

***The WIA  
Youth  
Program  
RFP  
Guide***

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*The WIA Youth Program RFP Guide*

# Introduction

The purpose of this guide is to provide local Workforce Investment Boards (WIBs) and Youth Councils (YCs) with information and ideas on how to develop an effective request for proposal (RFP) for youth services. Developing an RFP for youth services under the Workforce Investment Act (WIA) is a great opportunity for WIBs/YCs. Using the core program design features outlined in WIA, WIB/YCs can use the competitive RFP process to build a foundation for a comprehensive system to deliver youth employment and training services. However, the opportunity presents challenges. In contrast to the Job Training Partnership Act (JTPA), WIA has new features that WIBs/YCs need to consider as they craft an RFP. Here are new additions that were not a part of JTPA:

- An out-of-school youth spending requirement;
- Required program design features;
- An extensive list of mandatory program service elements that includes an aggressive follow-up service for at least 12 months after program services end; and
- Separate performance measures for younger youth (14-18) and for older youth (19-21).

Many WIBs/YCs are in the midst of dealing with these changes to make the transition from JTPA to WIA. The youth program RFP process is one of the important program features that will play a role in the transition. We reviewed 15 WIA youth program RFPs to gather information for this work (See Attachment A for list of RFPs reviewed and contact information). These documents provided excellent ideas and examples for issuing a successful WIA youth program RFP. Many of the suggestions offered here come directly from the RFPs we reviewed or represent a combination of the best ideas we found. While we do not endorse a "canned" RFP approach (one size never fits all), we offer ideas and information taken from these RFPs that should assist a WIB/YC to successfully develop and execute a youth program RFP.

The guide is divided into three chapters:

1. ***WIA Policy Issues That Shape the RFP:*** This chapter outlines key issues and highlights the legal parameters.
2. ***Creating An Effective RFP Package:*** This chapter summarizes the basic characteristics of an effective RFP package and provides tools, ideas and examples that local areas may want to use as they develop their youth program RFPs.
3. ***Component Parts of an RFP Process:*** In this chapter, the steps and timelines for a WIA youth program RFP process are outlined.

## I: WIA Policy Issues That Shape the RFP

### ***Program and Policy Issues***

The youth program RFP under WIA may be one of the more complex procurements a WIB/YC will undertake during the year. In this chapter, we describe the issues that complicate the WIA youth program RFP and offer ideas to make sure these issues are addressed and successfully factored into the RFP process.

## **The 12 Month Follow-Up**

One of the new features in WIA is the requirement that all youth have at least a 12 month follow-up service that starts after the youth exits (leaves) the program. This new requirement needs to be factored in as a part of the WIB/YC's RFP. Typically, the time frame for an RFP is one program year. Adding a 12-month follow-up means that the time frame for actual provider operations may go 12 months beyond the date the last youth customer exits the program. If the RFP is designed for the typical 12 month period, follow-up could pose the following problems:

- Will contractors be expected to continue follow-up services for the youth they enrolled after the termination date of their contract?
- Should post-contract follow-up costs be built into the original cost bid of the proposal?
- If the contract is not renewed (or the vendor does not compete in the next round of competitive bidding), can the contractor be held accountable for providing the follow-up services?

The majority of RFPs that were reviewed did not fully address these issues. Most simply stated that the 12 month follow-up was a requirement but did not alter the contract time frame nor suggest how the potential contractor should plan or budget for the follow-up that post dated the specific contract period. One local area, Washington, DC, did recognize this as an issue. They required that bidders provide a separate bid for the cost of follow-up that would be needed to comply with the law in the year following the contract period. While they did not provide any suggestions as to what level of follow-up intensity was expected, at least they provided a means for continuity of services in the event the bidder was selected but did not continue the program in the second year.

## **In-School and Out-of-School Spending Requirements**

Section 129 of the WIA, Item (c) (4) requires WIBs to spend at least 30 percent of the youth program funds on out-of-school youth. How does this affect the solicitation for youth services? It means the WIB/YC's RFP must convey this requirement to potential vendors.

How should a WIB/YC deal with this requirement in their RFP process? If the WIB/YC decides to have both in-school and out-of-school activities, they must specify the minimal level of funds to be spent on the out-of-school target group and then decide if one RFP or two is needed. Some WIBs/YCs -- Baltimore City, MD, Seattle-King County, WA, and others -- opted for one RFP but clearly separated in- and out-of-school youth by identifying a specific level of resources and outlining separate approaches for each group. Other WIBs/YCs simply stated that there was a 30 percent out-of-school spending requirement in their RFP and allowed the proposer to select the target youth group.

There is no right or wrong approach. However, an RFP that clearly identifies the out-of-school funding requirement and gives vendors the parameters for proposing a program for either target group along with the option of a combined program for both (as was done in the Baltimore RFP), appears to address the need to meet the expenditure requirement while providing options for the bidders.

## **"Younger" and "Older" Youth Categories**

The issue surrounding the two different age groups of youth is connected to the service levels for in-school and out-of-school youth. In most states, services to the younger age group (14 to 18)

translate to services to in-school youth. While the services may start as a summer experience (even though there is no longer a separate summer program as was the case in JTPA), the WIA requirement for year-round, longer-term services and follow-up means that youth participants who are part of a summer experience from the younger age group shortly become in-school youth participants.

Again, the considerations as to how this issue affects the WIB/YC's RFP are similar to the ones noted in the in-school/out-of-school expenditure requirements discussed above. If the WIB/YC wants to ensure that specific levels of services are provided to each of these age groups, the WIB/YC's RFP needs to reflect that preference and be structured to achieve it.

### **Addressing the WIA Youth Program and Service Elements**

More so than any Federal program since the early 1960's, the WIA requires that a WIB/YC's youth program include very specific program and service features. Vendors need to understand what these features are. While the mandated youth program features and ten program elements will not be repeated here (see: the WIA SEC. 129. USE OF FUNDS FOR YOUTH ACTIVITIES. (c) LOCAL ELEMENTS AND REQUIREMENTS for the program design features and the program elements), all WIA youth program RFPs should include this important information. Two of the RFPs -- the Stanislaus County, CA Workforce Investment Board (see Attachment B) and the Seattle-King County Workforce Development Council (Seattle, WA) -- both chose to include the appropriate sections of WIA in their RFPs. The Seattle RFP also provides other related information as to how vendors need to address these required WIA program and service elements.

### **Youth Performance Measures**

Another consideration for the RFP is the required WIA youth program performance measures. There are four measures for older youth (19-21) and three measures for younger youth (14-18). The measures are:

#### **Older Youth**

- Entered Employment Rate
- Employment Retention Rate
- Earnings Change
- Credential Rate

#### **Younger Youth**

- Skill Attainment Rate
- Diploma or Equivalent Rate
- Retention Rate

The definitions of these measures are included in Attachment C. Local WIBs/YCs are required to negotiate expected performance levels for these measures with the State. In turn, States negotiate expanded performance levels with the U. S. Department of Labor.

Many of the RFPs that were reviewed for this work were issued prior to the State completing its negotiation with the WIB on the performance levels. But all of the WIBs/YCs referenced the



performance measures in their RFPs. One approach that appeared particularly useful was in the Seattle-King County RFP where the vendor was asked to complete performance charts for older and younger youth that indicated the planned quarterly performance level for each measure. Attachment D provides the performance forms that Seattle uses.

While it is a good idea to incorporate the WIA measures in the RFP process, there is some danger in this approach due to the long-term nature of the WIA outcome measures and delays associated with using the Unemployment Insurance wage records -- the data source for many of the measures. This means there will be very little information available on these measures following the first year of WIA. Therefore, local WIBs/YCs may opt to consider the following two strategies to counteract these timeliness issues. First, WIBs/YCs could use shorter term or interim outcome measures and process measures in conjunction with the WIA outcome measures to receive more timely feedback on the performance of their service providers. Second, WIBs/YCs may want to consider contracts longer than one year in order to allow more time for results against the WIA performance measures. A combination of these two approaches is also possible.

### **Performance-Based Contracts**

An issue related to the new youth performance measures is the use of performance-based contracts. Many local areas adopted a single unit performance-based contracting approach under JTPA. Initially, this approach may have been seen as a means for controlling administrative costs. The Department of Labor did not encourage this type of contracting. The Department did issue regulations under JTPA that required that if this type of contracting was used a "substantial portion" of the payments must be made on meeting performance goals as opposed to program benchmarks like enrollments and/or activity completions.

The JTPA regulations no longer apply and WIA provides no guidelines on performance-based contracting. Two factors make using a performance-based contract that is tied solely to WIA performance measures difficult. They are:

- WIA encourages a longer term program plan of service for youth; and
- The majority of WIA youth performance measures are post-program measures.

If a one year contracting term is used, it is difficult to envision vendors responding to a "JTPA-like" performance contracting approach because the approach could translate to a "substantial portion" of the payments on the contract occurring well after the termination date of the contract. Many vendors could not afford to accept this type of contract which would at best require them to front significant levels of funds to pay for the WIA operations. This approach also presents a higher risk level for the vendor.

In terms of examples of performance base contracts among the RFPs we reviewed, both the Miami-Dade and Seattle-King County RFPs have performance-based components. However, both are hybrid contract approaches that combine a cost reimbursement and performance/incentive approach. Miami-Dade paid 90% of cost via a cost reimbursement contract with 10% of cost earned by meeting performance measures, and another 10% (incentive) earned if the vendor exceeded the performance levels.

The Seattle-King County RFP used a "Cost Reimbursement Plus Performance-Based Payment" system. Their RFP explained the system as follows:

*"While 85 percent of the contract activities will be cost-reimbursed, the WDC (Note: the WDC is Seattle's Workforce Development Council, the WIB) is implementing a pilot program for PY '00 that will pay the other 15 percent on performance. Based on our policy priorities, the WDC has selected wage progression for adults and older youth, retention in a program leading to credential attainment for older youth and retention for younger youth as the areas for which payment will be dependent on performance. In other words, 15 percent of the contract will only be paid to the contractor when their adult client progresses in wages above the target level in six months, when an older youth client remains for six months in a program leading to a credential, or when a younger youth returns to school and remains for six months. The WDC will pay more if the client is in a priority group. In addition, it is a WDC priority to work with employers on the issue of employee retention. To this end, the WDC will pay more if the client stays with the same employer for at least six consecutive months. These additional payments are reflected in the WDC Target Outcomes Chart. The WDC staff will work with successful bidders on details of the methodology."*

Both of the above approaches appear to have merit relative to incorporating a performance factor into the RFP without negative consequences. In the final analysis the WIB/YC needs to carefully consider the application of performance-based contracting as a part of their youth program RFPs. Using the same performance-based approaches that were used under the JTPA program could have negative unintended consequences.

### **The WIB/YC's Vision and Policies**

Determining what you want to buy involves more than simply understanding the WIA program requirements and the performance measures. Equally important is the WIB/YC's vision for how a youth program should be carried out and the policies established for that vision. For example:

- Does the WIB/YC want to focus more on out-of-school youth?
- Have specific youth target groups, such as young people involved with the juvenile justice system or pregnant teens, been identified for priority services?
- Has it been determined that a central eligibility determination and intake process will be used for all youth?
- Has one customer assessment package been identified?

The WIB/YC should address these program and policy questions before writing the youth program RFP. The answers will help the WIB/YC determine the required program approaches with which they want vendors to comply. The youth program RFP should explicitly state these approaches.

Many WIBs/YCs did an excellent job of outlining their vision and policies for their youth program. Palm Beach, FL, and Baltimore City, MD, are two examples of WIBs/YCs that defined a vision in their RFP. For example, the Palm Beach WIB/YC decided that the program needed a uniform approach to intake and assessment. To create one integrated intake and assessment system for all youth and implement that vision of service, one "Direct Service Provider" would be selected to provide these services. All other potential providers were given the information they needed to construct their proposal using this program approach. While you

may use different approaches to achieve your vision, the point is to clearly translate your vision to the particulars in the RFP.

### **A Separate Youth program RFP or Consolidated RFP for All WIA?**

A key issue WIBs/YCs need to consider is the focus for the RFP. Should it be a separate youth program RFP or part of a consolidated RFP that includes other WIA resources (and perhaps other funds as well)? As with many of the policy issues related to the WIA, there is no absolute right or wrong answer to this question. Several workforce investment service areas are having excellent results by issuing one consolidated RFP that includes all the customer services they need under WIA. One example of a combined WIA RFP can be seen in the Seattle-King County Workforce Development Council, which was issued in June 2000 and may still be available on their Internet site (<http://www.seakingwdc.org>).

A consolidated RFP may have advantages in your area, but it does cause the document to be more complex and the process more difficult to manage. While there should be an integration of all WIA services regardless of funding source and targeted customer, the requirements for adult programs and for youth services programs are very different under WIA. Trying to convey the different aspects of the one-stops, the at-risk youth and targeted adult service requirements and philosophies in one document can be tricky. Trying to use one set of narrative requirements and forms for all proposals is also difficult. For example, the Seattle-King County RFP was a consolidated RFP. In this case, vendors were asked to propose one or more programs for:

➤ <b>Core and Intensive Services at WorkSource Centers:</b>	<b>\$503,550</b>
➤ <b>Core and Intensive Services at WorkSource Affiliates:</b>	<b>\$117,450</b>
➤ <b>Employer Services:</b>	<b>\$208,800</b>
➤ <b>In-School Youth Services:</b>	<b>\$477,766</b>
➤ <b>Out-of-School Youth Services:</b>	<b>\$553,525</b>
➤ <b><u>Youth Career Development Learning Centers:</u></b>	<b><u>\$100,000</u></b>
➤ <b>Total funds available:</b>	<b>\$1,961,091</b>

Clearly, several WIA funding sources are a part of these six areas. While the Seattle-King County RFP was one of the best documents we reviewed, it was 84 pages long. Lengthy RFPs generally turn potential bidders off and may result in the unintended consequence of less competition.

### **An RFP For a Full Youth Program or Component Parts?**

Before a youth program RFP can "hit the streets", the WIB/YC needs to decide how to organize and manage their youth program. Should it be a series of interconnected parts that are provided by a number of different vendors, or should it be one or more vendors providing the full range of all the WIA-required program elements and service features? The first approach -- a series of interconnected parts -- requires a more intensive and sophisticated management style, while the second approach would require that vendors take on more responsibility and expand their scope of services beyond their normal plan of service.

Many RFPs allow for separate proposals for major components under the one RFP. Baltimore County, MD, for example, allowed proposals for both year-round and summer components. Seattle allowed separate in-school and out-of-school components. However, other WIBs/YCs use different approaches. Miami-Dade County actually had a separate RFP for their youth

remediation and tutoring services. Again, there is no right or wrong approach. Examples exist of youth program RFPs that group the program functions and ask the proposers to first choose the function they want to bid on, while other RFPs require that each vendor make available the total range of services to all young people in their program. The latter approach appears to be more common.

These two approaches differ in the level of complexity. The RFP that asks vendors to provide the full program is less complicated for the WIB/YC but is more complicated for the vendor! Some of the potential advantages of this approach for a WIB/YC are:

- The WIB/YC can more easily pass along specific performance goals;
- There is potential for a greater continuity of services for youth;
- Tracking outcomes and holding the vendor(s) accountable is less complicated; and
- Overall management of the contractors is more straightforward.

Moreover, with a component part program approach, one non-performing vendor can negatively affect the other vendors' potential for success.

### ***Legal Requirements***

While WIA extensively defines the services to be provided to youth, beyond the need to competitively procure services, the law does not prescribe an exact process for how these services are to be procured. Section 117 (d)(2)(B) of WIA states that the “local board shall identify eligible providers of youth activities in the local area by awarding grants or contracts on a competitive basis.” This provides a great deal of flexibility for WIBs/YCs.

The regulations provide more specific information on the procurement process. Section 667.200 of the regulations defines the general fiscal and administrative rules that apply to the use of WIA Title I funds. For institutions of higher education, hospitals, and other nonprofit organizations, procurement requirements are codified in 29 CFR part 95.40 - 48. For procurement, State, local, and Indian tribal government organizations must follow the rules that are codified in 29 CFR part 97.36. These are the same requirements that applied to procurement under JTPA.

### **Code of Conduct**

One of the critical elements of the procurement process is the code of conduct. Organizations that procure youth services must have a ***written*** standard governing the performance of its employees engaged in the award and administration of contracts. No employee, officer, or agent shall participate in the selection, award, or administration of a contract if a real or apparent conflict of interest is involved.

YC and WIB board members are subject to the code of conduct as well. Section 667.200(a)(4)(i) states that a local WIB "***member or Youth Council member must neither cast a vote on, nor participate in, any decision-making capacity on the provision of services by such member (or any organization which that member directly represents), nor on any matter which would provide any direct financial benefit to that member or a member of his immediate family.***" At first, it would appear that all WIB/YC members who are potential vendors need to stay out of the entire RFP process. However, this is not the case. Section 667.200(a)(4)(ii) of the regulations specifically states that being a member of the Board or Youth Council and a recipient of WIA

funds in itself does not violate the conflict of interest provisions. This is an important provision since a WIB/YC needs to include major youth service providers in an area and their automatic exclusion for a potential conflict of interest could adversely affect the WIB/YC’s ability to do their mandated job under WIA. This means that there are two areas the code of conduct and the procedures must address for the WIB/YC: *the unfair competitive advantage provisions and the conflict of interest provisions*.

**Unfair Competitive Advantage**

The unfair competitive advantage provisions prohibit a contractor that develops specifications, requirements, statements of work, invitations for bid, and requests for proposals from competing for the award. To enable members who are vendors to provide needed input while not creating an unfair competitive advantage, the WIB/YC needs to ensure that vendors -- or potential vendors -- do not participate in certain processes. At a minimum, Council and Board members who are vendors should be excluded from the development of the RFP statement of work and the development of the evaluation and selection criteria.

**Conflict of Interest**

In order to avoid the conflict of interest, WIA requires that a Youth Council member must excuse himself or herself from the decision-making process on contract selection that could benefit the member’s organization. Obviously this applies to any decision on whether to award a contract to the Youth Council member’s organization. It also should apply to participating in the decision-making on competitors’ proposals, since their rejection improves the chances of the member’s proposal being selected. For example, if the Youth Council member’s organization has submitted a proposal for providing alternative secondary education, they cannot be involved in the decision-making on any proposal with an alternative secondary education component. They could be involved in the decision-making in awarding a contract for a summer employment component, which did not have an alternative education component.

**Competition**

The regulations require that procurement shall be conducted in a manner to provide free and open competition. By using a request for proposal approach for obtaining youth services, a WIB/YC goes a long way in meeting the requirement for competitive procurement. There are a number of “do” and “don’ts” to ensure that an RFP is truly competitive.

<i><b><u>Do</u></b></i>	<i><b><u>Don’t</u></b></i>
Ensure that the code of conduct provisions that prevent unfair competitive advantages were followed in developing the RFP.	Place unreasonable requirements on vendors in order for them to qualify to do business.
Ensure that the RFP has wide circulation to the vendor community through a number of mechanisms including newspapers, websites, and mailing to the bidders’ list.	Require unnecessary experience.

Ensure that the grantee has a method for conducting technical evaluations of proposals received and for selecting awardees that is articulated in the RFP.	
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In order to deal with potential challenges to the RFP process, it is recommended that the WIB/YC document the steps taken in the RFP development and contract award that comply with their code of conduct.

## Selection of Providers

A key requirement to keep in mind during the selection process is to document the decisions. Remember that all contract awards can be appealed. The WIB/YC must have a method in place for conducting technical evaluations of proposals received and for using the evaluations as a part of the award process. This is why it is critical that a system similar to the one described in the "Evaluation Criteria and Rating System" section of Chapter III be in place as part of the RFP process to both evaluate proposals and provide documentation of the process.

In addition to the technical evaluation, the WIB/YC must include some form of cost and price analysis to determine the reasonableness of the cost of the proposal. Because of the complex nature of the youth program RFP, a simple price analysis may not be feasible. In most cases, the WIB/YC will need to do a more extensive cost analysis. Such a cost analysis will entail a review and evaluation of the budget line items in the RFP to determine the following:

- **Reasonableness of Costs:** Is the cost reasonable?
- **Need for the Cost:** Does the cost support the services that are being delivered?
- **Appropriateness of Cost:** Is the cost allowed under the RFP and WIA?

For each proposal, the WIB/YC should document the cost analysis for each major line item. Awards should only be made to responsible contractors possessing the ability to perform successfully under the terms and conditions of the proposed procurement. Consideration should be given to the contractor's integrity, compliance with public policy, record of past performance, and financial and technical resources. The RFP must require that all bidders be prepared to submit the documentation necessary to make such a determination.

One last word on legal issues pertaining to the selection of providers: ***under no circumstances should an award be made to a contractor that has been debarred or suspended.*** At some point during the RFP or the contract award process all proposers should complete a debarment and suspension affidavit.

## II: Creating An Effective RFP Package

Think of an RFP for youth services under WIA as an information package with two key parts: The first part is a description of the WIB/YC's need along with background information to help a vendor understand how to respond to this need. The second part is information on how the potential vendor should structure the proposal. Both parts are equally important in the creation of a successful RFP package. This chapter will discuss each part.

## ***What Vendors Need To Know***

It is important that the potential vendor have (or know where to obtain) all the information needed to respond to the WIB/YC's RFP. Any number of topical areas can be used to organize this information. Most RFPs concentrate on these four:

- 1. Background and General Information;***
- 2. Scope of the RFP Services;***
- 3. Evaluation Criterion and Rating System; and***
- 4. Terms and Conditions.***

While there are no hard and fast rules as to what kinds of information go under each topical area, the common elements found in each section are outlined below.

### **Background and General Information**

#### ***A. Introduction***

**Information To Convey:** Use the introductory section to include the following information:

- The vision the WIB/YC has for youth services;
- What the purpose of the RFP is;
- RFP administrative details such as the RFP due dates, program period, funding levels, contact person, etc.; and
- Information about who is eligible to participate in the WIB/YC's RFP process.

To facilitate responses and not overwhelm potential bidders, try to keep the document short. Remember the RFP is neither a contract nor a reference guide. Most of the RFPs we reviewed ran 50 to 75 pages. It may be possible to produce an adequate but more succinct document. Examine the Stanislaus County WIA youth program RFP included as Attachment B. It's well-written, concise, and contains the necessary boilerplate and contractual assurances, yet required only 14 pages. Even though the document could have been expanded in several areas, it is a solid WIA RFP that will get the job done.

#### ***B. The WIA Youth Program***

**Information To Convey:** After the introduction, make sure to explain the legal requirements under which the WIB/YC operates. Use the appropriate sections of the WIA law and/or regulations to outline the core legal program parameters. At a minimum, summarize the WIA law relative to:

- Youth eligibility (Title I, Section 101 Item (13) of the Act);
- Program design features (Title I, Section 129 (c)(1)); and
- Required program elements (Title I, Section 129 (c)(2)).

Optionally, various types of WIA and local area administrative information, such as reporting requirements, fiscal procedures, etc. could be included in this part of the RFP. These are items that could also be covered in the Scope of Services section dealing with administration or in the Terms and Conditions section.

### **C. Definitions**

**Information To Convey:** Workforce professionals use a lot of terms and jargon specific to the field. Major terms should be defined to prevent misunderstanding on the part of potential vendors. The Golden Crescent Texas RFP provides an excellent example of clear, simple definitions. (See Attachment E)

### **D. Demographics of the Youth Population**

**Information To Convey:** Highlight the demographics of the youth population in the WIB/YC's area. As with many of the sections in a RFP, this section can be written using information that already exists in other sources. For example, many areas have planning agencies that issue demographic reports. This work does not need to be redone, but can be presented as it already exists.

### **E. The Workforce Investment/Labor Market Area**

**Information To Convey:** Vendors need to know some of the details about the WIB/YC's area. Facts like labor market growth areas that the WIB/YC wants the youth program to address and/or the geographic areas where services will be located must be conveyed to vendors. Again, as with the youth demographics, existing information -- such as that presented in the WIA 5-year plan -- could be used here.

## **Scope of the RFP Services**

This is the heart of an RFP. This section needs to outline clearly what services will be purchased, how the proposed program fits in the WIB/YC's overall program of service, and the outcomes the WIB/YC expects. Generally, RFPs group information in this section under two or three topics. We have opted to use two.

### **A. Required Program Design Features**

**Information To Convey:** This is the section of the RFP used to outline all of the program design features which reflect the WIB/YC's youth vision and policies. For example, if special target groups of youth are to be given priority, it should be noted in this section.

Many of the RFPs that we reviewed adopted a program structure that reflected the in-school and out-of-school divisions of the program. Many WIBs/YCs -- like Baltimore City, Palm Beach, Dade-Monroe Counties in Florida, and others -- used one RFP that defined separate in-school and out-of-school approaches. Baltimore even suggested approaches for how to serve the youth in each of the target groups. Other RFPs allowed the proposer to select the target group and the overall service strategy. Whichever approach you choose, make sure that all of the required program features are noted in this section so that the vendor clearly understands what program design features must be included in their proposal.

There will always be specific program requirements that the WIB/YC will want to incorporate as a part of the vendor's responsibilities. There were several common program requirements that appeared in the majority of the RFPs reviewed, and these included:

- List of mandatory services;
- The outcome and performance expectations;
- The qualifications for the staff serving the youth; and



- The program timelines.

Some of the other program requirements more specific to the particular WIB/YC that was issuing the RFP (which may apply in your area as well) were:

- A focus on specific occupational areas;
- Specifications for the facility where youth will be served;
- Identification of specific industries in the area to focus upon;
- Requirement to offer youth monetary incentives and/or provide stipends;
- Requirement for academic credit to be awarded for all educational services;
- Required collaboration with specified organizations; and
- Requirement to work out of the One-Stop office.

The important factor for this part is to make sure that the WIB/YC details any and all program requirements that vendors must comply with and/or build into their proposal. A potential vendor cannot be expected to respond to program and policy issues unless they are articulated in the WIB/YC's RFP.

### ***B. Program Administration***

***Information To Convey:*** Again, the majority of RFPs reviewed for this work exhibited some common areas of information. The common topics covered were:

- Fiscal record keeping
- Subcontracting
- Customer reporting
- Audits
- Customer record keeping
- Fiscal Reporting
- Monitoring and evaluation

Some of the RFPs clearly spelled out which functions the grantor has sole responsibility for and which are shared with the offerer. For example, the Baltimore County RFP states that WIA eligibility determination and payments of participant needs-based allowances are the responsibility of the WIA agency, while participant outreach and recruitment, participant referral, assessment of reading and math skills and aptitude/interest, and program monitoring are shared responsibilities.

### **Evaluation Criteria and Rating System**

We suggest establishing an evaluation criteria and a rating system before the RFP document is issued. This saves a great deal of time and effort in the review and award process. If the WIB/YC established evaluation criteria and a rating system, sharing them with the proposed vendors has several advantages. Vendors can get an indication of what aspects of the program have more relevance. To illustrate, if a WIB/YC is not concerned about overall cost, they could show this by developing a set of evaluation criteria that assigned cost a small value in the rating system. Furthermore, sharing the system with vendors will enable them to structure a proposal that fully addresses the issues that are important to the WIB/YC.

As with nearly all aspects of the RFP discussed in this work, the evaluation criteria and rating system will reflect the values and objectives of the WIB/YC. Therefore, no one sample or

example could cover all potential approaches. That being said, there are some core evaluation areas to consider that will likely appear in most sets of evaluation criteria. They are:

- Qualifications and experience of the proposer;
- Responsiveness of the program design to the RFP;
- Availability of the required WIA services in the proposal;
- Performance expectations;
- Staff qualifications;
- Innovativeness;
- In-kind contributions and/or collaborative agreements; and
- Cost.

We found several interesting approaches to the evaluation process. The Stanislaus County RFP used separate evaluation forms for the management/administrative component and the operations (program) component (See Attachment B). This format ensures that appropriate staff will evaluate the relevant components. In the current environment, most grantor's administrative experts are different from their service experts. Los Angeles used a two-step evaluation process. The proposal was first rated on the defined criteria. Then those offerors who had submitted proposals that received high rankings were asked to present orally. The offeror received additional points based on the oral presentations. Such a rating system would be based on how important each criterion is to achieving the WIB/YC's youth program goals and performance expectations.

Given the importance of this aspect of the RFP process, we developed a sample set of evaluation criteria and a sample rating system. These are included in Chapter III of the guide in the Screening and Evaluation section.

## **Terms and Conditions**

The use of Federal funds brings restrictions and conditions. If the administrative agent for the funds is also a government organization, additional rules and regulations may apply to both the RFP process and the expenditure of funds. Potential vendors should be made aware of the terms and conditions that apply to the use of the WIA funds. But a response to an RFP is not a contract. Some RFPs include all of the standard contractual clauses and forms used when Federal funds are passed through to a vendor. A WIA youth program RFP from the District of Columbia included over 80 pages of EEO, ADA, OMB, DOL and local contractual clauses and forms as required attachments. This made their RFP over 150 pages -- as opposed to the Stanislaus County RFP, which used a one-page "Assurances" for the same purpose.

Try to make terms and conditions concise. Of course, local requirements could have an impact on various facets of the program and may need to be spelled out. One local area had a policy that an annual audit had to be performed. Since this policy would affect the cost of the program, clearly it needed to be spelled out. Try to summarize the general terms and conditions as briefly as possible, and go into detail only if the condition is an unusual one or could have a direct impact on the program design or cost.

## ***Instructions for Responding to the RFP***

The second portion of an RFP information package instructs the proposer on how to write a response so that they will be considered for funding. As with all the elements of constructing a solid WIA youth program RFP, there is no magic involved in preparing RFP instructions. For the most part, the youth program RFPs we reviewed organized this section into three areas:

- 1. General submission and format instructions;***
- 2. Proposal narrative instructions; and***
- 3. Proposal budget and program planning instructions.***

Some RFPs instruct the proposer to submit the bid in two separate sections. These include a section that deals with the actual program -- often called a technical response to the RFP -- and a separate section that deals with the cost of the bid -- called the financial part. Should you use this two-part approach? Here are some considerations: If you decide that the cost of the program and the actual program itself should be evaluated independently, then a two-part response is appropriate. Why have an independent evaluation of the technical merits and the costs? Knowing the cost of a program can (and probably will) have an impact on how an evaluator judges the merits of the overall program design. Although it is difficult to predict whether the cost will have a positive or negative impact, it may be necessary to insulate the people who are evaluating the merits of the proposed program design from being swayed by cost information. This would support the use of the two-part response. On the other hand, if the cost is an integral part of judging the total program design, then an integrated approach is recommended.

### **General Submission and Format Instructions**

Below is information that was required in this part of the RFPs we reviewed:

- **Due Date:** Include both a time and a date.
- **Number of Copies:** State the number of copies of the proposal to be sent and how many are needed with original signatures. Ask for an electronic copy in the word processing format used by the WIB/YC. Having an electronic copy can make it very simple to distribute copies to WIB/YC members for screening and evaluation.
- **Address:** Provide the address to which the proposal must be sent. Specify a room number, if appropriate. Also consider having the proposals addressed to a staff person in the organization responsible for WIB/YC local area administration.
- **How to Submit:** Are e-mail or faxed copies of the proposal acceptable? Or will hard copies (i.e., U.S. mail or other land delivery transmissions) be required?
- **Page Limits:** Specify a page limit for at least the program narrative section.
- **Document Format:** Require a typewritten format; other consideration could include type size, typeface, layout, single or double space, and margin width.
- **Contact Person:** List whom to call if there are questions. Be sure to include a phone number.
- **Bidders' Conference:** If a bidders' conference will be held, include where and when it will be held.

Many WIBs/YCs are using e-mail and the Internet to simplify the RFP process. Many local areas are using the Internet to publish their RFPs and to respond to questions from prospective bidders. Either as part of a bidders' conference or in place of one, responses to questions from potential bidders can be answered by e-mail and posted on an Internet site so that all proposers have access to the same information. The Seattle-King County RFP relied heavily on the use of their website. Furthermore, an e-mail listserve can be used so that all potential vendors can be sent updates and/or responses to questions as they are answered. Use of technology expedites delivery of additional information and clarifications. If electronic communication will be used, be sure to note it in the WIB/YC's RFP and prominently display relevant e-mail and website addresses.

## **Proposal Narrative Instructions**

There is no one correct model for a proposal narrative. Below is a composite list of RFP narrative topics that will provide a clear picture of the program design, program activities/services, anticipated outcomes, and the proposer's capability of delivering the youth services. An additional helpful idea can be found in the Seattle-King County RFP. To help offerors focus on what is important in their response, the RFP listed the potential number of evaluation points next to each proposal component.

- **Executive Summary:** Request a brief Executive Summary highlighting such details as the number to be served, planned outcomes, and the basic program approach.
- **Main Purpose of Program:** This is similar to a mission statement and should be a ***brief*** statement of what the program intends to accomplish.
- **Goals / Objectives and Performance Levels:** At a minimum, make sure to ask for the number of youth (from specific target groups as appropriate) to be served, and projected performance levels for the performance requirements specified in the RFP.
- **Target Group(s):** If the WIB/YC's RFP differentiated the total eligible youth target group, ask the proposer to identify the target group(s) the program aims to serve.
- **Program Description:** Ask for a description of the overall plan of service that will be made available for young people. It may help to ask that this description be organized around how participants will flow through the program. In other words, request a program description in terms of:
  - ***Outreach/Recruitment/Eligibility Determination***
  - ***Intake/Assessment***
  - ***Case Management***
  - ***Program Services***
  - ***Placement in Jobs or Continuing Education***
  - ***Follow-Up***

Make sure the proposer covers how they will respond to all the required WIA youth program elements. Los Angeles used an innovative approach to get a better indication of how program services will be provided. Each bidder was asked to respond to three "youth case studies" in terms of how they would provide services to youth with specific issues and problems.

- **Staffing Plan:** Ask for a description of the staff positions in the project and require a job description. What experience or training is the staff expected to have? How will staff be selected? Ask for resumes if existing staff will be used.
- **Facilities:** Make sure to obtain information as to where the program will operate and obtain some assurances that the site is capable of housing the program and that it is accessible, safe, and "youth-friendly."
- **Partnerships:** Ask for a description of any partnerships that will be used in the project. Who is involved? What are the roles and responsibilities of each partner? Get a description of the roles of the partners and how they will be paid.
- **Description of the Proposer:** Information to ask for here includes the legal organization name, the legal status, the main purpose of the organization and how it is currently funded. Also, make sure to ask for the names and titles of the people who are in charge of the organization, and request a financial statement and the last audit report.
- **Experience:** Ask the proposer to outline all youth programs that they have operated during the last two years. Ask for brief program descriptions, funding sources, performance information, and references. If the organization has not provided past programs for youth, have them outline programs that provided similar services in which they have been involved over the last two years.
- **Administrative Capacity:** Ask the proposer to describe the process they use to capture and report information on program participants. Ask what monitoring and evaluation of program operations and staff are routinely carried out.
- **Fiscal Capacity:** Ask the proposer to describe the process they use to capture and report fiscal information. Ask what systems they have in place to ensure fiscal accountability and appropriate expenditures of funds.
- **Subcontracts:** Ask whether the proposer plans any subcontracts with others for services or activities contained in the proposal. If so, ask them to describe the nature of those subcontracts, the subcontractor, the services and activities to be provided by the subcontractor, and the planned costs.

## **Proposal Budget and Program Planning Instructions**

As with the proposal narrative, there is no one correct model for a proposal budget, but a number of RFPs followed these formats:

- **Include a Budget Form:** An example of a budget form and instructions is included in Attachment F.
- **Budget Narrative:** Equally important for understanding and rating the proposal is a budget narrative. Require an explanation of the information on the budget form that justifies the requested funds. Ask for a summary of the in-kind services in the program. Request information on how the in-kind services will be provided, by whom, and an estimate of the value.
- **Include a Program Planning Form:** The Seattle-King County document (Attachment D) has a program planning form and Attachment E includes an example of a program planning form and instructions.

## **Good Forms**

The quality of the forms we reviewed ranged from good -- as exhibited by documents from Palm Beach and Seattle-King County -- to incomprehensible. Good forms should share two attributes:

1. They should be easy to complete; and
2. They should include clear instructions.

The following four types of forms were present in the majority of RFPs:

- **An Application/Signature Sheet Form:** Essential information to capture includes:
  - Identifying information, such as name and address of bidder, contact person(s), contact numbers, e-mail address, fax number, etc.;
  - Dollars requested and in-kind contributions if required;
  - Timeframe for program;
  - Number of youth to be served and target groups, if required; and
  - A signature of the authorized official from the proposer attesting to the fact that, if awarded the contract, their organization will indeed provide the services.
- **A Budget Form:** Make sure to solicit sufficient detail to be able to determine the appropriateness of cost and whether the budget reflects the overall scope of the planned program.
- **A Program Planning Form:** This form enables the WIB/YC to see a plan for enrollments and outcomes over time.
- **A Proposal Checklist Form:** This is a form that lists, in bullet fashion, all the important features of the WIB/YC's RFP that bidders need to respond to in their proposal.

Attachment F includes samples of each of these forms listed above. These samples are based on the best examples from the field.

## ***Putting It All Together***

A great deal of information has been covered in this chapter. Now it is time to put it all together. How should the pieces of the RFP be organized? A sample format is provided in Attachment G. WIBs/YCs can use this template to develop their WIA youth program RFP.

## **III. Component Parts of an RFP Process**

An RFP is a process that starts with the creation of the RFP package, continues with the publication of the RFP, requires responses to vendors' issues/questions, includes reviewing and evaluating the proposals that are submitted, and ends with negotiating and awarding the contract(s). In this chapter, these steps will be discussed.

### ***Developing the RFP Package***

Sometimes the development process can be a learning tool for WIB/YC members. In many respects, it could be the first time that the people involved with the WIB/YC have thought about

how to integrate all the policies, goals and approaches they have been discussing and developing for the youth program. While time constraints are always an issue with RFPs, the ideal situation is to draft the RFP package using a WIB/YC workgroup. The next step is to circulate the draft to the full YC and WIB members for input.

## ***Issuing an RFP and RFP Timelines***

### **RFP Timelines**

The easiest way to construct a timeline for an RFP process is to start from the projected date that the WIB/YC wants program services to begin and then work backwards. A worksheet to establish a timeline is presented below. In the program example used, operations started with the Federal program year. As noted in the example, six months or more is not an uncommon time frame for an RFP process.

### ***Sample Youth Program RFP Timeline Worksheet***

<b><i>RFP Milestone</i></b>	<b><i>Completion Date</i></b>	<b><i>Notes</i></b>
<b>Start the RFP Development Process</b>	<b>January 2<sup>nd</sup></b>	<i>Several WIB/YC workgroup meetings will be needed to produce a RFP final draft.</i>
<b>RFP is released</b>	<b>February 15<sup>th</sup></b>	
<b>Bidder's Conference (Optional Step)</b>	<b>March 1<sup>st</sup></b>	<i>If used, place it in the middle of the time frame for responding.</i>
<b>Due Date for Proposals</b>	<b>March 15<sup>th</sup></b>	<i>Always allow at least 4 weeks for vendors to respond.</i>
<b>Selection of Vendors and Initiation of Negotiations</b>	<b>April 1<sup>st</sup></b>	<i>This could vary depending on the number of proposals, but two weeks for screening and selection appears to be the average.</i>
<b>Submit Contract for Formal Approval</b>	<b>May 1<sup>st</sup></b>	
<b>Formal Execution of Contract</b>	<b>June 1<sup>st</sup></b>	<i>One month appears to be the average although larger areas took more time.</i>
<b>Projected Start Date of Programs</b>	<b>July 1<sup>st</sup></b>	<i>Time needs to be allowed for the contractor to prepare for and start the program.</i>

### **Distributing the RFP**

How should the RFP be sent out to potential vendors? The idea is to foster competition. Getting the RFP package out to as many potential vendors as possible will enhance the potential for greater competition. Drawing on the Palm Beach RFP as an example, the following steps were taken to distribute their RFP:

- Copies were sent to all WIB/YC members with a cover letter encouraging distribution of the package;

- Copies were sent to all existing program providers;
- Copies were sent to vendors that were on a longstanding bidders' list maintained by the WIB;
- An advertisement was placed in the local paper (for three consecutive days) announcing the RFP and providing information about how to obtain an RFP package; and
- A full copy of the RFP was posted on the WIB's Internet site.

Additional steps taken by other WIBs/YCs include posting the RFP on a local bid board and issuing a notice in the government proceedings record.

Issuing procedures can become too elaborate. Some WIBs/YCs required all vendors who responded to register for the package. Some agencies even charged a registration fee -- generating a good source of program revenue! Ostensibly, the purpose of these procedures is to ensure that if RFP updates are issued they could be sent to all registered recipients. In other areas potential vendors were required to attend a bidders' conference to obtain a full RFP package. However, the more elaborate the procedures, the more likely it is to counteract the core goal of an RFP -- to foster competition.

### ***The Bidders' Conference***

Bidders' conferences are optional, but, with a complex program such as the WIA youth program, they are a good idea. Some WIBs/YCs made it mandatory for prospective vendors to attend a bidders' conference and required a certified receipt of attendance as part of the RFP submission. However, such measures may go beyond what is reasonable. The Palm Beach WIB may have come up with a better approach. They provided a 5-point bonus to vendors for attending a technical assistance meeting on how to prepare the proposal.

At a bidders' conference, there are some basic "do" and "don'ts."

<b><i>Do List</i></b>	<b><i>Don't List</i></b>
Require organizations to submit questions in advance. This gives the WIB/YC an opportunity to consider each question and provide a reasoned response. Questions at an open meeting are often poorly stated or misunderstood and the answers only result in further confusion.	Don't socialize with any of the potential vendors. Be equally polite and businesslike to all vendors, whether you happen to know them or not. Socializing with those vendors with whom you're familiar can look like favoritism to other proposers.
Require everyone to sign in, with full name, organization, address, telephone number, e-mail address and fax number.	Don't show any favoritism in responding to written questions or follow-up questions.
Allow follow-up questions. Keep a record of any follow-up questions, so the answers can be considered after the meeting. If the answers missed the mark, additional information can be issued.	Don't hide potential conflicts of interest. Especially in smaller areas, potential bidders are often also WIB or YC members or long-time associates. Make public any direct connection that any WIB/YC staff person (or WIB and YC members) attending the meeting may have to a vendor. (Read more about this



	issue in Chapter I: Legal Requirement: Code of Conduct)
Issue a report from the meeting that summarizes the questions and the responses.	
Send the report to everyone at the meeting and post on the WIB/YC's Internet site (or advertise that it is available to anyone that did not attend the meeting).	

## ***Screening and Evaluation***

Screening and proposal evaluation are handled in many different ways. To be considered for funding, a few areas required that all proposals meet format specifications contained in the RFP. Format specifications are the conditions outlined in the RFP, such as the number of pages to be submitted, the completion of the appropriate forms, the layout of the document, etc. If the WIB/YC decides to use format specifications, the first step is to screen each proposal to see that each proposer complied. A screening checklist is a good tool to accomplish and document this task. A sample of this type of form is provided in Attachment F.

If bidders are told that all proposals will be screened to ensure adherence to the technical specifications, a WIB/YC must follow through with this to avoid the risk of being sued by a disgruntled non-winner.

The second step is for each RFP to be read and rated by at least three people with each of the reviewers' ratings being combined and averaged as one score. Some structure is needed to ensure that all the readers/raters are looking for the same features and are rating the proposals using the same system. Before issuing the RFP, a set of evaluation criteria and a rating system will need to be developed. Below is a sample set of proposal evaluation criteria.

## ***Youth Proposal Evaluation Criteria***

The sample evaluation criteria listed below are presented as a combined technical and cost evaluation.

### ***A. Design and Responsiveness of Program -- 100 Points***

- Does the proposal target a significant population of at-risk youth? (10 points)
- Does the proposal offer activities/services that are consistent with WIA and the RFP? (20 points)
- Are the activities interesting and likely to attract and retain youth? (15 points)
- Does the proposed program involve quality, innovative approaches? (15 points)
- Do the outcomes meet or exceed those outlined in the RFP? (30 points)
- Are the facilities suitable for the proposed activities/services? (10 points)

### ***B. Qualifications of Proposer -- 60 Points***

- Are staff qualified to provide the activities/services? (20 points)
- Does the proposer have adequate administrative experience to operate the activities/services proposed? (20 points)

- Does the proposer have prior successful experience and a demonstrated record of meeting performance? (20 points)

**C. Costs -- 70 Points**

- Are the costs justified and reasonable for the activities/services proposed? (50 points)
- Are in-kind services and/or funds for the project provided? (20 points)

**D. Bonus Points -- 40 Points**

- Are private sector businesses involved in a collaborative manner? (15 points)
- Is the proposal coordinated with other entities to provide a cost-effective proposal? (10 points)
- Is the proposer awarding academic credits, scholarships or other incentives not paid for by WIA funds? (5 points)
- Is the proposer seeking to serve a special population of youth? (5 points)
- Did the proposer attend one of the Technical Assistance Meetings? (5 points)

A sample rating sheet that reflects these criteria and provides a form for reviewers to use is included in Attachment F. Keep in mind that overall evaluations can include more than a simple reading and a numeric rating of the proposal.

## ***Negotiation and Award***

Most RFP awards involve negotiation of a best and final offer. All the RFPs that were reviewed included this as a potential step. The RFP instructions should include the statement that the WIB/YC reserves the right to negotiate a best and final offer with all proposers selected for contract awards. At a minimum, the negotiations should address cost, service levels, and performance issues.

The cost negotiation with the proposer should focus on two issues. First, are there costs for services included in the proposed budget that could be funded through another source or provided by a partner agency? If so, why have the program funds been used to pay for the service? This means that the person negotiating the contract for the awarding agency should have a good overview of the youth services network in the community. He or she should be able to identify potential partners.

The second cost issue is whether the direct cost can be reduced. As part a cost and price analysis, the proposal is reviewed for the reasonableness of the cost. This review should include a determination that the proposed costs are consistent with other proposals. If there are costs that are not in line, a reduction should be negotiated.

There are also issues around service levels that can be negotiated in the best and final process. This involves either increasing the total number of youth served and/or the proportion of specific target groups served. The proposer can be asked to serve more total participants in the program. This request is often based on a cost analysis. If the program design looks good, but the cost per participant is too high, increasing the number of participants will resolve the problem. Because of the wide range of potential youth target groups, some groups may be over- or under-served by the proposal. If priority groups identified by the WIB/YC (e.g., youth offenders) are not being

served at a high enough proportion, increases in those groups and decreases in the proportion of another group can be negotiated.

The last area of negotiation involves performance expectations. Prior to negotiating, the WIB/YC needs to determine that if the contractors meet the performance levels in their proposals the WIB/YC will achieve its performance goals. If it will not, or if it is too close for comfort, then it will be necessary to negotiate the performance levels upward.

## Attachments

### Attachment A: RFPs Reviewed

Organizations	RFP Contacts
Baltimore City Office of Employment Development	Alice Cole Office of Employment Development 101 W. 24 <sup>th</sup> Street Baltimore, MD 21218 (Tel. # 410-396-6722) www.youthcareers.com
Baltimore County Workforce Development Council	Terri Bobloch Baltimore County Office of Employment and Training One Investment Place - Suite 409 Towson, Maryland 21204 (Tel. # 410-887-4484)
City of Los Angeles	Patricia Holeman Community Development Department Workforce Development Division 215 West Sixth Street, Los Angeles, CA 90014-1808 (Tel. # 213 485-5723) youthrfp@cdd.ci.la.ca.us
Dade and Monroe Counties and the South Florida Employment Consortium <i>(Two youth related RFPs)</i>	Winifred Sykes, Ken Kistner, or Laurder Gonzales Jobs and Education Partnership 3403 N. 82 Avenue Miami, FL (Tel. # 305-594-7615)
District of Columbia	Karen M. Hester Office of Contracting and Procurement Department of Employment Services 500 C Street N.W. Room 235 Washington, DC 200001 (Tel. # 202-724-7230) HesterK@does.dcgov.org
Foothills Workforce Investment Board	Deborah McCarthy Foothills Employment and Training Connection 1207 E. Green Street Pasadena, CA 91106 (Tel. # 626-584-8370) dmccarthy@foothilletc.org
Golden Crescent Workforce Development Board	Laura G. Sanders Golden Crescent Workforce Development Board 2710 Airline Victoria, TX 77902 (Tel. # 361-576-5872) laura.sanders@twc.state.tx.us
Greater Peninsula Workforce Investment Board	William Mann Greater Peninsula Workforce Development Consortium 2019 Cunningham Drive Hampton, VA 23666 (Tel. # 757-838-5206)

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Northwest Workforce Development Council	Alex Kosmides Workforce Development Council 101 Prospect Street Bellingham, WA 98225 (Tel. # 1-800-746-8555)
Palm Beach County Workforce Development Board	Kenneth E. Montgomery Palm Beach County Workforce Development Board 2051 MLK Blvd., Suite 302 Riviera Beach, FL 33404 (Tel. # 561-841-0207)
Seattle-King County Workforce Development Council	Margret Graham Seattle-King County Workforce Development Council Market Place One, Suite 250 2003 Western Ave. Settle, WA 98121 (Tel. # 202-448-0474) mgraham@skcpic.org
South Central Workforce Investment Board	Toni Tynan South Central Workforce Investment Board 100 North Cameron Street Harrisburg, PA 17101
Stanislaus County Workforce Investment Board	Stanislaus County Department Of Employment And Training P.O. Box 3389 / 251 E. Hackett Road, Pod C-2, Modesto, Ca 95353-3389
Utah Department of Workforce Services	Kaye Bright Contract Analyst Department of Workforce Services (Tel. # 801-526-9429)

**Attachment B: Stanislaus County RFP**  
**Stanislaus County Workforce Investment Board**  
**Request For Proposals**  
**Workforce Investment Act Youth Services**  
**DUE DATE: OCTOBER 20, 2000**

**PURPOSE**

The Stanislaus County Workforce Investment Board (WIB) issues this Request for Proposals (RFP) to solicit innovative youth workforce development programs to operate under the provisions of the Workforce Investment Act. The WIB intends to be as inclusive as possible in this solicitation. The aim is to receive a wide variety of innovative proposals that best meet the needs of the community at large.

The Workforce Investment Act of 1998 (WIA, Public Law 105-220) provides the framework for a national workforce preparation system that is flexible, responsive, customer-focused and locally managed. In Stanislaus County, the WIB and Board of Supervisors envision a system that meets the needs of residents and businesses alike. The goal of programs under the Act is to increase employment, job retention, and earnings and develop the work potential of the residents of our County. The philosophy of the Stanislaus County Board of Supervisors is provision of services to all geographic locations in the County.

This Request for Proposals is not in itself an offer of work nor does it commit the Workforce Investment Board or the Stanislaus County Board of Supervisors to fund any proposals submitted. The Workforce Investment Board or Board of Supervisors is not liable for any costs incurred in the preparation or research of proposals.

Funds available under this Request for Proposal total \$1.2 million.

**PROPOSALS**

The Stanislaus County WIB and Board of Supervisors approved the establishment of a Youth Advisory Council on February 12, 2000 to advise them on the particular needs of youth in regards to workforce preparation. This council has determined that program emphasis will differ slightly for two groups of youth, those in school and out-of-school. Proposal goals should reflect these two groups distinctly and could include such as the following:

**In-School Youth**

Basic educational skills  
Employability skills  
High School completion (or equivalent)

**Out-of-School Youth**

Employment  
Military Service  
College Enrollment  
Vocational School Enrollment

Proposals may include serving both groups, or either group separately. The WIB is interested in programs which attempt to address and resolve issues that are particularly relevant to youth, such as: Substance Abuse, Character Development, Cultural Awareness, Community Activism, Self Esteem, Core Values, Pregnancy Prevention, and Resource Budgeting.

The Youth Advisory Council has expressed interest in seeing program proposals which deal with specific target groups including: Pregnant and Parenting Teens, Youth on Probation and Parole, Foster Youth, and those who are Basic Skills Deficient (scoring below grade level norms on nationally recognized tests). As potential service providers describe their programs they should consider these target groups and identify them by answering such questions as:

- Who is included in the target group?
- Why do they need service?
- How will this program serve them?
- What are the short and long-term outcomes of the services?
- What will be the community impact of these services?
- When will services be provided?
- Where will services be provided?

## **PARTNERS**

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

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

## **PROGRAM PARAMETERS**

The Workforce Investment Act has required elements that must be addressed by all contractors. The following section is excerpted from the Workforce Investment Act, Sections 129, (a),(b), and (c). The purpose of Youth Programs under WIA is:

*“to provide, to eligible youth seeking assistance in achieving academic and employment success, effective and comprehensive activities, which shall include a variety of options for improving educational and skill competencies and provide effective connections to employers; to ensure on-going mentoring*

*opportunities for eligible youth with adults committed to providing such opportunities;*

- to provide opportunities for training to eligible youth;*
- to provide continued supportive services for eligible youth;*
- to provide incentives for recognition and achievement to eligible youth; and*
- to provide opportunities for eligible youth in activities related to leadership development.”*

Section 129 (c)(1).of the Act requires that all programs:

- Provide an objective assessment of the academic levels, skill levels, and service needs of each participant
- Develop service strategies for each participant that shall identify an employment goal
- Provide preparation for post-secondary educational opportunities, in appropriate cases;
- Establish strong linkages between academic and occupational learning;
- Prepare enrollees for unsubsidized employment opportunities, in appropriate cases; and
- Develop effective connections to intermediaries with strong links to the job market and local/regional employers.

Proposals must contain all of the required program elements. If a required program element is not provided by the proposer, the proposal should state who the proposer will partner with to provide the element, and how the participant will access the required element. Required program elements (WIA §129 (c) (2)) are:

1. Tutoring, study skills training, and instruction, leading to completion of secondary school, including dropout prevention strategies;
2. Alternative secondary school services, as appropriate;
3. Summer employment opportunities that are directly linked to academic and occupational learning;
4. As appropriate, paid and unpaid work experiences, including internships and job shadowing;
5. Occupational skill training, as appropriate;
6. Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social behaviors during non-school hours, as appropriate;
7. Supportive services;
8. Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months;
9. Follow-up services for not less than 12 months after the completion of participation, as appropriate; and
10. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate.

Under WIA, all Service Delivery Areas (SDA) must meet certain, quantifiable Performance Measurements each Program Year. WIB Staff will inform contractors as these performance measures are finalized. Program operators will be required to track



customer progress throughout enrollment and a follow-up period of not less than 12 months after program exit.

## **PROCESS**

The Proposal process is a competitive process, which follows government procurement rules.

**Proposals must be delivered by 5:00 p.m. October 20<sup>th</sup> , 2000 in person or by mail to:**

**STANISLAUS COUNTY DEPARTMENT OF EMPLOYMENT AND TRAINING  
P.O. BOX 3389 / 251 E. HACKETT ROAD, Pod C-2,  
MODESTO, CA 95353-3389**

**Late Proposals/Postmarks will not be accepted.**

**Technical Assistance Conferences** are scheduled for:

**Monday September 25, 2000, 9:30 –12:00  
SCEDCO Office  
1012 11<sup>th</sup> St. 4<sup>th</sup> floor, Modesto, CA**

**Wednesday October 4, 2000 9:30-12:00  
Employment Development Department  
629 12<sup>th</sup> St. Room X, Modesto, CA**

Interested parties (including partners) are encouraged to attend. Question and Answer minutes of the conferences will be available for all proposers after preparation.

The WIB Staff will initially review proposals to ensure they meet mandatory requirements. A sub-committee of the Youth Advisory Council will review and evaluate remaining proposals. All proposals will be read and scored by the same reviewers. Expected review dates are **October 25 and November 8, 2000**.

The proposals that score highest will be recommended to the Youth Advisory Council for consideration on **November 13, 2000**. Contract negotiations will begin after this date. Selected proposals will be recommended to the Workforce Investment Board for funding at the **November 20, 2000** meeting.

WIB Staff may conduct a pre-award site review to determine the administrative capacity of the recommended bidder, and to assess the ability of the organization and/or its partners to deliver the proposed services. This review may include a request for appropriate documents (e.g. insurance), completion of Fiscal and Administrative Capacity questionnaires for County and/or WIB review, and telephone interviews with key staff in the case of an out of area bidder.

The WIB's recommendations and the results of the pre-award reviews will be presented to the Board of Supervisors for award of funds. Expected date for BOS action is **December 5, 2000**. Funding awards may be appealed to the Workforce Investment Board.

Expected Date for program implementation is **January 2, 2001**.

## **PROGRAM BUDGET**

All proposers are required to provide a completed Summary Budget with the proposal. A sample is provided with this RFP. An electronic spreadsheet will be provided upon request. A detailed budget will be required if the proposal is selected for consideration of funding. Technical Assistance will be provided upon request.

Programs should be aware that funding is contingent upon the solvency of the proposing organization. Organizations or partnerships should be able to operate independent of any funding authorized under the Workforce Investment Act.

Partnerships and/or Organizations that operate programs funded with other funding sources should be prepared to submit a cost allocation plan. Non-Profit Program operators may only submit for reimbursement of actual costs. If the applying entity is a for-profit organization, profit margins must be negotiated independent of contract costs. A fiscal review may be conducted prior to negotiation to ensure fiscal integrity.

## **PRE-AWARD ASSURANCES**

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

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

## **PROPOSAL EVALUATION CRITERIA**

The Youth Advisory Council will consider the merits of all proposals received based on the following criteria.

- A. The minimum standards to be met if the proposal is to be evaluated:
1. The proposal was submitted before the closing time and date.
  2. The proposing organization is not on a Federal or State Debarment list.
  3. All ten required elements of a youth program are present.
  4. The proposing agency is fiscally solvent.
  5. The proposing agency has additional funding sources and will not be dependent on WIA funds alone for ongoing operations.
  6. The person signing the proposal as the submitting officer has the authority to do so.
  7. The proposing agency agrees to meet all Federal, State, and local compliance requirements.

The following variable items are addressed:

1. Program purpose: What is the need? How is it addressed? How will this benefit the affected youth? What will be the result of the program? How will this be known?

*The WIA Youth Program RFP Guide*

2. Experience in providing youth programs: How long has the proposing agency been providing youth services? Is this an old, new, or an expanded program?
3. Operational capacity: Is the service location appropriate for youth? Is there experienced staff on hand to provide the proposed services? Is there adequate equipment?
4. Area(s) to be served: What parts of the County are to be served? Will currently under-served parts of the County receive program services? How?
5. Operational linkages: Are service networks already in place to provide the range of services required? Are they substantiated by linked agency memo, letter, or Memorandum of Agreement?
6. Program followup: What provisions are made for post-exit services for at least a year after other program services end?
7. Return on investment: What justification is made for providing these services at the proposed cost? Does the proposal prove that this is a good investment for the expected benefits to be received?

## ASSURANCES

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

1. I am authorized by my Board of Directors, Trustees, other legally qualified officer, or as the owner of this agency or business to submit this proposal.
2. We are not currently on any Federal, State of California, or local Debarment List.
3. We will provide records to show that we are fiscally solvent, if needed.
4. We have, or will have, all of the fiscal control and accounting procedures needed to ensure that WIA funds will be used as required by law and contract.
5. We have additional funding sources and will not be dependent on WIA funds alone.
6. **We will meet all applicable Federal, State, and local compliance requirements.** These include, but are not limited to:
  - Records accurately reflect actual performance.
  - Maintaining record confidentiality, as required.
  - Reporting financial, participant, and performance data, as required.
  - Complying with Federal and State non-discrimination provisions.
  - Meeting requirements of Section 504 of the *Rehabilitation Act of 1973*.
  - Meeting all applicable labor law, including Child Labor Law standards.

**We will not:**

- Place a youth in a position that will displace a current employee.
- Use WIA money to assist, promote, or deter union organizing.
- Use funds to employ or train of persons in sectarian activities.
- Use funds for youth in the construction, operation, or maintenance of any part of a facility to be used for sectarian instruction or religious worship.
- Use WIA funds for activities that would interfere with or replace regular academic requirements for eligible youth who are not dropouts.
- Use WIA funds to carry out programs funded under the *School-to-Work Opportunities Act of 1994* unless the program(s) are only for youth eligible to participate under WIA.

I hereby assure that all of the above are true.

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**Name**

**Title**

**Date**

## PROPOSAL EVALUATION CHECKLIST

(THIS CHECKLIST IS FOR DEPARTMENT OF EMPLOYMENT & TRAINING STAFF)

Proposing Agency: \_\_\_\_\_

Proposal Number: \_\_\_\_\_ It Is: Complete Not Complete

Reviewer: \_\_\_\_\_ Date: \_\_\_\_\_, 2000

**(DET Staff: Please process this proposal. Only proposals that meet the standards listed below will be presented to the Youth Advisory Council Proposal Evaluation Team for review, evaluation, and recommendation for funding.)**

**By signing above,**

- **I state that I screened the Proposal.**
- **I checked off the elements that I found in the Proposal.**

**To the Reviewer:** The ten required elements in ¶ 3, a-j, must be provided directly by the proposing entity or by subcontract, agreement, or referral. If it is by a third party, there must be a written statement or agreement by the actual providing entity that it will provide the stated service(s). More than one entity may provide one or more of the ten required elements.

- A. The proposal was submitted before the closing time and date.
- B. The proposing organization is not on a Federal or State Debarment list.
- C. All ten required elements of a youth program are present.
  - 1. Tutoring, study skills training, and instruction, leading to completion of secondary school, including dropout prevention strategies
  - 2. Alternative secondary school services, as appropriate
  - 3. Summer employment opportunities that are directly linked to academic and occupational learning
  - 4. As appropriate, paid and unpaid work experiences, including internships and job shadowing
  - 5. Occupational skill training, as appropriate
  - 6. Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social behaviors during non-school hours, as appropriate
  - 7. Supportive services
  - 8. Adult mentoring for the period of participation and a subsequent

period, for a total of not less than 12 months

- 9. Followup services for not less than 12 months after the completion of participation, as appropriate
- 10. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate
- D. The proposing agency is fiscally solvent.
- E. The proposing agency has additional funding sources and will not be dependent on WIA funds alone for ongoing operations.
- F. The person signing the proposal as the submitting officer has the authority to do so.
- G. The proposing agency agrees to meet all Federal, State, and local compliance requirements.

## PROPOSAL EVALUATION WORKSHEET

### MANAGEMENT/ADMINISTRATION

Proposal Number: \_\_\_\_\_

Reviewer: \_\_\_\_\_ Date: \_\_\_\_\_, 2000

**Final proposal recommendation will be based in part on the sum of scores. The final decision for funding recommendation will be based on the following:**

- **The sum of *Proposal Evaluation Worksheet* scores (up to 60% of the final total. The final 40% will be based on YAC Review Team discussion).**
- **The funding amount applied for compared to the funding amount available.**
- **Per WIA, a minimum of 30% of available funds must be spent on Out-of-school youth.**
- **The geographical areas to be served.**

**YAC Team Member:** Please review the proposal for the following elements. Items that you might think about in your evaluation are included. The maximum points that can be awarded are stated. Place the points in the right hand column. Sum the right column points when done. Put this sum on the *Proposal Evaluation Summary Worksheet*. If there are important items to consider in making your recommendations, note them on the *Summary Worksheet*. Proposals should be scored according to Proposer ability to provide the following elements. Proposals that do not address all non-required elements will not necessarily be denied funding.

Item	Question	Score
<b>1.</b>	<b>Administration (4 Points Possible)</b> <ul style="list-style-type: none"> <li>• The proposal states the Proposer's vision &amp; mission to youth.</li> <li>• The management structure is outlined or stated (e.g., one Director, Operations and/or Program Manager, etc.) and appropriate.</li> </ul>	
<b>2.</b>	<b>Program Operations (7 Points Possible)</b> <ul style="list-style-type: none"> <li>• Program operation equipment, supplies, and staff training needs are addressed.</li> <li>• Systems for youth recruitment outreach and service referral are in place and linked by formal Agreement or informal commitment letter from the entity that will actually provide the service.</li> <li>• All needed equipment is in place and ready to use and the staff familiar in its use.</li> </ul>	
<b>3.</b>	<b>Data Systems (7 Points Possible)</b> <ul style="list-style-type: none"> <li>• Management Information System and/or Data System operation equipment, supplies, and staff training needs are addressed.</li> </ul>	
<b>4.</b>	<b>Fiscal Operations (7 Points Possible)</b> <ul style="list-style-type: none"> <li>• All required information, including staff, operational, and other needed costs, is provided in the required budget format according to instructions.</li> <li>• The proposing agency is fiscally solvent.</li> <li>• The agency will have multiple funding sources and not be WIA dependent.</li> <li>• All needed fiscal reports can be provided on a regular basis or promptly if required to do so.</li> <li>• The Fiscal staff is trained and experienced in standard fiscal procedures.</li> </ul>	
	<b>Total Possible, 25 Points</b>	<b>Total:</b>

## PROPOSAL EVALUATION WORKSHEET

### OPERATIONS

Proposal Number: \_\_\_\_\_

Reviewer: \_\_\_\_\_ Date: \_\_\_\_\_, 2000

**Final proposal recommendation will be based in part on the sum of scores. The final decision for funding recommendation will be based on the following:**

- **The sum of *Proposal Evaluation Worksheet* scores (up to 60% of the final total. The final 40% will be based on YAC Review Team discussion).**
- **The funding amount applied for compared to the funding amount available.**
- **Per WIA, a minimum of 30% of available funds must be spent on Out-of-school youth.**
- **The geographical areas to be served.**

**YAC Team Member:** Please review the proposal for the following elements. Items that you might think about in your evaluation are included. The maximum points that can be awarded are stated. Place the points in the right hand column. Sum the right column points when done. Put this sum on the *Proposal Evaluation Summary Worksheet*. If there are important items to consider in making your recommendations, note them on the *Summary Worksheet*. Proposals should be scored according to Proposer ability to provide the following elements. Proposals that do not address all non-required elements will not necessarily be denied funding.

Item	Question	Score
1.	<b>Customer Identification (5 Points Possible)</b> <ul style="list-style-type: none"> <li>• The age of youth to be served is stated clearly: 14-15, 16-17, 18-21</li> <li>• Youth to be served are In-School, Out-of-School, or both.</li> <li>• The YAC optional focal groups include Pregnant and Parenting Teens, Youth on Probation and/or Parole, Foster Youth, Basic Skills Deficient.</li> <li>• The needs of the youth to be served and how they are known is supported by data and data source.</li> <li>• The proposal states where these youth are to be found and the recruitment methods to be used, including any needed referral agreements.</li> </ul>	
2.	<b>Purpose (5 Points Possible)</b> <ul style="list-style-type: none"> <li>• The Proposer's own program purpose is stated and measurable.</li> <li>• The WIA purposes to be addressed are named: Training, Continued Supportive Services, Incentives for Recognition and Achievement, Leadership Development.</li> </ul>	
3.	<b>Required Elements (5 Points Possible)</b> <ul style="list-style-type: none"> <li>• How the 10 required service elements will be provided is stated. These are, as appropriate: tutoring, study skill training, and instruction; alternative secondary school services; summer employment opportunities; paid and unpaid work experience, internships, and/or job shadowing; occupational skill training; leadership development opportunities; supportive services; adult mentoring; followup services for at least a year; comprehensive guidance and counseling.</li> <li>• The required intake items are addressed: objective assessment, individual service strategy, post-secondary educational, linkages between academic and occupational learning, preparation for unsubsidized employment, and</li> </ul>	



Item	Question	Score
	connections to intermediaries with strong linkages to employment, including One-Stop Centers.	
4.	<p><b>Proposer’s Program Elements (10 Points Possible)</b></p> <ul style="list-style-type: none"> <li>• Elements that make this proposal unique are stated and measurable.</li> <li>• The proposer will provide a “custom” program <u>in addition</u> to those required in Item 3, above.</li> <li>• The proposer will provide all required services but emphasize several.</li> <li>• The proposer clearly identifies an ongoing system for continual improvement through oversight, feedback, and evaluation</li> <li>• The proposal states how followup services will be provided for at least a year following customer program exit.</li> <li>• Proposer (clearly and briefly) shows how this proposal will provide a cost beneficial return on the public’s investment.</li> </ul>	
5.	<p><b>Program Site(s) (5 Points Possible)</b></p> <ul style="list-style-type: none"> <li>• All sites for outreach, enrollment, &amp; program operations (including training) are clearly identified.</li> <li>• Program and service sites are located conveniently for the target youth.</li> <li>• These sites are clean, healthy, and have passed fire marshal safety inspection, if appropriate.</li> </ul>	
6.	<p><b>Program Outcomes (5 points possible)</b></p> <ul style="list-style-type: none"> <li>• The proposal states the number of persons expected to be served in each major program area.</li> <li>• The proposal states the <u>short-term</u> benefits for youth in each major program function.</li> <li>• The proposal states the <u>long-term</u> benefits for youth in each major program function.</li> </ul>	
	<b>Total Possible, 35 Points</b>	<b>Total:</b>

## PROPOSAL EVALUATION WORKSHEET

### SUMMARY AND COMMENTS

Proposal Number: \_\_\_\_\_

Reviewer: \_\_\_\_\_ Date: \_\_\_\_\_, 2000

Final proposal recommendation is based on the following considerations:

- The sum of *Proposal Evaluation Worksheets* scores (up to 60% of the final total from the *Worktables*, the final 40% based on YAC Review Team discussion).
- The funding amount sought by the Proposer compared to the funding amount available.
- At least 30% of WIA funds are spent on Out-of-school youth.
- Services are provided to all parts of the County, including areas now underserved.

**YAC Team Member:** Please enter the Management/Administration, Operation, and Evaluation Analysis Worksheet scores below and sum them. If there are important items to consider in making your recommendations, note them on the *Summary Worksheet* below.

\_\_\_\_\_ MANAGEMENT/ ADMINISTRATION (25 possible)

\_\_\_\_\_ OPERATIONS (35 possible)

\_\_\_\_\_ EVALUATION ANALYSIS (40 possible)

\_\_\_\_\_ TOTAL (100 possible)

CIRCLE ONE:

My recommendation is that this program should  should not  be funded.

WHY OR WHY NOT? (EVALUATION ANALYSIS, 40 POINTS POSSIBLE. POINTS \_\_\_\_\_.

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## **Attachment C: WIA'S Performance Measures**

### **WIA PERFORMANCE MEASURES FOR YOUTH AT A GLANCE**

#### "Older Youth" -- Youth 19 - 21 at entry

1. Entered Employment Rate      measures the number of youth who didn't have a job before services and got a job after services
2. Employment Retention Rate      measures the number of youth who had a job after leaving services and still had a job 6 months later
3. Earnings Change      compares earnings youth had before services and 6 months after services
4. Credential Rate      measures acquisition of recognized credentials 6 months after services by youth who were in jobs or further education right after services, credentials defined locally

#### "Younger Youth" - Youth 14 to 18 at entry

5. Skill Attainment Rate      measures the attainment of basic, work readiness or occupational skills while receiving services
6. Diploma or Equivalent Attainment Rate      of those who enter without a diploma or equivalent, measures the number of youth who receive one by the time they leave services. In-school youth that leave services and are still in school are excluded from this measure
7. Retention Rate      measures the proportion of youth that are in the following activities 6 months after they leave services:
  - ✓ Post secondary education
  - ✓ Advanced training
  - ✓ Employment
  - ✓ Military service
  - ✓ Qualified apprenticeships

#### Customer Satisfaction Measures

Both older and younger youth and employers working with youth programs are included in the two customer satisfaction measures. In most states, these will be measured using a sample drawn from populations across all WIA funding streams.

## WIA'S SEVEN PERFORMANCE MEASURES FOR YOUTH

<u>PERFORMANCE MEASURES</u>	<u>DEFINITION</u>
<b>Y</b> <b>O</b> <b>U</b> <b>T</b> <b>H</b> <b>A</b> <b>G</b> <b>E</b> <b>19</b> <b>To</b> <b>21</b>	<p><b>1. Entered Employment Rate</b> <i>Of those who are not employed at registration and who are not enrolled in post-secondary education or advanced training in the first quarter after exit:</i></p> <p># of older youth (OY) who have entered <u>employment by the end of the 1st Qtr after exit</u> (Divided by) # of BY who exit during the Qtr.</p> <p><b>2. Employment Retention Rate</b> <i>Of those who are employed in the first quarter after exit and who are not enrolled in post-secondary education or advanced training in the third quarter after exit</i></p> <p># of BY who are- <u>employed in 3rd Qtr after exit</u> (Divided by) # of BY who exit during the Qtr.</p> <p><b>3. Earnings Change in Six Months</b> <i>Of those who are employed in the first quarter after exit and who are not enrolled in post-secondary education or advanced training in the third quarter after exit</i></p> <p>[Total Post-Program Earnings (earnings in Qtr 2 +Qtr 3 after exit)] –(Divided by) <u>[Pre-Program Earnings (earnings in Qtrs. 2 + 3 prior to registration)]</u> # of OY who exit during the quarter</p> <p><b>4. Credential Rate</b> # of BY who were in employment post-secondary education, or advanced training in the first Qtr. after exit and received a credential <u>by the end of Byrd Qtr. after exit</u> (Divided by) # of BY who exit during the Qtr</p>
<b>Y</b> <b>O</b> <b>U</b> <b>T</b> <b>H</b> <b>14</b> <b>To</b> <b>18</b>	<p><b>5. Skill Attainment Rate</b> <i>Of all in-school youth and any out-of-school youth assessed to be in need of basic skills, work readiness skills, and/or occupational skills:</i></p> <p><u>Total # of attained basic skills + # of attained WR skills + # of attained Occ. Skills</u> (Divided by) Total # of basic skills goals + # of WR skills goals + # of Occ. skills goals</p> <p><b>6. Diploma or Equivalent Attainment Rate</b> <i>Of those who register without a diploma or equivalent</i></p> <p># of younger youth (YY) who attained a secondary school diploma or <u>equivalent by the end of the 1st Qtr. after exit</u> (Divided by) # of YY who exit during the Qtr. (except those still in secondary school at exit)</p> <p><b>7. Retention Rate</b> # of younger youth found in one of the following categories in the 3rd Qtr. after exit: - post secondary education - advanced training - employment - military service - <u>qualified apprenticeships</u> (Divided by) # of YY who exit during the Qtr. (except those still in secondary school at exit)</p>

NOTE: In addition, both older and younger youth and employers working with youth programs are included in the two Customer Satisfaction Measures. This measure is a weighted average based on three questions on a 0 - 100 scale.

# Attachment D: Seattle RFP Performance Worksheet

From the Seattle-King County Workforce Development Council (Seattle, WA)

## *Planned Older Youth Participants by Quarter*

Instructions: The purpose of this table is to illustrate your performance capacity and costs in providing services. Fill in the estimated number of new clients whom you are able to serve per quarter in each of the WIA performance categories. Please provide a description of your methodology for determining cost per client.

WIA Services Plan Level	PY00 2 <sup>nd</sup> Qtr.	PY00 3 <sup>rd</sup> Qtr.	PY00 4 <sup>th</sup> Qtr.	PY01 1 <sup>st</sup> Qtr.	PY01 2 <sup>nd</sup> Qtr.	PY01 3 <sup>rd</sup> Qtr.	PY01 4 <sup>th</sup> Qtr.	Cost per Client
# of participants carried over from JTPA or other programs								
# of new registered participants in Intensive Services								
# of job placements								
# of job retentions in 2 consecutive quarters								
# of job retention resulted in wage gain in 2 consecutive quarters								
# of exits								

***Planned Younger Youth Participants by Quarter***

Instructions: The purpose of this table is to illustrate your performance capacity and costs in providing services. Fill in the estimated number of new clients whom you are able to serve per quarter in each of the WIA performance categories. Please provide a description of your methodology for determining cost per client.

<b>WIA Services Plan Level</b>	<b>PY00 2<sup>nd</sup> Qtr.</b>	<b>PY00 3<sup>rd</sup> Qtr.</b>	<b>PY00 4<sup>th</sup> Qtr.</b>	<b>PY01 1<sup>st</sup> Qtr.</b>	<b>PY01 2<sup>nd</sup> Qtr.</b>	<b>PY01 3<sup>rd</sup> Qtr.</b>	<b>PY01 4<sup>th</sup> Qtr.</b>	<b>Cost per Client</b>
# of in-school younger youth participants								
# of youth who attained skills								
# of out-of-school younger youth participants								
# of youth who attained skills								
# of youth who attained diploma or equivalent								
# of youth retained in programs								
# of exits								

## ***Planned Performance Outcomes by Program Year***

*Instructions: The purpose of this table is to illustrate whether or not your performance outcomes meet the WDC's targeted level. Given the reference material related to WIA's core performance measures and definitions, please indicate in percentage terms the planned outcomes of your proposed programs or services for Adult, Older Youth, and Younger Youth.*

<b>WDC Outcome Measure</b>	<b>Planned Outcome</b>
<small>(Percentages correspond to the WIA performance measure formula. The WDC targets are generally 10% higher than those set by the state.)</small>	
<u>Entered employment rate:</u> PY00 WDC Target for Adults: 79% PY01 WDC Target for Adults: 80% PY00 WDC Target for Older Youth (OY): 76% PY01 WDC Target for OY: 78%	PY00 for Adults: __ % PY01 for Adults: __ % PY00 for OY: __ % PY01 for OY: __ %
<u>Job retention rate:</u> PY00 WDC Target for Adults: 91% PY01 WDC Target for Adults: 92% PY00 WDC Target for OY: 84% PY01 WDC Target for OY: 87%	PY00 for Adults: __ % PY01 for Adults: __ % PY00 for OY: __ % PY01 for OY: __ %
<u>Earnings change in six months:</u> PY00 WDC Target: \$5,280 increase PY01 WDC Target: \$5,500 increase PY00 WDC Target for OY: \$2,900 increase PY01 WDC Target for OY: \$3,366 increase	PY00 for Adults: \$ __ PY01 for Adults: \$ __ PY00 for OY: \$ __ PY01 for OY: \$ __
<u>Credential attainment rate while employed:</u> PY00 WDC Target for Adults: 75% PY01 WDC Target for Adults: 76%	PY00 for Adults: __ % PY01 for Adults: __ %
<u>Credential attainment rate:</u> PY00 WDC Target for OY: 48% PY01 WDC Target for OY: 53%	PY00 for OY: __ % PY01 for OY: __ %
<u>Participant Customer Satisfaction Survey Score:</u> PY00 WDC Target: 90% (20% above King County target) PY01 WDC Target: 90% (20% above King County target)	PY00: __ % PY01: __ %
<u>Employer Customer Satisfaction Survey Score:</u> PY00 WDC Target: 72% (20% above King County target) PY01 WDC Target: 75% (20% above King County target)	PY00: __ % PY01: __ %
<u>Skill attainment rate:</u> PY00 WDC Target for Younger Youth (YY): 59% PY01 WDC Target for YY: 76%	PY00 for YY: __ % PY01 for YY: __ %
<u>Diploma or Equivalent Attainment rate:</u> PY00 WDC Target for YY: 56% PY01 WDC Target for YY: 57%	PY00 for YY: __ % PY01 for YY: __ %
<u>Retention rate:</u> PY00 WDC Target for YY: 76% PY01 WDC Target for YY: 77%	PY00 for YY: __ % PY01 for YY: __ %

# **Attachment E: Sample Definitions**

## **From the Golden Crescent Workforce Development Area**

### **Allowable Costs**

Those costs which are necessary, reasonable, allocable and allowable under applicable Federal, State and local law for the proper administration and performance of services to customers.

### **Basic Skills Deficient**

An individual who has English reading, writing, or computing skills at or below the eighth grade level on a generally accepted standardized test or a comparable score on a criterion-referenced test.

### **Career Consultant**

Workforce Center staff who provide case management services.

### **Choices**

The employment services program for applicants and recipients of TANF. Choices replaced the Job Opportunities and Basic Skills Training (JOBS) Program.

### **Communities In Schools**

A program that connects schools with the resources students need most. Young people receive services through the collaborative efforts of a CIS Case Manager on their elementary, middle and secondary school campuses.

### **Cost Reimbursement Contracts**

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

### **Customer**

A person applying for or utilizing program services. Formerly "participant". In CCMS, customers are children receiving TWC-paid childcare services. Children receive services after their parents or caretakers qualify as a case.

### **Eligible or Eligibility**

Refers to an individual's status in relation to their ability to participate in a TANF, Food Stamp Training, WtW or other needs-based program, i.e. for TANF it is based on income, custody of a child or children, for Food Stamps it is based upon income and work history.

### **Golden Crescent Workforce Development Area (GCWDA)**

Includes Calhoun, DeWitt, Goliad, Gonzales, Jackson, Lavaca, and Victoria Counties.

### **Golden Crescent Workforce Centers (GCWC)**

The official one-stop center delivery system where area residents and employers can access the full array of employment and training services at one location. The centers offer customer choice to a universal population in an integrated setting.

### **HUB**



Historically Underutilized Business. This is a business which is at least 50% owned by minority group members. To be further informed regarding qualifying for HUB certification contact the State of Texas General Services Commission at (512) 463 5872.

### **In-Kind Contribution**

The value of services that are provided by the Grantee at no cost to the Grantor.

### **Job Readiness**

Activities that help prepare customers for work by assuring that they are familiar with general workplace expectations and exhibit work behaviors and attitudes necessary to compete successfully in the labor market. This may include life skills training.

### **Job Search Assistance**

Job search skills training including job club, which provides the customer with the instruction and skills necessary to obtain full time employment. These skills may include resume writing, interviewing skills, telephone techniques, and job acquisition skills.

### **Job Skills Training**

Training in technical job skills and equivalent knowledge and abilities in a specific occupational area offered by post-secondary institutions, secondary schools, public and private agencies, and other organizations.

### **LWDA**

Local Workforce Development Area designated by the Governor.

### **LWDB**

Local Workforce Development Board created pursuant to Texas Government Code and certified by the Governor.

### **Monitoring**

The process of observing and/or reviewing performance may include on-site observation, review of paperwork and files, interviews with staff or customers, telephone conversations, and formal evaluation of compliance elements.

### **Non-Traditional Employment for Women (NEW)**

Refers to occupations where women comprise less than 25% of the individuals employed in that occupation.

### **Offender**

An individual subject to any stage of the criminal justice process who has a barrier to employment because of a record of arrest or conviction.

### **Out-of-School Youth**

An individual 16 years or older who has not yet reached their 22nd birthday and who is out of school or is a high school drop out. This includes an individual who is habitually truant as defined by the State of Texas Department of Education and youth enrolled in alternative education programs. It does not include youth enrolled in school taking part in an alternative program for a part of the regular school day.

### **Parenting Skills Training**

Training programs to assist customers in effective parenting including subjects such as life skills, nutrition, safety, budgeting, health, crisis management, communication, physical caring, problem resolution, and legal resources and family law. Some TANF recipients are required to attend as part of the personal responsibility agreement.

### **Participant**

An individual who has been determined to be eligible to participate in, and who is receiving services under, a grant program. The term sometimes is used interchangeably with the term "customer".

### **Performance-Based Contracting**

A method of contracting in which successful completion of certain benchmarks by the enrolled population obligates the awarding agency to make certain predetermined payments.

### **Placement**

Placement into an unsubsidized full time (at least 30 hours a week) job.

### **School Dropout**

An individual no longer attending school and who has not received a high school diploma or GED.

### **Self-Sufficiency**

A family's level of personal and economic independence from public assistance for the basic needs of food, clothing, shelter, and medical care.

### **Supportive Services**

Services which are necessary to enable an eligible individual who cannot afford to pay for such services to participate in a Workforce Development program. Such services may include counseling, transportation, childcare, work clothing, etc.

### **Targeted Populations/Groups**

Groups of people designated in the GCWDB Strategic and Operational Plan that will be targeted for services, including TANF recipients, food stamp recipients, individuals who are basic skills deficient (9<sup>th</sup> grade education level or less), school dropouts, at-risk youth, ex-offenders, individuals over age 55, individuals with disabilities, veterans, and dislocated workers.

### **W.I.A.**

Workforce Investment Act, P.L. 105-220, 29 U.S.C.A. <\*>1601 et seq. Replaces JTPA in providing employment, training and supportive services to assist eligible individuals to become gainfully employed and self-sufficient.

### **Wagner Peyser**

Wagner Peyser provides the funds for the national labor exchange. These programs have been traditionally delivered by state agencies. The local labor exchange provides a job registry for employers and job seekers, some assessment services to match workers with available jobs, labor market information and related services.

# Attachment F: Sample Forms

## Application / Signature Sheet Form

<b>Request for Proposal Name</b>		<b>RFP #</b>	
Agency Name	_____		
Program Name	_____		
Agency Address	_____		
Contact Person	_____	Title	_____
Telephone #	_____	FAX #	_____
		E-Mail	_____
Federal I.D. Number	_____		

### Agency Status

Public Non-Profit	<input type="checkbox"/>	Corporation	<input type="checkbox"/>	Private Non-Profit	<input type="checkbox"/>	Other	<input type="checkbox"/>
Private for Profit	<input type="checkbox"/>	Government	<input type="checkbox"/>	Years in Operation	_____		

**Program Description:** Briefly describe the program, i.e. type of services, in/out-of school etc.


### Participant Skill Level Requirements (if any)

Math	<input type="checkbox"/>	Reading	<input type="checkbox"/>	Other	<input type="checkbox"/>
------	--------------------------	---------	--------------------------	-------	--------------------------

### Target Population (check all that apply)

Older Youth	<input type="checkbox"/>	Younger Youth	<input type="checkbox"/>	Out of School	<input type="checkbox"/>	In-School	<input type="checkbox"/>
Other Targets (Identify)	<input type="checkbox"/>						

<b>Total Funds Requested</b>	\$	_____
<b>In-Kind Contribution:</b>	<b>Cash:</b>	\$ _____
	<b>In-Kind</b>	\$ _____

### Proposed Performance

# of Participants	_____	# Placed in Education	_____
# of Completions	_____	Average Wage at Placement (per hour)	_____
# of Job Placements	_____	Obtainment of Credentials	_____
Entered Employment Rate	_____	Obtainment of Competencies	_____
Retention Rate	_____	Other Factors (Specify)	_____
Earnings Gains	_____		_____

*In compliance with the request for proposals noted above, and subject to the conditions thereof, the undersigned offers to furnish the services requested and certifies he has read, understands, and agrees to all term, conditions, and requirements of this proposal and is authorized to contract on behalf of the firm named above.*

Signature: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Typed Name: \_\_\_\_\_

# Youth Program RFP Budget & Instructions

Vendor Name: \_\_\_\_\_

Program Name: \_\_\_\_\_

Program Period: \_\_\_\_\_

## I. Funds Requested

Category	Basis	Total Amount
<i>Staff Positions</i>		
<i>Fringes (Describe)</i>		
<i>Other Costs (Describe)</i>		
<i>Rent</i>		
<i>Supplies</i>		
<i>Travel</i>		
<i>Communications</i>		
<i>Equipment</i>		
<i>Allowances</i>		
<i>Wages</i>		
<i>Youth Supportive Services Costs (Describe)</i>		
<i>Subcontracts (Describe)</i>		
<b>Total</b>		

## II. In-Kind Funds

Description	Source	Amount
<b>Total</b>		

## Youth Program RFP Budget Form Instructions

Vendor Name: Enter the name of the vendor.

Program Name: Enter the name of the program

Program Period: Enter the program period in the MMDDYYYY to MMDDYYYY format.

### **I. Funds Requested:** Funds being requested in the proposal

Category: The cost line items.

*Staff Positions:* List the title of all staff position funded by the grant.

*Fringe:* List the fringe benefits provide to the staff.

*Other Cost:* If not included in following list, please describe.

*Rent:* Cost of space for the program.

*Supplies:* Cost of office supplies and materials

*Travel:* Cost of staff travel.

*Communications:* Postage, telephone, and Internet cost.

*Equipment:* Cost of real property purchased for the program.

*Allowances:* Cost of stipends paid to participants

*Wages:* Cost of wages paid to participants.

*Youth Supportive Services Cost:* Cost of additional youth supportive services provided to participants.

*Subcontract:* Other services that are being subcontracted.

Basis: The method used to determine the actual line item cost, some examples are:

*Staff Positions:* 50% of Staff Director salary of \$52,000, 3 counselors at \$30,000 per year.

*Fringe:* 17.9% of salary includes FICA and medical.

*Rent:* 2000 square feet at \$15.50 a square foot.

*Supplies:* \$300 per year per staff.

*Travel:* 5000 miles at 32 cents per mile.

*Allowances:* 100 participants receiving a \$40 a week stipend for 12 weeks.

*Wages:* 50 participants earning \$5.15 an hour for a six week, 35 hour a week, work experience program.

*Youth Supportive Services Cost:* Cost of bus passes provided to participants.

*Subcontract:* Tutoring subcontract for 20 participants for 50 hours each of computer assisted instruction.

Total Amounts: Enter the actual dollar amounts calculated from the basis column.

### **II In-Kind Funds:** Other funds being used to support program activities.

Description: Activities of for the program paid for by other sources.

Source: Source of in-kind funds, i.e. TANF, ADA, etc.

Amount: Amount of the in-kind funds by source.

## Program Planning Summary & Instructions

**Vendor Name** \_\_\_\_\_ **Program Name:** \_\_\_\_\_

**Program Period:** \_\_\_\_\_

	Col. 1 Carry-In prior period	Col. 2 Quarter Ending: _____	Col. 3 Quarter Ending: _____	Col. 4 Quarter Ending: _____
<b>Participant Information</b>				
<b>Younger Youth</b>				
Intakes				
Exits				
Active Enrollments				
<b>Older Youth</b>				
Intakes				
Exits				
Active Enrollments				
<b>Total Youth</b>				
Intakes				
Exits				
Active Enrollments				

### Planned Performance Outcomes

<b>Younger Youth</b>	
Skill Attainment Rate	
Diploma or Equivalent Attainment Rate	
Placement and Retention Rate	
<b>Older Youth</b>	
Entered Employment Rate	
Employment Retention Rate	
Earnings Change in Six Months	
Credential Rate	
<b>Others</b>	
Specify _____	
Specify _____	

## ***Program Planning Summary Directions***

Vendor Name: Enter the name of the vendor.

Program Name: Enter the name of the program

Program Period: Enter the program period in the MMDDYYYY to MMDDYYYY format.

Column 1: This column is only to be used if the vendor proposal includes “carrying in” youth previously enrolled and serving them under the new proposal. The ability to do that must be specified in the RFP. If allowable enter as follows:

Younger Youth: Active Enrollments: Enter the total number of eligible younger youth carried into the new program.

Older Youth: Active Enrollments: Enter the total number of eligible older youth carried into the new program.

Total Youth: Active Enrollments: Enter the total number of both eligible younger and older youth carried into the new program.

Column 2:

Quarter Ending: Enter the end date of the quarter in the MMYDD format, i.e. 09/30/01.

Younger Youth

Intakes: Enter the number of younger youth the program plans to enroll in this quarter.

Exits: Enter the number of younger youth the program plans to exit in this quarter.

Active Enrollments: Add the total of intakes, subtract the number of exits, and add any Cumulative Younger Youth Enrollments from the prior period.

Older Youth

Intakes: Enter the number of older youth the program plans to enroll in this quarter.

Exits: Enter the number of older youth the program plans to exit in this quarter.

Active Enrollments: Add the total of intakes, subtract the number of exits, and add any Cumulative Older Youth Enrollments from the prior period.

Total Youth

Intakes: The total of the younger and older youth intakes for the quarter.

Exits: The total of the younger and older youth exits for the quarter.

Active Enrollments: The total of the younger and older youth active enrollments for the quarter.

Column 3: Same as the directions for Column 2.

Column 4: Same as the directions for Column 3.

Column 5: Same as the directions for Column 4.

### **Planned performance outcomes:**

Entered the planned performance outcomes for the program. Listed are the seven required measures for younger and older youth served with WIA funds. Additional space has been left other measures for the program.

## **A Proposal Checklist Form**

### **Forms**

- Application/Signature Sheet Form attached
- Budget Form attached
- Program Planning Form attached
- A Proposal Checklist Form attached

### **Format**

- Correct number of copies attached
- Meet page limit requirement
- Document formatted correctly

### **Narrative**

- Is the executive summary which describes the number to be served, the outcomes that are planned, and the basic program approach included?
- Are the goals /objectives and performance outcomes clearly stated including the number of youth (from specific target groups as appropriate) that will be served and what the numeric outcomes of the program will be in terms of job placements, going on to higher education, and obtaining additional skills and/or returning to school?
- Are target groups clearly spelled out?
- Does the program description describe:
  - Outreach/Recruitment/Eligibility Determination
  - Intake/Assessment
  - Case Management
  - Program Services
  - Placement in Jobs or Continuing Education
  - Follow-up
- Does the description tell how the program will address or make available the ten required WIA services?
- Is a staffing plan included with relevant qualifications?
- Is a description of facilities included?
- Is a description of partnerships included?
- Is there a description of in-kind services?
- Is information on the administrative capabilities of the proposer included?
- Is relevant program experience from the last two years included in the description?
- Is the potential use of any subcontract described?
- Is a budget narrative included?
- Is a customer flow description included?
- Does the proposal address every evaluation criterion?



## WIB/YC Youth Proposal Technical Screening Sheet

Name of Organization Submitting the RFP:   
 Contact Person:   
 Telephone Number:

### ***Technical Specifications Review***

Date Received Proposal:  In-Time  Yes  No

Method of Receiving Proposal:  Mail  E-Mail  Hand Delivered

Completed Application/Signature Sheet  Yes  No

Executive Summary -- 2 Double Spaced Pages or Less  Yes  No

Narrative -- 20, Double Spaced Pages or Less  Yes  No

Completed Budget Form  Yes  No

Budget Narrative  Yes  No

Completed Program Planning Form  Yes  No

### ***Special Requirements***

Meets Out-Of-School Spending Requirements  Yes  No

Meets Special Target Group Focus  Yes  No

### ***Rating***

Reviewed By:

Proposal Screened:  In  Out

If screened out, why?

Second Review By:

Proposal Screened:  In  Out

If screened out, why?

## Youth Proposal Rating Sheet

**PROPOSER:** \_\_\_\_\_ **DATE RATED:** \_\_\_\_\_

**Raters:** Evaluate each of the following areas and record your response (score) in the blank provided with each statement. Explain your evaluation in the Comments section, especially if full points are not awarded.

1. The proposer is targeting a significant population of at-risk youth.

Significant population / No Significant Population 10 - - - - - to - - - - - 0 ____ (score out of 10) Comments: _____
---

2. The proposer is offering activities and/or services that are consistent with the RFP.

Very Consistent / Not Consistent 20 - - - - - to - - - - - 0 ____ (score out of 20) Comments: _____
---

3. Activities are interesting, likely to attract youth and be beneficial for them.

Very Interesting & Beneficial / Not Interesting or Beneficial 15 - - - - - to - - - - - 0 ____ (score out of 15) Comments: _____
--

4. The proposed program involves quality, innovative approaches.

Very Innovative & High Quality / No Innovation 15 - - - - - to - - - - - 0 ____ (score out of 15) Comments: _____
---

5. The proposed outcomes meet or exceed those outlined in the RFP.

Performance Exceeds RFP / Goals Below RFP 20 - - - - - to - - - - - 0 ____ (score out of 20) Comments: _____
--

6. Facilities are suitable (including ADA accessibility) for proposed activities/services.

High Degree Suitability / Not Suitable 10 - - - - - to - - - - - 0 ____ (score out of 10) Comments: _____
---

7. The proposer's staff is qualified to provide the activities/services.

Very Qualified / Unqualified 20 - - - - - to - - - - - 0 ____ (score out of 20) Comments: _____
---

8. The proposer has adequate administrative experience to operate the activities/services proposed.

Very Adequate / Not Adequate 20 - - - - - to - - - - - 0 ____ (score out of 20) Comments: _____
---

9. The proposer has prior successful experience and a demonstrated record of meeting performance.

Outstanding Exp. & Performance / Poor Performance or Exp 30 - - - - - to - - - - - 0 ____ (score out of 30) Comments: _____
---

10. The costs are justified and reasonable for the activities/services proposed.

Very Reasonable / Not Reasonable  
50 - - - - - to - - - - - 0 \_\_\_\_ (score out of 50)  
Comments: \_\_\_\_\_

11. Is the proposer part of a collaborative that is providing in-kind services and/or funds for the project?

YES / DOLLARS      IN-KIND      NO  
20 - - - - - to - - - - - 0 \_\_\_\_ (score out of 20)  
Comments: \_\_\_\_\_

**Bonus Area -- 40 Points**

12. Do the proposed activities/services involve private sector businesses in a collaborative manner?

YES TO A GREAT DEGREEE /      NO  
15 - - - - - to - - - - - 0 \_\_\_\_  
(score out of 15)  
Comments: \_\_\_\_\_

13. Has the proposer coordinated with other entities to provide a cost-effective proposal?

YES TO A GREAT DEGREEE /      NO  
10 - - - - - to - - - - - 0 \_\_\_\_  
(score out of 10)  
Comments: \_\_\_\_\_

14. Is the proposer awarding academic credits, scholarships or other incentives not paid for by WIA funds?

YES MULTIPLE AWARDS      ONE      NONE  
5 - - - - - to - - - - - 0 \_\_\_\_ (score out of 5)  
Comments: \_\_\_\_\_

15. Is the proposer seeking to serve a special population of youth?

YES / NO  
5 - - - to - - - 0 \_\_\_\_ (score out of 5)  
Comments: \_\_\_\_\_

16. Did the proposer attend one of the Technical Assistance Meetings?

YES / NO  
5 - - - to - - - 0 \_\_\_\_ (score out of 5)  
Comments: \_\_\_\_\_

**EVALUATION TOTALS:**

CRITERIA Points (Add Questions 1-11) \_\_\_\_\_ out of 220 Criteria

BONUS Points (Add Questions 12-16) \_\_\_\_\_ out of 40 Bonus

TOTAL ALL POINTS \_\_\_\_\_ out of 260 TOTAL

RATED BY: \_\_\_\_\_

Signature

Date

## **Attachment G: Sample Youth Program RFP Format**

Below is a template for a WIA youth program RFP. More information as to the potential contents for each topic is included in the RFP guide.

### **I. Background and General Information**

1. Introduction/Cover Letter
2. The WIA Youth Program
  - i. Youth eligibility
  - ii. Program design features
  - iii. Required program elements
3. Definitions
4. Demographics of the Youth Population
5. The Labor Market Area

### **II. Scope of the RFP Services**

1. Program Design Requirements
2. Program Administration

### **III. Proposal Guidelines**

1. General Submission and Format Instructions
  - Due Date
  - Address
  - Page Limits
  - Contact Person
  - # of Copies
  - How to Submit
  - Document Format
  - Bidders' Conference
2. Proposal Narrative Instructions
  - Executive Summary
  - Goals/Objectives/Performance Outcomes
  - Program Description
  - Staffing Plan
  - Partnerships
  - Description of the Proposer
  - Administrative Capacity
  - Subcontracts
  - Main Purpose of Program
  - Target Group(s)
  - WIA Activities and Services
  - Facilities
  - In-Kind
  - Experience
  - Fiscal Capacity
3. Proposal Budget and Program Planning Instructions
  - i. Budget Parameters and Narrative
  - ii. Program Planning/Customer Flow

### **IV. Evaluation Criteria and Rating System**

### **V. Terms and Conditions**

### **VI. Attachments**

1. An Application/Signature Sheet Form
2. A Budget Form
3. A Program Planning Form
4. A Proposal Checklist Form
5. The Proposal Rating Sheet