

**GREATER NEW BEDFORD  
WORKFORCE  
INVESTMENT AREA**

**REQUEST FOR PROPOSALS  
FOR**

**FY 2010 - 2011 WIA  
IN-SCHOOL  
YOUTH PROGRAMS**

**Submission Deadline  
Friday, April 24, 2009 – 3:00 P.M.**

*The Greater New Bedford Youth Council is an  
Affirmative Action/Equal Opportunity Agency*

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## **INTRODUCTION AND GENERAL INFORMATION**

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### **A. BACKGROUND**

The Greater New Bedford Youth Council was created under the provisions of the Workforce Investment Act (WIA) and provides policy guidance to the Greater New Bedford Workforce Investment Board, Inc.(GNBWIB) regarding employment and training services for youth in the Greater New Bedford Area under the Workforce Investment Act. The vision for youth services established by WIA challenges local boards to make available a variety of services that address youth needs in a comprehensive manner. WIA substantially reforms youth programming and places new emphasis on servicing youth within a year-round comprehensive workforce development system that is outcome based.

The ten (10) communities served by the Greater New Bedford Workforce Investment Board, Inc. include: Acushnet, Dartmouth, Fairhaven, Freetown, Lakeville, Marion, Mattapoisett, New Bedford, Rochester, and Wareham. As a standing subcommittee of the Board, the Youth Council has the responsibility of coordinating the area's youth activities. The Youth Council also plays a central role in planning youth programs, determining eligible youth providers, and in recommending funding.

The Youth Council under WIA is an important component to implementing successful local programs reflecting youth development principles. The Council offers leadership opportunities for the local community to bring about change in youth activities and outcomes. The Youth Council is appointed by the GNBWIB in cooperation with the Chief Elected Official to:

- develop strategies and goals for the portions of the local plan relating to eligible youth
- recommend eligible providers of youth activities
- conduct oversight of eligible youth providers
- coordinate youth activities, subject to the approval of the GNBWIB

### **B. MISSION OF THE GREATER NEW BEDFORD YOUTH COUNCIL**

The mission of the Greater New Bedford Youth Council is to be a “catalyst to forge partnerships and encourage coordination among partners with the goal of developing and structuring a youth service system that is responsive to youth development needs. The system will provide a variety of proactive options to improve educational achievement, positively impact the dropout rate, and prepare youth for successful careers.”

The Workforce Investment Act (WIA) places increased emphasis on serving out-of-school youth, increased accountability of youth service providers, and youth services that are organized on a continuum to meet the comprehensive, long-term needs of eligible youth for academic and workforce preparation. The Youth Council seeks to establish strategic relations with service providers and program operators to develop strategies for comprehensive programs based on an approach that at a minimum is built around four themes:

- Preparation for and success in employment
- Improving educational achievement
- Support for youth
- Services to develop the potential of youth as citizens and leaders

### **C. PURPOSE OF THIS RFP SOLICITATION**

The Youth Council is currently seeking proposals from private business, labor groups, public school systems, public or private agencies, community-based organizations, faith-based organizations, School-to-Career Partnerships, community colleges, proprietary schools, and other qualified educational and training institutions interested in providing services to disadvantaged in-school youth under the Workforce Investment Act.

Funding is made available for a single, year-round delivery of services, with the expectation that a second year of equal or improved services be provided, pending available funding. A separate RFP is being issued for services to out-of-school youth.

Importantly, this solicitation is intended to be a component of a customer-driven youth development system. Youth outreach is currently being conducted and is independent of this solicitation. Awards will be competitive, based on expected outcomes, cost per participant, quality of the program design, demonstrated past performance, and understanding of the target population. Specific criteria included within the RFP instructions will be used to evaluate all proposals submitted (see Attachment I).

### **D. TIME FRAME FOR PROPOSAL SUBMISSION**

Request for Proposals (RFP) may be issued periodically throughout the fiscal year. This solicitation is Round One for FY'10 – FY'11.

To be considered for funding in Round One, the proposal (one (1) clearly marked, signed original plus one (1) electronic submission) **must be received by the Youth Council no later than 3:00 p.m., (local time) Friday, April 24, 2009**. No exceptions / late proposals will not be reviewed for funding.

### **E. KEY TERMS/DEFINITIONS**

**21<sup>st</sup> Century Skills:** Evident skills found in addition to core academic skills that include Life and Career Skills, Information, Problem Solving, Media and Technology Skills, and Learning & Innovation Skills.

**5 C's of Positive Youth Development:** Where each young person will have Confidence, Connection, Character, Competence and a Caring Adult.

**Basic Literacy Skills Deficient:** an individual Youth who computes or solves problems, reads, writes, or speaks English at or below grade level 8.9

**Carry-ins:** Participants who are enrolled in FY 2009 will continue to be served in FY 2010, or those enrolled in 2010 that will continue to be served in 2011

**Case Management:** Oversight and documentation of services provided to enrolled youth

**Credential Rate:** Of those who received training or education and who entered employment, the percent who received a diploma/GED, degree, certificate, license or other credential.

**Diploma/GED Rate:** Number of youth who attained a high school diploma or equivalent divided by the number of exiters. Youth still attending high school at exit are excluded.

**Earnings Gain:** Of those that entered employment in the first quarter after program exit, the total earnings in the second and third quarters after program exit minus the total earnings in the second and third quarters before program enrollment.

**Entered Employment Rate:** Number employed in first quarter after program exit divided by the total number of exiters. Adults and Older Youth employed at registration are excluded.

**Fiscal Agent:** The Greater New Bedford Workforce Investment Board, Inc. serves as the Fiscal Agent for the Youth Council

**Fiscal Year:** The fiscal year is from July 1 of one year through June 30 of the following year

**GNBWIB:** Greater New Bedford Workforce Investment Board

**GNB YC:** Greater New Bedford Youth Council

**Green Jobs:** Well paid career track jobs with benefits that contribute directly to preserving or advancing environmental quality. They must include opportunities for advancement in both wages and skills.

**Group Program:** Training or education purchased for a group of individuals

**Innovation:** The GNB YC defines innovation to include projects that both demonstrate new programs and/or techniques and projects that demonstrate how existing programs can be creatively used to address the needs of low-income, at-risk youth. The GNB YC does not define innovation in terms of limitations of service and/or specific populations

**Individual Service Strategy (ISS) –** The mechanism for documenting the assessment, plan of action which details the outcome, the services youth will receive from the program, and progress notes. Each ISS is developed around an objective assessment, which is simply the idea that services provided for a youth are determined by the youth's needs, assets, interests, and aptitudes. Programs must revisit the ISS with each participant and update no less than every three months. Updates must include goals, planned outcomes, strategies, and the signatures of both the youth and program staff, indicating an agreement of the existing or new plan of action and set of services.

**In-School Youth:** Youth currently enrolled in school who plan to continue to completion

**Offender:** A juvenile (under the age of 18) who is or has been subject to any stage of the criminal justice process, for whom services under this Act may be beneficial; or who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction

**Older Youth:** Person 18 to 21 years of age

**On-the-Job-Training:** Reimbursement for certain employer-based training expenses

**Out-of-School Youth (OSY):** any person 16 to 21 years of age who is not enrolled in school and has not earned a high school diploma or GED, or who has a high school diploma or GED but is basic skills deficient, unemployed, or underemployed. Youth enrolled in alternative education do not count as out-of-school youth under WIA.

**Retention Rate:** Number employed in the third quarter after program exit divided by the total number employed in the first quarter. For Younger Youth, includes retention in post-secondary education and advanced training.

**SCANS:** The Secretary's Commission on Achieving Necessary Skills (SCANS), appointed by the Secretary of Labor to determine the skills young people need to succeed in the world of work. The Commission's purpose is to encourage a high-performance economy characterized by high-skill, high-wage employment, with workers who have a solid foundation in basic literacy and computational skills, in the thinking skills necessary to put knowledge to work, and in the personal qualities that make them effective and desirable workers.

**School Dropout:** An individual who is no longer attending any school (per school department records) and who has not received a secondary school diploma or its recognized equivalent. Youth attending an alternative school are NOT considered dropouts. Youth who have not passed MCAS and receive only a certificate of completion ARE considered school dropouts.

**SDA:** Service Delivery Area

**Skill Attainment Rate:** Number of goals attained divided by the total number set for the program year, excluding goals set during the year but not due for completion until the next year.

**SPED:** Special Education services for youth with an Individual Education Plan (IEP)

**TABE:** Test of Adult Basic Education

**Welfare to Work:** Grant program that provides additional resources for states in their efforts to transition welfare recipients from dependence to long-term economic self-sufficiency.

**Work Ready:** In accordance with Foundation Skills as enumerated in the Massachusetts Work Based Learning Plan (WBLP) (<http://www.skillslibrary.com/wbl.htm>)

**Younger Youth:** Person 14 to 18 years of age

**Youth:** Person 14 to 21 years of age

**Youth Service Provider:** Any organization that provides services to youth.

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## SECTION I – GENERAL INSTRUCTIONS

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### A. WHERE TO SEND PROPOSALS

To be considered, proposers must submit a signed original and one electronic copy:

**GREATER NEW BEDFORD YOUTH COUNCIL  
C/O Greater New Bedford Workforce  
Investment Board, Inc.  
227 Union Street – Suite 206  
New Bedford, MA 02740-5946  
Phone: 508-979-1504  
Fax: 508-979-5680**

Submissions become the property of the Youth Council; therefore, organizations responding to this solicitation should not submit documents they wish to have returned.

### B. DEADLINES

Request for Proposals (RFP) will be issued periodically throughout the fiscal year. This solicitation is **Round One for FY'10 – FY'11.**

To be considered for funding in Round One, the proposal (**one (1) signed - clearly marked original – and one (1) electronic copy – email to [IS-OOS@gnbwib.org](mailto:IS-OOS@gnbwib.org) or submit on disc/CD/USB drive**) must be received by the Youth Council **no later than 3:00 p.m., (local time) Friday, April 24, 2009.** No exceptions / late proposals will not be reviewed for funding.

### C. PROPOSER INQUIRIES

Proposers are encouraged to attend the Bidders' Conference at the following time and place:

**Friday, April 3, 2009 at 1:00 p.m.  
The Wamsutta Club  
427 County Street  
New Bedford, MA 02740**

Proposers are also encouraged to attend a Technical Assistance meeting, which will follow on the same day, immediately after the Bidders' Conference.

## **D. BIDDER'S CONFERENCE/TECHNICAL ASSISTANCE**

The Youth Council will host a Bidder's Conference on Friday, April 3, 2009 at 1:00 P.M. at the Wamsutta Club, 427 County Street, New Bedford, MA. The Youth Council will also host a Technical Assistance Meeting immediately following the Bidders Conference at the same location. At these meetings, staff will entertain questions. Oral answers will be given if the information is then available. The staff and Youth Council will identify those questions for which written answers will be prepared. Answers will be available on the Greater New Bedford Workforce Investment Board's website ([www.GNBWIB.org](http://www.GNBWIB.org)).

## **E. PROPOSAL REVIEW AND AWARD PROCEDURES**

Potential contractors must develop and meet performance standards as outlined in Section IV, Part F, of this RFP. The Youth Council requires satisfactory performance standards for all of its programs. Failure to propose performance goals and measurable outcomes may result in the disqualification of the proposal.

Section IV identifies the Statement of Work requirements and recommendations. Each item listed in the Statement of Work has a corresponding item in the Proposal Specification Form, Section V, which must be completed by all applicants.

**Potential contractors must submit a separate one-page Executive Summary, Proposal Specification Form and budget for each program they are proposing. Additionally, proposers are required to give a brief presentation on their proposal(s) to a group of interested partners, including community youth. All submitting a proposal will be required to schedule this presentation at the time of proposal submission.** Collaboration with other organizations to submit a joint proposal is encouraged.

Each proposal (that is submitted in a legible and correct format) will be evaluated by the Planning Committee of the Youth Council of the Greater New Bedford Workforce Investment Board to determine which proposal(s) best satisfy the needs of the target population and the requirements of WIA youth funding. The Youth Council will then make final funding decisions. A copy of the Selection Criteria that will be used to assess and evaluate proposals is included in Attachment I. Section III describes how the proposals will be processed and how/when potential contractors will be notified of the results of the evaluation.

The Youth Council may award a contract without subsequent meetings and/or discussion with the potential contractors. Therefore, submissions should describe all aspects of the program and should be submitted in the most favorable terms from a service, quality, price and technical standpoint. Contract awards will be based on the following:

- quality of the proposal, including expected outcomes
- innovative program design that includes 21<sup>st</sup> century skills, a focus on the green economy, business engagement, ESOL as well as the 10 required program elements (page 23)
- cost/price reasonableness

- funding availability
- past performance

## **F. FUNDING DETAIL – LEVERAGED FUNDS REQUIREMENT**

The programs will be funded for their first year from anticipated WIA FY'10 grant allocation from the Department of Labor and will be used to service disadvantaged youth. The second year of programs will be funded from anticipated WIA FY'11 grant allocations from the same source and for the same purpose. All awards are contingent upon available funds received to the WIB for each year.

The GNBWIB is requiring leveraged funding (“match”) contributions on behalf of all bidders for WIA services in the FY 11. Many youth serving agencies utilize multiple funding sources in their program operation. Where these various resources may be brought to bear in support of WIA-eligible youth, they should be enumerated in the budget and described in the budget narrative.

**All contracts for FY' 10 funding will be eligible to receive 100% of the award recommended by the Youth Council. With a focus to develop internal capacities that will sustain these programs, funded organizations are eligible to receive 75% of the program's budgeted amount for its second year, with the expectation that the lead applicant (or a partner of the lead applicant) provide the remaining 25% to run the program successfully, and at capacity, for the second year.**

**Additionally, at least 90% of first year funding must be encumbered before second year funds are released to eligible programs.**

## **G. FORMAT**

Proposals must be on 8 ½” x 11”, single sided sheets with 1” margins. Sentences should be single spaced. Computer font must be 12 point, Times New Roman or Arial. You must use the Specification Form included in Section V. This form may also be downloaded from [www.GNBWIB.org](http://www.GNBWIB.org). Potential contractors should answer each question within the space provided and take care not to change the pagination of the Specification Form, which is keyed to the Selection Criteria for rating purposes. The budget sheets should be typed or computer generated on the forms provided in Section VI. Forms will also be sent by e-mail to those who request them.

A program outline of up to five additional pages is permitted for further clarification by the potential contractors. While clarity and completeness are essential, conciseness is appreciated.

One additional page is allowed if applicant received funding from the GNBWIB for their FY'09 program. The additional page must be used to explain any program improvements and changes being proposed that are/were not present in the funded FY'09 program.

## **H. AUTHORIZED SIGNATORY**

The proposal must be signed by an official authorized to bind the potential contractor and must contain the following information: Name, title, address and telephone number of the individual with authority to negotiate and contractually bind the potential contractor. The individual must be available to answer questions regarding the proposal during the period of proposal evaluation.

The potential contractor must include documentation that establishes the authority for the identified official to bind in the proposal such as:

- Corporate Certification (Attachment A)
- Public Agency Certification (Attachment B)
- Private Sole Proprietor/Partnership Compliance (Attachment C)

## **I. CERTIFICATIONS**

The proposal must contain all of the following documents:

- Certification of Debarment and Suspension (Attachment D)
- Anti-lobbying Disclosure (Attachment E) and
- Drug Free Workplace Compliance (Attachment F)

## **J. NON-DISCRIMINATION AND TERMINATION**

No participant will be discriminated against based on race, color, religion, sex, national origin, age, disability, political affiliation or belief, citizenship, or status as a welfare recipient. No enrollee may be terminated without prior written authorization.

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## SECTION II – YOUTH PROGRAM INFORMATION

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### A. ELIGIBILITY INFORMATION

The WIA legislation, regulations and state policy provide the following definitions:

WIA defines youth as one of three categories, as follows:

- (a) Younger youth, between 14 and 18, who are in or out of school;
- (b) Older youth, between the ages of 19 and 21, who may or may not have graduated from high school;
- (c) Out of school youth, between the ages of 16 and 21, who may or may not have graduated from high school, but who are not currently attending school.

Eligibility criteria include:

- (a) low-income; **and**
- (b) one or more of the following:
  - i. deficient in basic literacy skills,
  - ii. homeless, a runaway, or a foster child,
  - iii. pregnant or a parent,
  - iv. an offender, and/or
  - v. an individual who requires additional assistance to complete an educational program, or to secure and hold employment (i.e., is one or more grade levels below their age-appropriate grade level; has a disability, including a learning disability; OR faces a serious barrier to employment to be defined by the Youth Council and WIB).

In addition to determining the above, verification must be determined on the following items:

- (a) Residency – All participants must be residents of the SDA’s jurisdiction, except in situations where the Job Training Plan provides limited exceptions to this requirement, including exceptions if necessary to permit services to homeless individuals who cannot prove residence within the service delivery area.
- (b) Citizenship/Eligible to Work – Participation shall be open to citizens and nationals of the United States, lawfully admitted permanent resident aliens, lawfully admitted refugees and parolees, and other individuals authorized by the Attorney General to work in the United States.

- (c) Selective Service/Military Status – All participants must be in compliance with the Selective Service Act requirements. All males who are at least 18 years old and born after December 31, 1959, and who are not in the armed services on active duty must be registered.

Being deficient in “basic literacy skills” includes a determination that the youth:

- (a) computes or solves problems, reads, writes, or speaks English at or below grade level 8.9 or
- (b) is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the youth’s family or in society

## **B. REQUIRED WIA PROGRAM ELEMENTS**

Prior to being enrolled in a program funded through this RFP, all eligible youth will receive the following services from New Directions, as the Career Center operator and framework services provider:

- receive an orientation and information on all the youth services available in the region,
- be objectively assessed and receive an ISS (Individual Service Strategy),
- be referred to the appropriate training and educational programs that are funded through this RFP process and that have the capacity to serve the youth either on a sequential or concurrent basis.

Qualified proposers must have the capacity to design, deliver, and continuously improve youth programs services within the ten (10)-community Workforce Investment Area. Proposers must demonstrate the ability to provide comprehensive services to youth through a collaborative approach with multiple partners that provides access to all ten (10) WIA required program elements for youth. The GNB YC defines innovation to include projects that both demonstrate new programs and/or techniques and projects that demonstrate how existing programs can be creatively used to address the needs of low-income, at-risk youth. The GNB YC does not define innovation in terms of limitations of service and/or specific populations; the GNB YC intends to fund programs that can effectively and efficiently serve multiple populations of clients. All proposers are encouraged to demonstrate how new techniques can be applied to offer new youth employment services, as well as increase efficiency, effectiveness, and the reach of public services to youth in way that directly benefit the neediest youth in the GNB Workforce Investment Area.

All bidders responding to this RFP must ensure that their program makes available the required design elements that are defined in Section IV, Subpart D to serve in-school youth. This requirement may be satisfied within a program or in partnership with other organizations. While every youth may not need all the required program elements to meet their educational and employment goals, all these elements must be made available to those youth, as needed. It is also presumed that all youth will be provided with case management services, the level and intensity of which will be based on individual need.

## **C. POLICY CONSIDERATIONS**

- All WIA funds and activities for youth must be coordinated with existing public and private resources, and activities must be geared towards serving youth (i.e. School-to-Career, private sector summer jobs, school-based programs, etc.). Preference will be given to proposals that connect youth with private sector jobs.
- Younger youth should receive longer-term, sequenced services that build their basic and work readiness skills and follow them through to school completion and entry into post-secondary education, training, employment and/or apprenticeships.
- Older youth require specialized, focused assistance in order to transition successfully into post-secondary education and/or employment. Employment services should be grounded in a comprehensive assessment of each older youth employment experience, including job history, interests, skills and abilities -- all with a focus on success. Program design should move youth along a continuum of services and experiences aimed at increasing opportunities for viable work and learning experiences.
- Following participation in a youth-funded summer work experience and then in a school-year activity, a youth will only be allowed to enroll in a 2<sup>nd</sup> WIA funded summer activity if s/he has completed the school year and achieved at least 1 of her/his skill goals as identified in the service plan. After participating in two WIA-funded summer work experiences, the youth, if interested in future summer employment, would be encouraged to seek private sector employment and referred to the Greater New Bedford Career Center.
- Special consideration will be given to proposals that offer MCAS remediation with job readiness during the summer.
- Literacy and Numeracy – *All programs must* administer at least one assessment tool (i.e. TABE, BEST, etc.) per year to those participants identified as having basic skills deficiencies, that measure literacy and numeracy gains during the program year.

## **D. SERVICE DESIGN FLOWS**

### **For an In-School Youth:**

The following would be a typical service path for in-school youth, with services commencing in July 2008. While not required, the Youth Council is supportive of the following as examples of inter-agency coordination and the Youth Council's expectation about service strategies to be provided to eligible youth under WIA.

- Youth would receive an objective assessment and have a completed Individual Service Strategy (ISS) through the One-Stop Career Center services system. The ISS would outline those WIA program elements needed by the youth as well as the goals and objectives to be pursued while attending the program. The service provider may recommend additional goals and objectives and identify further needs based on their on-going assessment of the youth. Any additions or changes to the ISS should be

communicated to the framework services provider, New Directions Southcoast, Inc., Youth Dept.

- Eligible youth would be referred to a service provider from the One-Stop Career Center youth services system.
- Successful service providers would enroll these youth into a long-term youth development system. This might begin with entry into a WIA-funded summer work experience program that links academic and occupational learning, develops SCANS skills, earns the youth school credits, and documents the learning through the use of a Massachusetts Work-Based Learning Plan that is tied into the youth's ISS.
- Upon completion of the summer activities, the youth would be transitioned into the year round component of the service provider's program. This year round component may be linked to the School-to-Career activities and local drop out prevention programs available in the local school system.
- The service provider would continue to provide the youth with required case management as needed. Coordinated with their academic studies, there should be leadership development opportunities, and such comprehensive guidance and counseling as after-school activities.
- New Directions Youth Services Department would make appropriate referrals of Support Services for the youth to other agencies as needed.
- The service provider would provide access for the youth to a high quality tutoring and study skills training component as required by the academic needs of the youth, including assistance in improving literacy and numeracy skills for the MCAS exams. Documentation must be included to support skills attainment, required attendance and program curriculum.
- The service provider would provide access for the youth to a caring adult mentor as required by the needs of the youth. The service provider would arrange for this support to be maintained for at least a 12-month period.
- For those youth with low functioning English language skills, the service provider would make available ESL training coupled with basic skills preparation.
- Should the service provider discover that the youth requires additional services, the service provider would initiate requests for support services for the youth to New Directions Youth Services Department.
- Over the course of the program, the service provider is expected to: facilitate the youths' attainment of their high school diploma; promote the acquisition of 21<sup>st</sup> century skills; develop or enhance basic educational work readiness and occupational skills; and assist them in their transition into post-secondary education and/or further training.

- The youth would be tracked via customer contact notes throughout the school year and be provided successive year(s) of service on an as-required basis. In the event the program was not re-funded into the new fiscal year, the youth would remain active and be referred to New Directions Youth Services Department for referral to other appropriate services.
- The service provider will receive a schedule of due dates for reports from the New Directions Youth Services Department. The Youth Services staff will work closely with the training provider to ensure that performance data is submitted appropriately.

**THE SERVICE DESIGN MUST ENCOMPASS THE FOLLOWING GOALS FOR YOUTH AGED 14-18:**

- a. Such youth must have a minimum of 1 skill goal per year and a maximum of 3 goals per year.
- b. Target dates for accomplishing each skill goal are to be no longer than 1 year.
- c. The service provider's program may work to achieve any combination of skill goals (i.e., basic, work readiness or occupational).

A goal of achievement in basic skills is required for any youth who is deficient in basic literacy skills.

*NOTE: For any youth who is determined to be basic literacy skills deficient, basic literacy achievement must be included as a goal.*

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## **SECTION III – ADMINISTRATIVE PROVISIONS**

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### **A. SELECTION OF VENDORS**

The decision on which potential contractors will be accepted will be made using the selection criteria contained in Attachment I, a cost/price analysis of all offers, and the intent to ensure that the program(s) selected geographically represent the area in which eligible participants reside. Vendors who serve 10-50 students are encouraged to apply.

The Youth Council reserves the right to reject any and/or all proposals in whole or in part, as deemed in the best interest of the Greater New Bedford Workforce Investment Board (GNBWIB). Receipt of the proposal does not commit the Youth Council or the Fiscal Agent or the GNBWIB to award a contract, to pay any cost incurred in the preparation of a proposal, or to reimburse a contractor for any expenses incurred prior to signing the contract.

### **B. GRIEVANCE PROCESS**

If a potential contractor wishes to appeal the funding decision of the Youth Council or the Workforce Investment Board, the potential contractor may follow the Grievance Process (Attachment G) described in this Request for Proposals.

### **C. FINAL REPORT**

All selected contractors must submit a final written report summarizing the activities of the program, its successes, and recommendations for future changes to the Youth Council. The end of program report must include a list of names of all active participants at time of submission of the final invoice for services rendered. The final report will be used as a basis for determining the 20 % performance payment to vendors.

### **D. CONTRACT TERMS**

The General Contract Terms and Conditions for this contract are attached to this Request for Proposals (Attachment H).

### **E. PRESENTATIONS AND NEGOTIATIONS**

The Greater New Bedford Youth Council (GNB YC) reserves the right to request additional data in support of the proposal, and requires proposers to make a brief presentation to a group consisting of operations staff, interested Youth Council members, WIB staff and community youth. These presentations will be scheduled within three weeks of the proposal due date. All youth feedback will be quantified and provided to volunteer readers who will help to evaluate proposals. GNBYC may require that successful proposers participate in negotiations and submit any budget, technical, or other revisions of the proposal prior to executing a contract.

## **F. MANDATORY TRAINING**

All service providers will be required to attend a training program on the 10 required elements under WIA and the Framework Provider's (New Directions) responsibility. A date and time for this required meeting will be set prior to the start up of the summer component.

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## SECTION IV – STATEMENT OF WORK

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To be considered, each proposal must contain the information listed below, submitted on the corresponding section of the Proposal Specification Form. Proposals that fail to include all of the information requested may be disqualified from consideration in this round of funding.

### A. COVER SHEET

Complete the cover sheet and provide program summary information.

### B. EXECUTIVE SUMMARY

A one-page executive summary is required. Proposers must provide a summary to include a program overview that clearly explains salient elements of the program. This summary should simply focus on programmatic elements, processes, and intended outcomes and not budgetary or peripheral aspects of the proposal. This summary will be used to inform readers, both adult and youth, in the evaluation process.

### C. TYPE AND SIZE OF PROGRAM

The purpose of this RFP is to fund creative and innovative proposals to serve WIA eligible in-school youth. The target population is:

Low-income individuals between the ages of 14 and 21 who have one or more of the following deficiencies:

- deficient in basic literacy skills
- homeless, a runaway, or a foster child
- pregnant or a parent
- an offender, and/or
- an individual who requires additional assistance to complete an educational program or to secure and hold employment (one or more grade levels below their age-appropriate grade level; has a disability, including a learning disability; or faces a serious barrier to employment as defined by the Youth Council and WIB.)

Program design should reflect an age appropriate continuum of services that generally plans for the needs of youth aging through the program, with flexibility that allows for the needs of individual youth. Therefore, 14-15 year old youth should remain connected to the system through adolescence with the understanding that the relationship of the youth to the system will change as they age. This could be reflected in the intensity and method of delivery of services provided. This continuum of services must include the ten program elements required by law (see E below). As youth become older, work readiness and employment may become the primary emphasis. Older in-school youth ought to be placed in private sector summer

employment connected to career interests, with WIA and/or other funds used to perform the “intermediary” or connecting activity function. For youth who begin their WIA supported services at 14 and 15 and continue services as they age, high school graduation can mark the beginning of follow-up services. This can be followed by building post-secondary educational and training linkages for these better prepared youth, or assisting youth to take advantage of employer relationships built over the course of their schooling.

**YOUTH DEVELOPMENT APPROACH SHOULD:**

- Focus on a young person’s assets
- Communicate high expectations
- Provide opportunities for leadership
- Encourage a young person’s perspective
- Provide them with safe surroundings
- Connect them with caring adults
- Encourage a sense of personal identity

Additionally, a strong focus on work readiness should be central to the approach, with emphasis beyond core academics to such 21<sup>st</sup> Century Skills as financial, civic, health, and technological literacy, critical thinking and problem solving, and global awareness. Incorporating the five Cs of positive youth development – confidence, connection, character, competence, and a caring adult – into all programming will be viewed as essential.

**D. PROPOSER QUALIFICATIONS**

**1. Potential contractors must demonstrate/provide:**

- adequate knowledge of the goals of youth programming
- successful experience in providing these or similar programs
- a strong commitment to working with the target population
- successful outcomes of past funding for youth programming, including examples, OR two letters of reference from funding sources for which the potential contractor has operated programs previously
- if applicable, must explain how corrective action was resolved

## 2. Potential contractors responsibilities include:

- Adequately and appropriately staffing each classroom and training site to ensure the terms of the contract are being met.
- Checking records and managing participant/employee/supervisor relationships.
- Mediating disputes between participants, counselors, instructors and employers, following guidelines provided by the New Directions Youth Department.
- Ensuring the safety of participants while they are receiving services from the potential contractor and/or a subcontractor.
- Possession of liability insurance. **Documentation of liability insurance must be provided prior to signing of the contract.**

## E. SERVICES AND OBJECTIVES

As stated in Section II, WIBs are required by WIA to make each of the ten (10) program elements available to youth in their service area. All potential contractors must ensure that their program makes available or provides access to all **10 required program elements** required for youth programs under WIA. While bidders are encouraged to offer as many of these elements as is feasible in their program designs, proposals should include plans to offer as many of these elements as possible. It is important to note that these elements need not be provided by the bidders themselves, nor must they be supported directly by WIA funds. Elements may be provided through partnerships with other agencies, and they may be funded by other resources. Successful bidders will be responsible for coordinating comprehensive service with the Career Centers and documenting connections to all services in the Individual Service Strategy developed for each youth. In addition, potential contractors must document their ability to provide these services. For programs that are unable to supply all 10 program elements, partnerships are an option for compliance. Please be sure to **include a letter from referral agencies that will provide any of these services.**

All youth must be provided with case management services, the level and intensity of which will be based on individual need. The Workforce Investment Act has intentionally left the parameters of the required elements flexible in order to allow for maximum creativity at the local level. However, the GNBWIB recognizes the need to provide guidance on how these services should be delivered in the Greater New Bedford area. While every youth may not need all the program elements to meet their educational/employment goals, all ten (10) required elements listed below, must be in the service plan and made available to participants as needed. The words in italics are examples of acceptable activities that can serve as one of the required elements.

### The Ten Required WIA Elements Are:

1. Tutoring, study skills training and instruction, including dropout prevention strategies, leading to completion of secondary school for in-school youth.

*Activities such as those indicated that are specifically focused on academic success and high school completion. Confer with guidance counselor for tutoring*

*opportunities at schools – Adult Mentoring element is the key to dropout prevention. Enrollments in MCAS remediation.*

2. Summer employment opportunities that are directly linked to academic and occupational learning;

*Summer worksites may be in the public/non-profit or private sectors, but work must be guided by a Work-Based Learning Plan put in place between the vendor, youth, and employer. While youth may be assigned to worksites at the vendor themselves, these sites must offer work-focused learning opportunities.*

3. Supportive Services;

*Communicate methodology that will connect with New Directions Youth Services Department. Services may include transportation, meals, medical supplies, or other items that may affect a youth's participation.*

4. Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months;

*While mentors could provide guidance in a variety of areas, the GNBWIB is most interested in mentoring around work preparation and related issues. Mentoring could be provided by a vendor staff member or an outside individual (such as an employer). Mentoring activities must be structured and distinguished from other elements, such as counseling, support services, tutoring, etc. Also, hours must be tracked and reported separately.*

5. Alternative secondary school services, as appropriate;

*Referral process to alternative or non-traditional secondary schools; GED*

6. Paid and unpaid work experiences, including internships and job shadowing, as appropriate;

*Internship opportunities and/or private sector employment. Efforts should be made to place youth in unsubsidized private sector employment during non-summer months. However, placement into limited-term work experience is permitted if determined as appropriate by an individual's ISS. Generally, such placement should be limited to those youth who did not access summer employment opportunities.*

7. Occupational skill training, as appropriate;

*Referral process to occupational skills training based on career assessment. Training that will teach youth specific skills to do specific types of work, where the desired outcome would be employment.*

8. Leadership development as appropriate, which may include community service and peer-centered activities encouraging responsibility and other positive social behaviors during non-school hours, as appropriate;

*WIA provides examples of “positive social behaviors” focusing on such areas as positive attitudinal development, self esteem building, tolerance in working with individuals who are ethnically and economically diverse, maintaining healthy lifestyles (i.e., drug and alcohol free), maintaining positive relationships with responsible adults and peers, including assuming civic responsibility, commitment to academic learning, avoiding delinquency, postponed and responsible parenting, and positive work attitudes and skills.*

9. Follow-up services for not less than 12 months after the completion of participation, as appropriate;

*The vendor is responsible for follow up for a minimum of 12 months after exit. For each participant, follow up should be regular, and services provided during follow up should be documented and attached to the ISS.*

10. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate.

*Clinicians, guidance counselors. While it is expected that a large amount of supportive counsel will be provided for youth by vendors, this element refers to specific issues that often require the attention of specially qualified professionals. Such individuals are sometimes available at the vendor, but often are engaged through referrals as needed.*

**In addition to the 10 required program elements and the availability of dedicated and well-trained staff, proposals must demonstrate sound management practices including systems for data collection and staff development.**

**The GNB YC seeks program providers that demonstrate an understanding of the Five Cs of Positive Youth Development, incorporate 21<sup>st</sup> Century Skills into programming; encourage and develop an understanding that so-called “green jobs” are considered well-paid, career track jobs with benefits that contribute directly to preserving or enhancing the environment (e.g., jobs in alternative/renewable energy, sustainable food production, cradle to cradle manufacturing, recycling, mass transportation, water management systems); actively engage employers; incorporate English for Speakers of Other Languages as needed; and utilize the Work-Based Learning Plan as a goal-setting and assessment tool.**

Acting on behalf of the Youth Council, New Directions and the collaborating organizations at the One-Stop Career Centers will:

- Assist with youth participant outreach and recruitment efforts (When aware of referral source, Career Center will refer youth back to referring program);
- Coordinate the intake, assessment and referral activities leading to referral to programs funded through this RFP;
- Conduct eligibility determination for all WIA youth participants; final youth eligibility enrollment decisions rest with New Directions;

- Execute contracts with youth service providers;
- Issue incentive payments to eligible youth pursuant to policies developed by the Youth Council;
- Oversee monitor and evaluate the programmatic, fiscal and administrative performance of all funded youth service providers;
- Provide on-going case management;
- Develop an Individual Service Strategy (ISS)

## **F. PERIOD OF PERFORMANCE AND PROGRAM SCHEDULE**

The period of performance may extend from July 1, 2009 to June 30, 2011. Proposals must include the proposed program's total hours, the days of the week and the specific hours each day that the program will start and end. Also include dates and times for the summer work components in both years. Please note that 90% of total funding must be encumbered in the first year of the program, and the second year will be funded at 75%, based on availability of funding. The following applies:

- Programs will operate Monday through Friday, excluding holidays, from 8:30 a.m. to 2:00 p.m.,
- Programs should have a maximum weekly youth participation of twenty-five (25) hours per week,
- This schedule should include a half-hour lunch break,
- Summer program staff may be scheduled for a total of seven (7) weeks at no more than 27.5 hours per week.

**Proposer must include a description of school year services after the summer program component, with period of performance/program schedule.**

## **G. PERFORMANCE STANDARDS**

Satisfactory completion of the program requires that ninety percent (90%) of youth enrolled must attain 3 out of 4 of the following performance standards:

***Skill Attainment – Eighty percent (80%) of all active participants who are basic skills deficient must increase skill level by grade level as measured by the Test of Adult Basic Education (TABE) assessment tool.***

- *Individual exemptions to this performance measure may be made under extenuating circumstances and will be determined by the Youth Services Manager and the Youth Council Director. Examples of youth who may qualify for exemption include individuals who are unable to complete a TABE test due to a significant learning or developmental disability.*
- *Subcontracting vendors are responsible for administering the TABE test to all youth enrolled in their program.*

- *Completed TABE tests must be returned to the Youth Services Department of New Directions Southcoast, Inc. Subcontracting vendors will monitor progress toward this goal by documenting TABE scores.*

**Diploma/GED Attainment – Sixty percent (60%) of youth exiting the program must have attained their high school diploma or GED.**

- *Exclusions include youth who are attending secondary school or alternative education at exit. Subcontracting vendors are responsible for documenting initial follow-up information regarding school or program placement.*
- *Exclusions also include youth who entered the program having already obtained a diploma or GED.*

**Entered Employment/Post Secondary Education – Sixty percent (60%) of youth exiting the program must either obtain employment or enter post secondary education.**

- Exclusions include youth who are attending secondary school or alternative education a exit and are not working.

**Program Participation – Seventy-five percent (75%) of participants will exceed eighty percent (80%) attendance rates as documented by daily attendance records and have successfully completed the New Directions portfolio, including the Massachusetts Work-Based Learning Plan, resume and paid or unpaid work experience. This is a year-round requirement.**

The following are exceptions to the attendance requirement:

- Absence due to medical reasons, including hospitalization, will not count towards the attendance requirement, provided the participant provides appropriate documentation from his/her physician or school nurse. It is the responsibility of the vendor to obtain such documentation.
- Absence of wards of the state will not count towards the attendance requirement, provided such wards of the state are attending an activity sponsored by the responsible agency and appropriate documentation is acquired from such responsible agency. It is the responsibility of the vendor to obtain such documentation.
- Absences due to the death of an immediate family member (defined as spouse, son, daughter, mother, father, brother, brother-in-law, sister, sister-in-law, daughter-in-law, mother-in-law, father-in-law, aunt, uncle, niece, nephew, grandmother, grandfather, step parent, stepchild), whether such relation is defined by blood or by marriage.

- Absences due to family vacations of up to one week. It is the responsibility of the vendor to obtain appropriate documentation from the parent or guardian.
- Absences due to the requirement of a court appearance or an appointment with a probation or parole officer. It is the responsibility of the vendor to obtain such documentation.

**“Out-of-School” Youth Literacy/Numeracy Gains -- All out-of-school basic skills deficient youth enrolled on or after July 1, 2006 are included in this measure**

*Literacy/Numeracy Gains –*

Measures the percentage of basic skills deficient (<8.9) out-of-school youth who increased one or more educational functioning level.



Performance Measure	Outcome	Achievement	Documentation
<p>OLDER YOUTH (19-21 years at entry)</p> <p><b>ENTERED EMPLOYMENT RATE</b></p>	<p>Employment: Youth entered services without employment and received jobs after services.</p>	<ul style="list-style-type: none"> <li>Earned Wages</li> </ul>	<ul style="list-style-type: none"> <li>Wage Records</li> </ul>
<p><b>EMPLOYMENT RETENTION RATE</b></p>	<p>Employment Retention – Six months after Services</p>	<ul style="list-style-type: none"> <li>Employment</li> </ul>	<ul style="list-style-type: none"> <li>Wage Records</li> </ul>
<p><b>EARNINGS CHANGE</b></p>	<p>Compares earnings youth had before services and six months after services</p>	<ul style="list-style-type: none"> <li>Increased Wages</li> </ul>	<ul style="list-style-type: none"> <li>Wage Records</li> </ul>
<p><b>CREDENTIAL RATE</b></p>	<p>Acquisition of recognized credentials by six months after services by youth who were in jobs or further education.</p>	<ul style="list-style-type: none"> <li>Relevant academic/skill credentials (GED, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Copies of relevant Credential</li> </ul>
<p><b>*(all youth) Literacy/Numeracy Gains</b></p>	<p>Measures the increase in skills through a common assessment tool administered at program entry and regular intervals thereafter for youth at/below 8.9 in math or reading levels.</p>	<ul style="list-style-type: none"> <li>Increase in academic functional skill to at minimum 9.0</li> </ul>	<p>TABE Forms 9 &amp; 10</p>

## H LOCATION AND ACCESSIBILITY OF THE PROGRAM

Programs may be located anywhere within the New Bedford Workforce Investment Area that includes the city of New Bedford and the towns of Acushnet, Dartmouth, Fairhaven, Freetown, Lakeville, Marion, Mattapoisett, Rochester and Wareham.

Program facilities must be neat, clean, safe, and have a comfortable climate. Training and workshop rooms must meet state and federal safety standards. Potential contractor must be in compliance with the Americans with Disabilities Act (ADA). For more information on ADA compliance, visit [www.ada.gov](http://www.ada.gov).

## **I. COST AND BUDGET CONSIDERATIONS**

Cash and in-kind contributions that help improve the cost effectiveness of your program will be looked upon favorably during the review process.

### **1. Contract Payment Terms**

The selected contractors will be reimbursed for all contracted activities on a cost reimbursement basis. Bidders must propose to conduct program services in accordance with Paragraph F, Performance Standards.

### **2. Fiscal Stability**

The organization's most recent audit or financial statement must be included in the proposal. If the organization is newly established, documentation of a secured bank loan or another agency acting as a fiscal conduit is acceptable. All potential contractors must provide a statement in the proposal that the organization has the ability to forward fund the program.

### **3. Cost Allocation**

There are two cost categories: administration (program management) and training (direct client service costs). A budget narrative must be provided explaining the rationale for proposed expenditures. The costs in the budget must be divided among 11 line items.

#### NAC 002 - Salaries & Wages

All staff wages.

#### NAC 003 – Fringe Benefits

All costs associated with fringe benefits for staff broken down by type of benefit, i.e., Workers Compensation, Unemployment Insurance, Health/Life Insurance, Dental Insurance, etc.

#### NAC 004 – Travel & Transportation

All costs incurred by staff listed on NAC 002 and participants for travel on business of the program. Costs include mileage reimbursement, rental of vehicles, and field trip expenses. Potential contractor may wish to include the cost of transportation within the budget.

#### NAC 005 – Non-Expendable Equipment

The costs of purchasing furniture and equipment exclusively for the operation of the program. The item must cost \$500 or more and retain its utility for at least one year. The selected operator at the conclusion of the program must return all non-expendable equipment. A buy-back provision will be considered if the operator wishes to retain the equipment.

#### NAC 006 - Equipment Rental

The cost of renting or leasing furniture and equipment used exclusively for the operation of the program.

#### NAC 007 – Premises

Periodic payments for rental or leasing of space used in the operation of the program.

#### NAC 008 – Insurance and Bonding

The cost of insurance and fidelity bond premiums directly assignable to the program. Premiums paid for workers compensation insurance and payments of unemployment taxes should be charged to fringe benefits.

#### NAC 009 – Communications

The cost of telephones, staff advertising, postage, and copying costs, etc., directly attributable to the operation of the program.

#### NAC 010 – Service Fees

All fees paid to third parties for the performance of specialized services. This account must only include costs that are directly assignable to the program.

#### NAC 011 – Expendable Supplies

The cost of all office and training supplies required for the operation of the program.

#### NAC 012 – Development and Training

All staff development and training costs directly related to the program.

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## SECTION V – PROPOSAL SPECIFICATION FORM

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The RFP and Proposal Specification Form have been designed to facilitate the process of proposing programs. It also provides those who will be reviewing and evaluating proposals with uniform, clear, and comprehensive data. Each item in the Proposal Specification Form has a corresponding section in the Statement of Work, Section IV, which will help the potential contractor to complete the form. This form may be downloaded from ([www.gnbwib.org](http://www.gnbwib.org)). Budget forms will be sent by E-Mail upon request.

Please supply all information in the format and location requested. While completeness and accuracy are essential, conciseness is appreciated. If an item does not apply to your program, indicate “N/A”.

**PLEASE NOTE: Failure to follow directions will make the evaluation process difficult for the members of the Youth Council and may result in disqualification of the proposal.**

**Greater New Bedford Youth Council**

**IN-SCHOOL YOUTH PROGRAMS  
FY 2010-2011 PROPOSAL SPECIFICATION FORM**

**A. ALL PROPOSERS MUST COMPLETE ALL ITEMS ON THIS COVER SHEET.**

Company/Organization \_\_\_\_\_  
Contact Person \_\_\_\_\_ Tax Id. Number \_\_\_\_\_  
Street \_\_\_\_\_ Suite/Room/Floor \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_  
Phone \_\_\_\_\_ Fax \_\_\_\_\_ E-Mail \_\_\_\_\_

Indicate the Organizational Structure of the Above Named Proposer: (CHECK BELOW)  
\_\_\_\_\_ Corporation \_\_\_\_\_ Individual Employer \_\_\_\_\_ Educational Institution  
\_\_\_\_\_ Partnership \_\_\_\_\_ Non-profit Organization \_\_\_\_\_ Other: Please describe

Type(s) of Funding Sought: (please check where appropriate)  
Year-round Program \_\_\_\_\_ Pilot Demonstration Program \_\_\_\_\_

**PROGRAM SUMMARY Year 1**

Program Name \_\_\_\_\_  
Geographic Area To Be Served (Please Check)  
New Bedford \_\_\_\_\_  
Other (specify) \_\_\_\_\_

**BUDGET SUMMARY**

		% of Total
Training	\$ _____	_____
Administration	\$ _____	_____
Total	\$ _____	
Cost per Participant	\$ _____	

**PROGRAM SUMMARY Year 2**

Program Name \_\_\_\_\_  
Geographic Area To Be Served (Please Check)  
New Bedford \_\_\_\_\_  
Other (specify) \_\_\_\_\_

**BUDGET SUMMARY**

		% of Total
Training	\$ _____	_____
Administration	\$ _____	_____
Total	\$ _____	
Cost per Participant	\$ _____	

\*\*\*\*\*

**CERTIFICATION**

I certify that the information provided in this proposal is accurate and constitutes a firm offer to conduct program activities. I also certify that this proposal constitutes a binding offer on the part of the potential contractor and that I am authorized to sign contracts on behalf of this Agency/Employer/ Potential contractor. I also understand that acceptance of this proposal on the part of the Youth Council does not constitute a promise to fund the proposed activity, and that the final terms of any contract will be subject to negotiations. I also agree that the submittal of the proposal commits my organization to comply with all contractual terms, conditions and required certifications (including Americans With Disabilities Act compliance) should a contract be negotiated and executed.

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**Signature**

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**Name (Type or Print)**

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**Title/Position**

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**Date**

## **B. SERVICES & OBJECTIVES (10 points)**

Required elements:

1. How will your program provide tutoring, and study skills leading to the high school diploma? Include your process for referring youth dropouts back into regular high school or to a locally funded alternative school where appropriate.
2. How will your program provide summer employment opportunities that are directly linked to academic and occupational learning? Provide specific examples of how this will be accomplished, i.e., describe contextual learning experiences, what SCANS skills and competencies will be developed at the work site; whether or not youth will earn school credits during the summer, and how documentation of such learning will occur through the use of the Massachusetts Work-Based Learning Plan that is tied into the youth's ISS plan.
3. How will your program provide referrals to supportive services, such as assistance with childcare, transportation, housing, and other supports? Please include the process for linking to community services, referral to medical services and assistance with uniforms, work attire and work-related tool cost.
4. How will your program provide adult mentoring services for a total of not less than 12 months?
5. How will your program provide alternative secondary school services? Or, what will be the referral process to appropriate agencies?
6. How will your program provide paid or unpaid work experiences, including internships, job shadowing or other work-readiness activities, directly linked to academic and occupational learning, during non-summer months? (Such activities can only be paid if payment is made by the employer or other non-WIA resources).
7. How will your program provide referral to occupational skill training activities for interested 18-21 year olds?

8. How will your program provide leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social behavior during non-school hours? Give specific examples that may include exposure to post-secondary educational opportunities; organizational and teamwork training; training in decision-making and setting priorities; citizenship training, including life skills such as parenting, work behavior training, and budgeting of resources; positive attitudinal development, self-esteem building, cultural diversity training and work simulation experiences.
9. How will your program provide follow-up services for not less than 12 months after exit of participation? (Services may include all 10 elements). How will you identify and then refer youth participants to follow-up service providers?
10. How will your program provide comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral?

**C. TYPE AND SIZE OF PROGRAM (90 points)**

**NOTE:** In addition to completing the questions below, you may attach a program narrative (5 pages maximum) that outlines the following: Describe any other services to be provided, including any innovative or creative aspects of your program. Describe curriculum guidelines and discuss products that will result from the program. Describe entrance level requirements including, but not limited to, age, reading level, special needs determination, and interest requirements. Describe participant record keeping procedures, including the individual responsible for client records.

**WIA ELEMENTS MOVED TO SECTION B**

Type of Proposed Program:

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Describe the program philosophy, values and principles on which the program is based.  
(Maximum 2 pages)

Describe the target population to be served including age and appropriateness, gender, special needs designation, if any, number of participants, and geographical residence of participants.  
(Maximum 2 pages)

How does your program use the Youth Development Approach? Please provide examples.  
(Maximum 2 pages)

Total Number of Participants to be served: \_\_\_\_\_

**D. PROPOSER QUALIFICATIONS**

Please list the names and addresses of any partners and/or subcontractors that will be providing services under this proposal:

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(C1.) Have you had previous funding from the Greater New Bedford Workforce Investment Board? Y/N \_\_\_\_\_

If yes, list programs and dates of funding:

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Please supply the performance outcomes in each of the categories below, if applicable:

Minimum **Expected (Yr. 1)** **Year 2 Min.** **Exp.**

1.	Enrollments	_____	_____	_____	_____
2.	Completions	_____	_____	_____	_____
3.	Interim Outcomes	_____	_____	_____	_____
4.	GED Acquisition	_____	_____	_____	_____
5.	Achieved Basic Skills Upgrading	_____	_____	_____	_____
6.	Youth Positive Terminations	_____	_____	_____	_____
7.	Placements				
	a. Internships				
	b. Apprenticeships				
	c. Employment	_____	_____	_____	_____
8.	Training Related Placements	_____	_____	_____	_____
9.	Average Placement Wage	_____	_____	_____	_____
10.	Work Readiness	_____	_____	_____	_____

**If you are providing letters of reference, please attach to the Proposals Specification Form.**

Have you ever received a corrective action recommendation? If yes, please give an explanation of how Corrective Action was resolved.

**(C2.)** All Contractors please describe your proposed staffing pattern. (Attach resumes, job descriptions, and appropriate staff credentials.)

Please list your Program Staff:

Administrator \_\_\_\_\_ Phone \_\_\_\_\_

Administrator \_\_\_\_\_ Phone \_\_\_\_\_

Finance/Billing \_\_\_\_\_ Phone \_\_\_\_\_

Finance/Billing \_\_\_\_\_ Phone \_\_\_\_\_

Instructor \_\_\_\_\_ Phone \_\_\_\_\_

Instructor \_\_\_\_\_ Phone \_\_\_\_\_

Counselor \_\_\_\_\_ Phone \_\_\_\_\_

Counselor \_\_\_\_\_ Phone \_\_\_\_\_

**E. PERIOD OF PERFORMANCE & PROGRAM SCHEDULE**

**SUMMER PROGRAM – Year 1:**

Summer Program Start Date \_\_\_\_\_ Last Date to Enroll \_\_\_\_\_

Summer Program End Date \_\_\_\_\_

Proposed number of hours per week: \_\_\_\_\_ or per month: \_\_\_\_\_

Time of day program will start: \_\_\_\_\_ End: \_\_\_\_\_

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**SCHOOL YEAR PROGRAM – Year 1:**

School Year Program Start Date \_\_\_\_\_ Last Date to Enroll \_\_\_\_\_

School Year End Date \_\_\_\_\_

Proposed number of hours per week: \_\_\_\_\_ or per month: \_\_\_\_\_

School Year Activities: Please provide narrative and agenda

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**SUMMER PROGRAM – Year 2:**

Summer Program Start Date \_\_\_\_\_ Last Date to Enroll \_\_\_\_\_

Summer Program End Date \_\_\_\_\_

Proposed number of hours per week: \_\_\_\_\_ or per month: \_\_\_\_\_

Time of day program will start: \_\_\_\_\_ End: \_\_\_\_\_

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**SCHOOL YEAR PROGRAM – Year 2:**

School Year Program Start Date \_\_\_\_\_ Last Date to Enroll \_\_\_\_\_

School Year End Date \_\_\_\_\_

Proposed number of hours per week: \_\_\_\_\_ or per month: \_\_\_\_\_

School Year Activities: Please provide narrative and agenda

**F. PERFORMANCE STANDARDS**

Specify the mechanism the bidder will use to ensure delivery of quality services, including program monitoring and evaluation by the potential contractor's staff. Please be very specific with regard to individual student assessment and benchmarking.

List your proposed standards in the areas (if applicable) below:

	<b>Number</b>	<b>Percentages</b>
<b>Older Youth -- Year 1</b>		
Entered Employment Rate	_____	_____
Employment Retention Rate	_____	_____
Earnings Gain Rate	_____	_____
Credential	_____	_____
<b>Younger Youth</b>		
Skill Attainment Rate	_____	_____
Diploma Attainment Rate	_____	_____
Placement and Retention Rate	_____	_____
Work Ready	_____	_____

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	<b>Number</b>	<b>Percentages</b>
<b>Older Youth -- Year 2</b>		
Entered Employment Rate	_____	_____
Employment Retention Rate	_____	_____
Earnings Gain Rate	_____	_____
Credential	_____	_____
<b>Younger Youth</b>		
Skill Attainment Rate	_____	_____
Diploma Attainment Rate	_____	_____
Placement and Retention Rate	_____	_____
Work Ready	_____	_____

## **G. LOCATION & ACCESSIBILITY OF THE PROGRAM**

Please briefly describe the facilities and the list of addresses of the program site(s) and accessibility to public transportation.

If public transportation is not available, what provisions will be made for participants?

Are the program sites accessible according to Americans with Disabilities Act (ADA) standards?  
Y/N \_\_\_\_\_

If no, describe plan to make them ADA compliant.

## **H. COST AND BUDGET CONSIDERATIONS**

Complete the budget sheets contained in the RFP and assign costs to the proper category, filling in each column totaling the costs and entering them on the bottom line. Transfer all totals to the budget summary sheet. **All budget sheets must be attached for the proposal to be considered complete.** If the potential contractor does not have costs attributable to a particular budget sheet, the budget sheet must be included with “N/A” indicated on the page.

**ALL BUDGET SHEETS MUST BE TYPED OR COMPUTER GENERATED  
USING DOWNLOADED/E-MAILED FORMS FROM WEBSITE –  
WWW.GNBWIB.ORG**

**All potential contractors must provide a statement in the proposal that the organization has the ability to forward fund all costs associated with the proposed program. Attach a copy of the potential contractor’s most recent financial audit or financial statement.**

Provide justification for budget line items in the space provided under each heading below. Describe cash and in-kind contributions, if any, and how they may be used to leverage WIA dollars.

Explain/Justify Equipment Expenses:

Explain/Justify Premises Expenses:

Explain/Justify Supply Expenses:

Explain/Justify Communication Expenses:

Explain/Justify Insurance/Bonding Expenses:

Explain/Justify Staff Development Expenses:

Explain/Justify Expenses Listed in the “Other” Category:

Please explain any cash and in-kind contribution from other sources that will be used to offset expenses; if non-profit, identify or attach other sources of income. Because the second year of the proposed program requires a 25% match from the provider, please explain how that match will be obtained and applied.

**(this needs more detail) Include explanation of how 25% of costs will be absorbed in the second year.**

## **I. PROPOSAL CHECKLIST**

Please be sure to include all of the following with your proposal:

- \_\_\_1. Proposal Specification Form with all questions answered and executive summary.
- \_\_\_2. Completed budget form.
- \_\_\_3. Most recent independent financial audit.
- \_\_\_4. Resumes, credentials of all program staff and job descriptions for proposed staff.
- \_\_\_5. Signed Corporate Certification, or Public Agency, or Sole Proprietorship/Partnership. (See attachments)
- \_\_\_6. Signed Certification on Debarment, Drug Free Workplace Compliance, and Anti-lobbying Disclosure. (See attachments)
- \_\_\_7. Optional program outline/curriculum (5 pages maximum).

**STATEMENT**

I have included the items listed above.

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Signature

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Date