (c).

**Links:**

[http://www.dol.gov/dol/allcfr/title 20/Part 667/20CFR667.210.htm](http://www.dol.gov/dol/allcfr/title%20Part%20667/20CFR667.210.htm)

[http://www.dol.gov/dol/allcfr/Title 20/Part 667/20CFR667.220.htm](http://www.dol.gov/dol/allcfr/Title%20Part%20667/20CFR667.220.htm)

**Budget Narrative:  
ADMINISTRATIVE COSTS**

**BALTIMORE CITY WORKFORCE INVESTMENT BOARD YOUTH COUNCIL  
REQUEST FOR PROPOSAL**

**EVALUATION CRITERIA**

**Program Description and Operations [questions 1-2] (20 Points)**

- ❖ To what extent does the applicant have a successful history of designing and delivering high quality, comprehensive programming for the target population?
- ❖ Are program design, services, and operations appropriate to address the unique needs of the target population? Will the program serve one of the DOL targeted populations?
- ❖ Are program expectations, incentive strategies, and opportunities for leadership in program operations appropriate for the target population?
- ❖ Does the applicant have operational systems (orientation, recruitment referrals for youth not served, assessment, case management, staffing, individual service plans and services for youth with disabilities or limited English Proficiency) in place to effectively deliver the program described? Will the program use TABE to assess youth?

**Program Components [questions 3, 4, & 5] (40 Points)**

WIA Elements

- ❖ Does the proposed program provide the required ten WIA program elements? Does the proposed program provide high quality methodology for delivering the required elements?
- ❖ Does the proposal describe an effective process and plan for 12-month follow-up for youth enrolled in the program?
- ❖ Are the elements delivered in a way that supports a youth development philosophy?

Academic Opportunities

- ❖ Does the proposal extend rigorous academic opportunities for all youth enrolled? Are the curriculum tools and resources sufficient to ensure academic achievement?
- ❖ Has the applicant developed a plan to deliver academic assistance to raise the skill level of youth who are basic skill deficient?

Career Development and Employment Opportunities

- ❖ Has the applicant developed significant partnerships with employers to provide ample work based learning continuum and career development activities to all youth enrolled in the program?
- ❖ Does proposed program outline how it will use local labor market information and employer defined skills in program career development and employment activities?
- ❖ What type of skills training program(s) is identified in one or more of the high growth industries that will result in certification?

**Outcomes and Evaluation [question 6] (25 Points)**

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

**Budget [question 7] (15 Points)**

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

**Bonus Points (5 Points)**

- ❖ Applicants registered with the Baltimore City Minority and Women's Business Opportunity Office (MWBOO). Enterprises (as defined by Article 5, subtitle 28) shall receive additional points. Proof of current and active certification must be provided as part of the proposal package.

## SECTION IX.

### BALTIMORE CITY WORKFORCE INVESTMENT BOARD YOUTH COUNCIL REQUEST FOR PROPOSAL

#### DEFINITIONS

Section numbers referred to herein reflect the Workforce Investment Act of 1998. This document can be viewed at <http://www.wdsc.org/msfw/hr1385.html>.

<p><b>Abstract:</b> A brief, comprehensive summary of the contents of an article or a project; it allows readers to survey the contents of an article or project quickly.</p>
<p><b>Administrative Costs:</b> The allocable portion of necessary and allowable costs that is associated with the overall management and administration of the workforce investment system and which are not related to the direct provision of the Employment and Training Services. These costs can represent both personnel and non-personnel categories and both direct and indirect classifications.</p>
<p><b>Adult:</b> Except in sections 127 and 132, the term "adult" means an individual who is age 18 or older.</p>
<p><b>Adult Mentoring (Youth):</b> Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months.</p>
<p><b>Advanced Training/Occupational Skills Training:</b> An organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels.</p>
<p><b>Area Vocational Education School:</b> Has the meaning given the term in section 521 of the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2471).</p>
<p><b>Assessment, Objective:</b> The ongoing participant centered diagnostic evaluation of a participant's employability, interests, values, aptitudes, abilities, educational and vocational history, barriers, motivation and existing skills that lead to the development of an on-going, comprehensive Self Sufficiency Plan for the removal of barriers to employment and the attainment of the individual's career goals. Assessment first occurs at intake and is an ongoing, continuous collection of information to evaluate the effectiveness of support services, training and education and to monitor the participant's progress.</p>
<p><b>Audit:</b> A systematic review by a CPA to determine and report whether an organization's financial operations are being properly conducted, financial reports are being presented fairly and applicable laws and regulations are being complied with. All successful bidders must submit an audit of their organization. Audits must be performed in accordance with OMB Circulars A-133, or United States Department of Labor and State of Maryland rules. For profit providers are subject to audit under the revised OMB Circular A-133.</p>
<p><b>Barriers to Employment:</b> Contractors will have mechanisms for identifying and eliminating barriers to employment that hinder an individual's ability to participate in the labor force. These may include lack of a high school education or its equivalency, basic skills deficits, limited English, and substance abuse.</p>
<p><b>Basic Education - Adult Basic Education (ABE)/General Equivalency Degree (GED)/English as a Second Language (ESL):</b> ABE/GED services include: structured, formal written curriculum designed to systematically address basic skills deficiencies and/or lead to passage of GED tests for adult students. Classes are usually self-paced with individualized instruction. The length of instruction depends upon student needs. Instruction is provided by an individual with specialized education or training in delivering basic skills/GED instruction. Individualized electronic instruction through computer based systems may be a delivery system but must include regular access to and assistance from instructors. Student progress is monitored and testing is done to measure student progress.</p>

English as a second language services (ESL) include: structured, formal written curriculum designed to systematically improve an individual's understanding of and use of the English language. Instruction is provided by an individual with specialized education or training in the delivery of ESL services.
<b>Basic Skills:</b> Those academic skills that include reading, writing and speaking English, and the skills involved in math applications, computing and solving problems.
<b>Basic Skills Deficient:</b> The individual computes or solves problems, reads, writes, or speaks English below the eighth grade level or is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society. In addition, states and grantees have the option of establishing their own definition, which must include the above language. In cases where states or grantees establish such a definition, that definition will be used for basic literacy skills determination. MSDE definition: that which is recognized by the U.S. Department of education for "at or below High Intermediate Basic Education."
<b>Basis Testing:</b> An assessment instrument used to establish the participant's functional literacy level.
<b>Below Grade Level:</b> One or more levels or credits below that which is appropriate for the person's age. (Can be calculated from the highest grade completed and reading /math levels)
<b>Benchmark:</b> Performance data used for comparison. A past agency or industry standard.
<b>Career Exploration, Planning &amp; Counseling (Youth):</b> Activities which: <ul style="list-style-type: none"> <li>• assist youth to gain career awareness, make career decisions and plans, and understand labor market needs, trends, and opportunities; career assessment tools can be used; career assessment tools are designed to help individuals understand how a variety of personal attributes (i.e., interests, values, preferences, motivations, aptitudes and skills), impact their potential success and satisfaction with different career options and work environments.</li> <li>• assist youth in making and implementing informed educational and occupational choices; and,</li> <li>• aid youth to develop career options with attention to surmounting gender, race, ethnic, disability, language, or socioeconomic impediments to career options and encouraging careers in nontraditional employment.</li> <li>• provide an orientation to skills and knowledge specific to career path and/or industry, based on SCANS skills, career related learning standards and industry-specific skills, if relevant.</li> </ul>
<b>Career Related Mentoring (Youth):</b> An employee or other individual, approved by the employer at a workplace, who possesses the skills and knowledge to be mastered by a student; who provides the student with instruction and performance critique, challenges the student to perform well, and works in consultation with program staff, classroom teachers and the employer as appropriate.
<b>Case Management:</b> 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 customers to ensure access to necessary workforce investment activities and supportive services, using, where feasible, computer-based technologies; and (B) to provide job and career counseling during program participation and after job placement.
<b>Case Management (Youth):</b> Youth Specialist and youth work together in a documented, goal oriented, participant-centered process that extends from recruitment through follow-up/retention. The youth specialist motivates and coordinates services and information to prepare participants for post secondary educational opportunities, provide linkages between academic and occupational learning, and/or preparation for unsubsidized employment/training opportunities, as appropriate.
<b>Certificate:</b> A certificate is awarded in recognition of an individual's attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based on standards developed or endorsed by employers. Certificates awarded by workforce investment boards or awarded in recognition of the attainment of only generic pre-employment or work readiness skills are not included in this definition. A certificate is awarded in recognition of an individual's attainment of technical or occupational skills by:

- 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, 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, Sun Certified Java Programmer) using a valid and reliable assessment of an individual's knowledge, skills, and abilities.
- A registered apprenticeship program.
- 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., FAA aviation mechanic certification, state certified asbestos inspector).
- A program that has been approved by the Department of Veterans Affairs to offer education and training to veterans and other eligible persons under provisions of the Montgomery GI bill
- Office of Job Corp.
- Institutions of higher education which is formally controlled, or has been formally sanctioned, or chartered, by the governing body of an Indian tribe or tribes.

**Chief Elected Official:** (A) the chief elected executive officer of a unit of general local government in a local area; and (B) in a case in which a local area includes more than one unit of general local government, the individuals designated under the agreement described in section 117(c)(1)(B).

**Credential:** Written statement or certificate that will validate the achievement of educational or occupational skills.

**Community-Based Organization:** A private nonprofit organization that is representative of a community or a significant segment of a community and that has demonstrated expertise and effectiveness in the field of workforce investment.

**Coordination With Community Agencies (Youth):** Creates and sustains partnerships with other agencies providing services to youth in order to maximize resources to meet the participant's needs, avoid duplication and provide integrated strategies for service delivery.

**Cost Allocation Plan:** A plan that identifies and distributes the cost of services and/or departments or function according to benefit received. It is the means to substantiate and support how shared costs of a program are charged to a particular cost objective.

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

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

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

**Date of Participation:** Represents the first day, following a determination of eligibility, that the individual begins receiving a service funded by the program.

**Date of Exit:** Represents the last day on which the individual received a service funded by the program or a partner program.

<b>Diploma:</b> The term diploma means any credential that the state education agency accepts as equivalent to a high school diploma.
<b>DOL:</b> United States Department of Labor.
<b>Dropout (Youth):</b> An individual no longer attending school that has not received a secondary school diploma or GED. (note: a youth attending an alternative school is not a dropout for the purposes of this program)
<b>Economic Development Agencies:</b> Agencies including local planning and zoning commissions or boards, community development agencies, and other local agencies and institutions responsible for regulating, promoting, or assisting in local economic development.
<b>Eligible or Eligibility:</b> Refers to an individual's stature in relation to their ability to participate in a WIA Program. For dislocated workers programs, it is based upon plant closure, layoffs, and displaced homemakers as set forth in the rules governing that program.
<b>Eligible Provider:</b> The term "eligible provider", used with respect to— (A) training services, means a provider who is identified in accordance with section 122(e)(3); (B) intensive services, means a provider who is identified or awarded a contract as described in section 134(d)(3)(B); (C) youth activities, means a provider who is awarded a grant or contract in accordance with section 123; (D) other workforce investment activities, means a public or private entity selected to be responsible for such activities, such as a one-stop operator designated or certified under section 121(d).
<b>Eligible Youth:</b> Except as provided in subtitles C and D, the term "eligible youth" means an individual who— (A) is not less than age 14 and not more than age 21; (B) is a low-income individual; and (C) is an individual who is one or more of the following: (i) Deficient in basic literacy skills (ii) A school dropout. (iii) Homeless, a runaway, or a foster child. (iv) Pregnant or a parent. (v) An offender. (vi) An individual who requires additional assistance to complete an educational program, or to secure and hold employment.
<b>Employability:</b> A demonstrated level of knowledge, skills, abilities, work behaviors and attitudes necessary to compete successfully in the labor market.
<b>Employment and Training Activity:</b> An activity described in section 134 that is carried out for an adult or dislocated worker.
<b>Employment Assessment:</b> The ongoing participant centered diagnostic evaluation of a participant's employability, interests, values, aptitudes, abilities, educational and vocational history, barriers, motivation and existing skills that lead to the development of an on-going, comprehensive Career Plan for the removal of barriers to employment and the attainment of the individual's career goals. Assessment first occurs at intake and is an ongoing, continuous collection of information to evaluate the effectiveness of support services, training and education and to monitor the participant's progress.
<b>Employment Documentation Assistance:</b> Assistance obtaining identification, a food handler's card and/or other documentation necessary to get a job.
<b>Entrepreneurial Work Experience (Youth):</b> A program-based business venture (not a simulation), which is striving for economic viability and operated by students. School-based enterprises are generally directed by a business, which sponsors the enterprise and supervises the student staff. School-based enterprises may also be directed by the school, in the absence of business sponsorship.
<b>Exposure to the World of Work:</b> Instructional activities that expand the occupational knowledge of students inexperienced in the labor market, prepare them for the realities of the workplace and increase students' awareness of their own aptitudes and interests and how they relate to occupations and career options. Also includes activities such as guest speakers, work samples, testing and assessment, field trips and site visits.

<p><b>Family:</b> 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.</p>
<p><b>Follow Up (Youth):</b> Active case management of participants for at least one year after completing the program. Follow up services can include assessment/re-assessment, information &amp; referral, additional training opportunities, support services, employment &amp; education retention counseling, life skills/problem solving advocacy, services to support continued success for the participant or other program activities provided during the service period. Case notes are required on a monthly basis for youth in follow-up.</p>
<p><b>Gang Affected/Involved (Youth):</b> A youth who expresses identification in a variety of ways with a gang (dress, signs, behavior, and association with known gang members) but is not directly involved with a particular gang. Or a youth who has been adjudicated for a crime committed with or against other known gang members; or any youth that has been involved in persistent and escalating criminal gang activity.</p>
<p><b>Governor:</b> The chief executive of a State.</p>
<p><b>Homeless/Runaway (Youth):</b> A youth who lacks a fixed, regular, adequate nighttime residence. Includes those who have a primary nighttime residence that is a public or private shelter, an institution providing temporary residence, or a public or private place not designated or ordinarily used as a regular sleeping accommodation. Runaway is defined as a person under 18 years of age that absents themselves from home or place of legal residence with out permission of parent or legal guardian.</p>
<p><b>Incentives (Youth):</b> Incentives are usually awarded to youth for successful completion of one or more components of the program. Incentives can be cash, gift certificates or other items the program feels are motivators for youth (T-shirts, field trips, etc.)</p>
<p><b>Individual Service Plan (Youth):</b> A written outline of employment and training goals needed for a youth to attain self-sufficiency by finding and maintaining employment. The Individual Service Plan establishes short-term and long-term goals around post-secondary education and/or career employment, within the framework of the ten career clusters designated by Maryland State Department of Education and Baltimore City: Arts , Media &amp; Communications, Business Management &amp; Finance, Health &amp; Bioscience, Manufacturing &amp; Engineering Technology, Human Resource Services, Construction Technology, Transportation Technology, Travel, Tourism, and Hospitality, Information Technology and Law &amp; Protective Services. An Individual Service Plan may include activities to prepare the participant for employment, services to remove barriers to employment, training and job search. Individual Service Plans must be regularly reviewed and updated as changes occur in employment goals, barriers, program services or support services needs.</p>
<p><b>Individual Training Accounts [ITA]:</b> An account established by a local workforce investment board on behalf of a participant. Through ITAs, adult and dislocated worker funds will be used to make payment for purchasing training services from eligible providers selected by the participant in consultation with the case manager. Payments from ITAs may be made in a variety of ways, including the electronic transfer of funds through financial institutions, vouchers, credits, or other appropriate methods. The dollar amount and/or duration of an ITA may be limited by the State or local program.</p>
<p><b>Indicators:</b> The specific characteristics or behaviors measured to track a programs success in achieving its outcomes.</p>
<p><b>Individual with a Disability:</b> In general: an individual with any disability as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102).</p>
<p><b>Inputs:</b> Resources dedicated to or consumed by the program and constraints on the program. ( i.e. money, staff. Facilities, equipment, laws, regulations, etc.)</p>
<p><b>Internship (Youth):</b> A structured work experience involving specific occupational skills development goals in addition to other learning goals; involves the awarding of school credit/outcome verification upon successful completion; and includes the expectation that the student, upon completion of the internship, will demonstrate the skills necessary for entry-level employment in the occupational area of the internship.</p>
<p><b>Job Search Assistance:</b> Job search skills training including job club, which provides the participant with the instruction and skills necessary to obtain full time employment. These skills may include resume writing,</p>

interviewing skills, telephone techniques, and job acquisition skills. Job search assistance must be offered to all customers.
<b>Job Shadow:</b> Competency-based educational experiences that occur at a worksite but are tied to the classroom by curriculum that coordinates and integrates school-based instruction with work site experiences.
<b>Labor Market Area:</b> An economically integrated geographic area within which individuals can reside and find employment within a reasonable distance or can readily change employment without changing their place of residence. Such an area shall be identified in accordance with criteria used by the Bureau of Labor Statistics of the Department of Labor in defining such areas or similar criteria established by a Governor.
<b>Labor Market Information:</b> Occupational supply and demand information for Baltimore City identifying areas of growth or decline for the labor market and assessment of the effects of such growth or decline. Review and evaluation of an area's employment possibilities, including projected openings, new employment, job skills needed, available training programs, wages and labor supply.
<b>Leadership Development Opportunities (Youth):</b> May include but are not limited to 1) the exposure to post-secondary opportunities, 2) community service and service learning projects, 3) peer-centered activities, including peer mentoring and tutoring 4) Organizational and team leadership training 5) training in decision making, including determining priorities and 6) Citizenship training, including life skills training.
<b>Life Skills (Youth):</b> Activities and/or training that assist youth to develop marketable work habits. May include modules/training/curriculum instruction in Personal Finance & Budgeting, Computers, parenting/pregnancy prevention, Self-leadership (e.g. conflict resolution, public speaking, and anger management), cultural history and diversity, Nutrition/Fitness, and health.
<b>Limited English Speaker:</b> An individual whose native language is not English or who has an inability to communicate in English orally or in writing, resulting in a barrier to employment or training.
<b>Literacy:</b> The term "literacy" has the meaning given the term in section 203: an individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.
<b>Local Area:</b> A local workforce investment area as designated under section 116.
<b>Local Board:</b> A local workforce investment board established under section 117.
<b>Local Educational Agency:</b> Has the meaning given the term in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801).
<b>Local Performance Measure:</b> A performance measure established under section 136(c).
<b>Lower Living Standard Income Level:</b> 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.
<b>Low Income Individual:</b> An individual who- (A) receives, or is a member of a family that receives cash payments under a Federal, State, or local income-based public assistance program; (B) received an income, or is a member of a family that received a total family income, for the 6-month period prior to application for the program involved (exclusive of unemployment compensation, child support payments, payments described in subparagraph (A), and old-age and survivors insurance benefits received under section 202 of the Social Security Act (42 U.S.C. 402)) that, in relation to family size, does not exceed the higher of— (i) the poverty line, for an equivalent period; or (ii) 70 percent of the lower living standard income level, for an equivalent period; (C) is a member of a household that receives (or has been determined within the 6-month period prior to application for the program involved to be eligible to receive) food stamps pursuant to the Food Stamp Act of 1977 (7 U.S.C. 2011 et seq.);

<p>(D) qualifies as a homeless individual, as defined in subsections (a) and (c) of section 103 of the Stewart B. McKinney Homeless Assistance Act (42 U.S.C. 11302);</p> <p>(E) is a foster child on behalf of whom State or local government payments are made; or</p> <p>(F) in cases permitted by regulations promulgated by the Secretary of Labor, is an individual with a disability whose own income meets the requirements of a program described in subparagraph (A) or subparagraph (B), but who is a member of a family whose income does not meet such requirements.</p>
<p><b>Minimum Wage:</b> The wage established as the lowest hourly salary that can legally be paid for labor. The current minimum wage is \$7.25/hour.</p>
<p><b>Nontraditional Employment:</b> Occupations or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.</p>
<p><b>Objective Assessment (Adult):</b> The ongoing participant centered diagnostic evaluation of a participant's employability, interests, values, aptitudes, abilities, educational and vocational history, barriers, motivation and existing skills that lead to the development of an on-going, comprehensive Career Action Plan for the removal of barriers to employment and the attainment of the individual's career goals. Assessment is an ongoing, continuous collection of information to evaluate the effectiveness of support services, training and education and to monitor the participant's progress.</p>
<p><b>Objective Assessment (Youth):</b> An assessment of the academic levels, skill levels, and service needs of each participant, which shall include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs of the participant. A new assessment of a participant is not required if the provider determines it is appropriate to use a recent service strategy developed for the participant under another education or training program.</p>
<p><b>Occupational Skills:</b> Those skills identified as necessary to successfully perform work-related functions within an industry sector. Occupational skills can be attained through activities such as</p> <ul style="list-style-type: none"> <li>• Entry into an apprenticeship or internship program.</li> <li>• Complete a career specific, professional technical or advanced job skill-training program.</li> <li>• Complete a college degree.</li> </ul>
<p><b>OES Code:</b> The OES code is the five-digit Occupational Employment Statistics code used to describe an occupation. Code lists and statistical data are available through the Federal Bureau of Labor Statistics.</p>
<p><b>Offender:</b> Any adult or juvenile-</p> <p>(A) who is or has been subject to any stage of the criminal justice process, for whom services under this Act may be beneficial; or</p> <p>(B) who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.</p>
<p><b>One-Stop Operator:</b> One or more entities designated or certified under section 121(d).</p> <ol style="list-style-type: none"> <li>1. Eastside Career Center</li> <li>2. Northwest Career Center</li> <li>3. Baltimore Works Career Center</li> </ol>
<p><b>One-Stop Partner:</b></p> <p>(A) An entity described in section 121(b)(1); and</p> <p>(B) An entity described in section 121(b)(2) that is participating, with the approval of the local board and chief elected official, in the operation of a one-stop delivery system.</p>
<p><b>On-The-Job Training:</b> Training by an employer that is provided to a paid participant while engaged in productive work in a job that-</p> <p>(A) provides knowledge or skills essential to the full and adequate performance of the job;</p> <p>(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</p> <p>(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</p>

<p>participant, as appropriate.</p>
<p><b>Orientation:</b> Provides information about the types of services available, develops motivation and interest in the project, explains the application, selection and eligibility process, and assists applicants in preparing for the process. The respondent will provide a clearly defined format for the orientation to ensure consistency in how the information is given to potential applicants. The proposal must specify the criteria for determining suitability for services.</p>
<p><b>Opportunity Youth:</b>  (A) an eligible youth who is a school dropout; or  (B) an eligible youth who has received a secondary school diploma or its equivalent but is basic skills deficient, unemployed, or underemployed. For reporting purposes, this term includes all youth except those who are attending any school and have not received a secondary school diploma or its recognized equivalent, and except those who are attending post-secondary school and are not basic skills deficient.</p>
<p><b>Outreach/Recruitment:</b> These are activities and strategies for identifying and contacting potential customers. These strategies will include procedures that assure access throughout the service area and address appropriate access for customers with barriers.</p>
<p><b>Outcomes:</b> Benefits or changes to individuals or populations during or after participating in program activities. How a program changes the life of an individual or population</p>
<p><b>Outputs:</b> The direct products of program activities. (i.e. number of classes taught, number of counseling sessions, number of educational materials distributed, hours of service delivered, etc.)</p>
<p><b>Out stationed Staff:</b> Staff who are paid employees of one organization but deliver such organization's Services on-site at another organization without the other organization having to pay for such Services.</p>
<p><b>Placement:</b> A client securing employment while participating in the WIA Program. To be counted as a placement, employment must be 20 hours or more per week, with wages equal to or greater than the higher of either the state or federal minimum wage per hour, and be an unsubsidized position.</p>
<p><b>Postsecondary Educational Institution:</b> An institution of higher education, as defined in section 481 of the Higher Education Act of 1965 (20 U.S.C. 1088).</p>
<p><b>Potential Dropout (At risk of dropping out):</b> A youth who is experiencing a lack of academic success as evidenced by basic skills deficiency, behind at least one school year in school credit as determined by school records, failing grades, or below a 2.0 GPA.</p>
<p><b>Poverty Line:</b> 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 of the size involved.</p>
<p><b>Pre-Employment &amp; Work Maturity Training:</b> A progression of instructional modules in which youth master and demonstrate proficiency in areas such as: identification and resolution of employment and personal barriers; interview protocol and skills; resume skills; general (non-industry specific) workplace-readiness skills and standards; and “soft” workplace-readiness skills.</p>
<p><b>Pregnant/Parenting Youth:</b> A youth who is under 22 years of age and is either pregnant or providing custodial care for one or more dependents who are under 18 years old.</p>
<p><b>Pre-Vocational Services:</b> Include but are not limited to learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills &amp; professional conduct to prepare individuals for unsubsidized employment or training.</p>
<p><b>Program Income:</b> Income generated, by a contract funded by State or Federal funds, as a result of fees, rental, or real or personal property, the sale of commodities or items developed with contract funds, and revenues in excess of costs earned by organizations. Program Income does not include profit earned by for profit agencies and identified and agreed to in the Contract budget.</p>
<p><b>Program Year:</b> A program year is a consecutive twelve-month period (ex. July 1-June 30), determined by funding source guidelines. Some services, such as educational services, are typically provided during only some of the twelve months. Different organizations will have different program years; organizations delivering services from various funding sources may operate over a variety of defined program years. For purposes of</p>

<p>this RFP, a program year is a consecutive twelve-month period of time, during which services were delivered and/or administered during at least eight of the twelve months. Organizations responding to the RFP should indicate their program year and the months of delivery and/or administration of services</p>
<p><b>Project-Based Learning:</b> Learning experiences, which engage students in complex, real-world projects through which they develop and apply skills and knowledge, which take effort and persistence over time, result in the creation of something that matters to them and has an external audience. Employment and community partners provide students with ongoing coaching and expert advice on projects, particularly in regard to effective strategies and tools used in the workplace, Projects should be authentic, involve academic rigor, applied learning, active exploration, adult connection and assessment practices.</p>
<p><b>Public assistance:</b> The term “public assistance” means Federal, State, or local government cash payments for which eligibility is determined by a needs or income test.</p>
<p><b>Referral:</b> Any eligible youth who is not enrolled to receive services at a contracted program must be given the referral information regarding the full array of applicable or appropriate service available through local programs including One-Stop partners and providers. In addition, youth should be given referrals for further assessment if determined appropriate. Programs are strongly encouraged to link and share information with other youth serving agencies, organizations and training providers in order to meet the individual needs of all youth.</p>
<p><b>Retention:</b> Continued employment for a specific period after initial placement.</p>
<p><b>Retention (Youth):</b> Continued retention in work or school/training/education/military.</p>
<p><b>Retention Rate:</b> The number of WIA customers placed who are employed at the end of the retention period [to be determined by MOED] <b>after</b> terminating from the program, divided by the total number of customers terminated in a specific time period.</p>
<p><b>Retention Services: see Follow Up</b></p>
<p><b>School Dropout:</b> An individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent.</p>
<p><b>Secondary School:</b> The meaning given the term in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801).</p>
<p><b>Self-Sufficiency:</b> An adequate standard of living without cash benefits. Self-sufficiency services are services that assist a WIA recipient to expand strengths and resources necessary for self-sufficiency, or to reduce or eliminate barriers to self-sufficiency.</p>
<p><b>Service Learning (Youth):</b> A structured work experience, through which students learn and develop by participating in thoughtfully organized community service work activities that meet actual community needs, are designed collaboratively by the program and student(s).</p>
<p><b>State Adjusted Level of Performance:</b> A level described in clause (iii) or (v) of section 136(b)(3)(A).</p>
<p><b>State Board:</b> A State workforce investment board established under section 111.</p>
<p><b>State Performance Measure:</b> A performance measure established under section 136(b).</p>
<p><b>Stipends:</b> Stipend payments may be used for youth participating in a variety of experiences. These payments are based on attendance for youth participating in a work, education, and/or training experience.</p>
<p><b>Structured Work Experience:</b> A competency-based educational experience that occurs at the work site but is tied to the classroom by curriculum that coordinates and integrates school-based instruction with work site experiences.</p>
<p><b>Subsidized Work Experience:</b> A career-linked job at a public or private site in which the wages paid to an employee are financially supported by a private, state or local employment and training program.</p>
<p><b>Supportive Services:</b> Service needed in order to assist the youth to be successful in achieving their goals. This may include transportation, childcare, work related tools, and clothing. To the greatest extent possible programs should address support service needs through leveraging of resources and partnerships with other providers.</p>
<p><b>Target:</b> A numerical objective for a program’s level of achievement on an indicator. A projection.</p>
<p><b>Tracking:</b> The Vendor, in partnership with BWIB Youth Council and other partners, will be responsible for tracking significant participant movement through the program. This will include entry into components, time</p>

<p>in component and exits from components. Tracking will provide the BWIB Youth Council, the vendor and other partners necessary management information to improve the program, as well as ensure that customers are all accounted for in the program. While the vendor is responsible for case management of WIA customers and therefore tracks significant information on each participant, the BWIB Youth Council is responsible for analyzing and monitoring the overall flow of customers through the program.</p>
<p><b>Training Services:</b> Training defined by using the first three digits of the Dictionary of Occupational Titles (DOT) for the occupation for which the participant is being trained.</p>
<p><b>Unemployed Individual:</b> An individual who is without a job and who wants and is available for work. The determination of whether an individual is without a job shall be made in accordance with the criteria used by the Bureau of Labor Statistics of the Department of Labor in defining individuals as unemployed.</p>
<p><b>Unsubsidized Employment:</b> Full or part-time employment in a job not financed from funds provided by a federal or state grant. A job in which the wages paid to an employee are not financially supported by a state or local employment and training program.</p>
<p><b>Vocational Education:</b> Has the meaning given the term in section 521 of the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2471).</p>
<p><b>Vocational Training:</b> Provides customers with long or short-term training in a community college, university, vocational school or business environment to improve employability in the local labor market. The training can provide basic skills, upgrade current skills, develop new technical skills, improve language skills and prepare customers for employment in high growth occupations.</p>
<p><b>Wages:</b> Are to be paid to youth that are participating in subsidized work experience or limited internship projects. Youth <b>must</b> be paid an hourly wage. The wage <b>must</b> be included in the project budget. The formula for calculating wages is: # of youth x # of hours x \$7.25 x 7.65% to include FICA x 90% attendance.</p>
<p><b>WIA:</b> The Workforce Investment Act of 1998.</p>
<p><b>Work-Based Learning Activities:</b> Activities offered which are designed to enable youth to gain exposure to the working world and its requirements and help acquire personal attributes, industry defined skill standards, and knowledge needed to obtain a job and advancement in employment. Activities should be designed to be mastered at progressively higher levels that are coordinated with school-based learning. Can take place at private, for-profit, non-profit or public sector. Can be paid or non-paid activities. (Note: applicable labor laws must be adhered). Activities must be relevant to the career plan and include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Career Related Mentoring</li> <li>• Community Service Learning</li> <li>• Entrepreneurial Work Experience</li> <li>• Internship</li> <li>• Job Shadow</li> <li>• Project-Based Learning</li> <li>• Subsidized Work Experience and Structured Work Experience.</li> </ul>
<p><b>Work Readiness:</b> Completion of one or more workforce readiness skill activities appropriate to the service plan developed for the participant, which could include</p> <ul style="list-style-type: none"> <li>• Career Related Assessment and Goal Setting</li> <li>• Pre-Employment Training</li> <li>• Work Experiences/Internships</li> <li>• Job Shadows</li> <li>• Career Explorations</li> <li>• On-the-Job Training</li> </ul>
<p><b>Workforce Investment Activity:</b> Any activity intended to assist youth or adults customers in achieving their educational or employment goals consistent with the intent of the Workforce Investment Act (WIA) and with the federal regulations guiding its implementation.</p>

**Youth Activity:** Any activity intended to assist youth customers in achieving their educational or employment goals consistent with the intent of the WIA and with the federal regulations guiding its implementation.

**Youth Council:** A council established under section 117(h).

**Youth Payment Methods:** No violations of Labor Laws can be proposed in your project design. If youth are 14 or older and doing activities, which are considered work, they must be paid an hourly wage.