



Jefferson County Workforce Investment Board

Request for Proposals
Workforce Investment Act (WIA)
Out-of-School Youth Program: Occupational Skills
Training

Proposal Due Date:
March 20, 2013 at 4:00 p.m.

Deliver or mail proposals to:

Keith Strother

Program Manager

Re: Youth Services RFP

Jefferson County Center for Workforce Development

3420 3rd Avenue South

Birmingham, Alabama 35222

RFP Issued:
February 26, 2013

The Jefferson County Workforce Investment Board is an Equal Opportunity Employer and provider of employment and training programs.

Notice of Request for Proposals (RFP)

Due Date: March 20, 2013 4:00 p.m.

Submittal Location: Keith Strother
Programs Manager
Re: WIA Youth Services RFP
Jefferson County Center for Workforce Development
3420 3rd Avenue South
Birmingham, Alabama 35222

Bidding process: Competitive

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

Contract Type: Performance-based and Cost reimbursement

Contract Term: July 1, 2013 - June 30, 2014 with option to renew for an
additional one-year period.

Program Contact: Mrs. TaMorya Johnson-Jones
johnsonjt@jccal.org
205-324-0061

RFP Contact: Mrs. TaMorya Johnson-Jones
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205-324-0061

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Background and General Information

The Workforce Investment Act of 1998 (WIA)

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

The purpose of Youth Programs under WIA is to provide 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 as:

- Training to eligible youth
- Continued supportive services for eligible youth
- Incentives for recognition and achievement to eligible youth
- Opportunities for eligible youth in activities related to leadership development.
(Workforce Investment Act, Section 129, (a), (b), and (c).)

RFP Purpose, Funding Period, and Funds Availability

The purpose of this Request for Proposal (RFP) is to solicit competitive proposals for the delivery of youth programs serving Out-of-School Youth Occupational Skills Training Program under the Workforce Investment Act Title I-B. Contracts resulting from this RFP are anticipated to commence July 1, 2013 and end June 30, 2014. Based on future funding availability and contractor's performance, the Jefferson County Workforce Investment Board (JCWIB) reserves the option to renew the contract for one year, with re-negotiation to be initiated by JCWIB before the expiration of the first year's contract. In order for JCWIB to exercise a second-year option, the contractor must meet the performance requirements as outlined in the contract. However, JCWIB is not bound to exercise a second-year contract solely on stated performance outcomes.

Each bidder must be familiar with state and federal requirements of the Workforce Investment Act. Specific information can be found in the Workforce Investment Act, Section 129(c) and 20 CFR Part 664. Additional informational resources are:

Jefferson County Center for Workforce Development <http://jeffconline.jccal.org/comdev/>
US Department of Labor, Employment and Training <http://www.doleta.gov/>
Federal Laws and Regulations <http://www.doleta.gov/usworkforce/wia/act.cfm>

Eligible Bidders

Bidding organizations may be public or private, for profit or not-for-profit, local educational institutions, government agencies serving Jefferson County, community-based organizations or faith-based organizations properly organized in accordance with State and Federal law and in existence for five (5) years. Agencies should have facilities and staff in the area(s) they are proposing to serve. The program facility must be appropriate in size and designed to accommodate program staff, participants and services. The bidder must ensure that the building and space in which staff and WIA participants are

housed meet local fire, health and safety standards and comply with the Americans with Disabilities Act (ADA) standards. Both WIA and the JCWIB encourage partnering and collaboration to deliver the most effective services to have the greatest possible community impact. In addition, providers must be capable of linking participants with a local Alabama One-Stop Career Center for life-long job seeking services.

No organization may compete for funds if: (1) the organization has been debarred or suspended or otherwise determined to be ineligible to receive federal funds by an action of any governmental agency; (2) the organization's previous contract with JCWIB was terminated for cause; (3) the organization has not complied with an official order to repay disallowed costs incurred during its performance of programs or services; or (4) the bidder's name appears on the convicted vendor list.

All prospective bidders interested in submitting proposals for Youth Services **MUST** attend the bidder's conference to be held:

Friday, March 6, 2012
10:00 am – 12:00 pm
Jefferson County Center for Workforce Development
3420 3rd Avenue South
Conference Room (2nd floor)

*****DOORS WILL BE CLOSED AND NO OTHERS WILL BE ADMITTED AFTER 10:00 AM*****

Questions to be addressed at the Bidder's conference must be submitted by 4 pm, February 28, via email, to TaMorya Johnson-Jones, Program Coordinator, johnsonjt@jccal.org. Proposals from parties who did not attend the Bidder's Conference will not be considered.

Questions addressed at the bidder's conference will be posted on the department's website at <http://jeffconline.jccal.org/comdev/> upon completion.

Procurement Timeline

February 21	Release RFP
March 1 – March 8	Posting of questions and answers on website
March 7	Last day to submit questions
March 6	Bidders conference (Doors close promptly at 10 am)
March 20 by 4 pm	Proposals due
April 3 at 10 am	Oral Presentations
April 3-8	Review and evaluate proposals
April 9	Mail Award/Denial Letters
April 18 by 4 pm	Appeals Due
April 23-25	Review of Appeals
April 29	Contract awards announced
April 30 – May 3	Begin site visits and contract negotiations
July 1	Contract period begins

Note: Timeline may be adjusted depending on the number of proposals received.

About the Jefferson County Workforce Investment Board

The mission of the JCWIB is to champion a workforce and learning system that allows our county to deliver strong and sustainable economic growth, with lifelong employment and training opportunities. The JCWIB client base includes youth, adults, dislocated workers and employers.

JCWIB is a governmental organization that supports and funds employment and training services, and connects job seekers with employers. Through strategic partnerships with educational institutions, business, labor, and community organizations, the JCWIB supports innovative employment-related programs that are nationally recognized. These programs create employment opportunities that lead to independence and self-sufficiency, while nurturing a vibrant, well-trained workforce.

JCWIB is particularly committed to local youth and helping them to engage in their own development and progress toward long-term self-sufficiency.

About Jefferson County

Jefferson County (Jefferson County Workforce Investment Area) has an estimated population of 658,931. About 23.5 percent of the population is under the age of 18 with a median age of 36. The pregnancy rate is 29.6 percent per 1,000 females ages 10 - 19. Reports show more than a third of college-bound students who graduated from Alabama high schools in 2011 required remedial courses in college.

The Public Affairs Research Council of Alabama found that 53 percent of high school graduates enrolled in a two-year or four-year college or university. PARCA reported that 35 percent of those statewide who enrolled were unprepared, having to take one or more remedial courses. The study showed that 12 percent of the enrollees had to take both remedial math and remedial English. Jefferson County was within one point of the state average.

Median household income is \$45,750. About 16.2 percent of families live in poverty, compared to a state average of 17.6 percent. Unemployment is at or about 6.2 percent. The largest employers in the county include University of Alabama at Birmingham, Baptist Medical Centers, Bellsouth, Blue Cross

Blue Shield of Alabama and Jefferson County Board of Education. The local economic development board has placed a priority on diversifying and strengthening the county's economy by retaining, expanding, and attracting high-wage industries. However, potential industries are concerned about local workforce skills.

Youth struggle to find financial resources to attend college or postsecondary schools and when enrolled, struggle with the challenge of being first-generation college students. Reliable transportation is also a challenge for youth since public transportation is limited in Jefferson County.

As a result of an analysis of local area resources and challenges, JCWIB has placed a priority on funding programs that deliver the following short-term results for WIA eligible youth:

- 1) Increase basic skills levels for youth deficient in these areas.
- 2) Increase GED attainment.
- 3) Increase the employability of young people through the attainment of industry standard skill certificates, postsecondary education degrees, internships, and apprenticeships in high demand occupations.

Strong proposals will produce these kinds of program results and contribute to the JCWIB long-term goal of increasing the standard of living of its residents and providing a viable workforce.

Scope of Services

Service Delivery and Program Management Requirements

Bidders must, upon request, furnish satisfactory evidence of their ability to successfully provide their proposed services in accordance with the terms and conditions of this RFP. Bidders are responsible for financial management; management information system (MIS) documentation, performance attainments, tracking, training, job readiness and other services deemed necessary and case files for all in-house services.

Quarterly Status Reports to JCCWD

In order to help the JCCWD and its provider partners track system performance on an ongoing basis, Jefferson County WIA Youth Services bidders will provide quarterly status reports that detail youth outcomes and program outputs. Quarterly report formats may be provided by e-mail.

Staff Qualifications

All staff working with youth should have the necessary background checks to work with youth under age 18. Bidding organizations' staff members should consist of: experienced/credentialed psychologist/counselors, certified mental health professionals, experienced/certified social workers and experienced/credentialed instructors with a minimum of 5 years working with high risk youth.

Target Population and Eligibility

WIA youth programs are intended to provide a rich array of age-appropriate services that target economically disadvantaged youth, ages 17-21, who are high school dropouts or face barriers to finding stable employment.

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

1. A citizen of the United States; and
2. A resident of Jefferson County (minimum of 6 months)
3. Age 17 through 21; and
4. In compliance with the Selective Service Act (only relevant for males 18-21); and
5. Identified as low-income with one or more of the following barriers:
 - deficient in basic literacy skills (8.9 grade level or below in reading or math)
 - a school dropout
 - homeless, a runaway or a foster child
 - pregnant or a parent
 - an offender
 - needs additional assistance as defined by JCWIB.

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

Current Lower Living Standard Income Level (LLSIL), by Family Size

Family Size	Maximum Income Level
1	12,454
2	20,406
3	28,008
4	34,578
5	40,811
6	47,730
7	54,649

Note: The LLSIL is subject to change based off the minimum level of established self-sufficiency criteria at the State or local level.

Contractors are responsible for the initial determination of WIA eligibility of all youth participants recruited to its program in addition to the collection and verification of all necessary eligibility source documents. JCCWD will conduct the final eligibility determination for youth participants that include the approval of the completed intake/eligibility application, verification of the information provided, TABE assessment, case management and determination that the applicant meets the criteria required by 20 CFR Sections 664.200, 664.220 and 664.250. Under WIA, all youth must meet eligibility criteria and be determined eligible for the program prior to enrollment and receipt of WIA funded services.

Program Parameters

The Workforce Investment Act requires eligible youth to receive 6 core services and have access to 10 program elements.

Organizations with expertise in a particular core service or youth program element are also welcome to respond to this RFP, but coordination plans will be required amongst winning bidders so that youth receive continuous core services. These organizations must make it very clear which core services they propose to provide.

Core Services

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

1. **Outreach, Recruitment, and Orientation.** Outreach and recruitment includes, but is not limited to, identifying potentially eligible youth, working with parents and guardians to secure necessary documentation, and communicating with schools and community organizations regarding recruitment efforts. As part of orientation, all youth must receive information on all services available through the bidder. This includes information about all program policies governing such areas as drug and alcohol abuse, attendance, and behavior. Youth must be made aware of the youth development principles practiced by the bidder and informed that services and projected outcomes will be tailored to the individual youth's needs.

2. **Eligibility Determination and Registration.** Registration includes completion of the WIA youth eligibility form, verification of the information provided, and determination that the applicant meets the WIA eligibility criteria. JCCWD will provide technical assistance on the eligibility determination process.

3. **Objective Assessment.** Each participant shall be provided with an objective assessment of their academic skills, employment skills, and supportive service needs. This includes a review of educational skill levels, occupational skills, prior work experience, employability, interests and aptitudes. The goal is to accurately evaluate each youth in order to develop an appropriate service strategy to meet their individual needs. For basic skills testing the TABE test must be used.

4. **Individual Service Strategy (ISS).** The ISS is an age-appropriate, individualized, written plan of long- and short-term goals that includes employment, involvement in WIA youth program elements, and personal support services. A detailed ISS **must be** developed collaboratively with each participant, so the method for achieving their goal is clear. The ISS will clearly connect the services to be provided to each youth with the outcomes to be achieved between WIA enrollment and exit. The plan will be considered a living document and used to track services and outcomes to be delivered or achieved. This plan must be reviewed and updated with the participant, both regularly and as changes occur.

5. **Case Management.** Case managers and youth work together in a documented, goal-oriented, participant-centered process that extends from recruitment through follow-up. The case manager motivates participants and coordinates services and information to prepare them for postsecondary educational opportunities, academic and occupational learning, or employment/training opportunities, as appropriate.

6. **Referral.** Eligible youth who do not enroll in WIA programs must be provided information regarding the full array of applicable and appropriate services available through other local programs that have the capacity to serve them with appropriate training and educational services. In addition, eligible youths should be given referrals for further assessment if determined appropriate. Programs are strongly encouraged to partner and share information with other youth-serving agencies, organizations, and training providers in order to meet the individual needs of all youth.

Employment and Postsecondary Education for Youth

Many disadvantaged out-of-school youth who are seventeen or older require specialized, assistance to transition successfully into postsecondary education and /or employment. In addition to providing access to the 10 program elements, bidders must demonstrate that transition strategies proposed for out-of-school youth are developmentally appropriate and designed to help launch youth adults on a path toward economic self-sufficiency.

A. Employment

Employment services should be grounded in a comprehensive assessment of each older youth's employment experience, including job history, interest, skills and abilities. Assessment results should be used to create an employment plan that generates quality job matching, wage progression, and career ladder opportunities. Specialized program design should assist young adults in obtaining viable work experience, on-the-job "survival skills," and other post-placement services aimed at increasing job retention and satisfaction.

a. Employer Connections

Many youth programs have built connections to a wide range of local employers. Youth are placed in summer jobs or internships with area businesses and community-based organizations, while other employers participate as job-shadow hosts and mentors for young people.

Bidders are encouraged to include innovative and sustainable employer partnerships in their WIA Youth Program. These connections must lead to youth placements in employment and postsecondary education as well as meaningful exposure to the world of work with measureable skill gains.

B. Postsecondary Education

Bidders should outline strategies that help older youth to assess, pursue, and be retained in academic or career/technical degree programs, apprenticeships, industry recognized certification programs, or advanced career/technical training. These opportunities should ensure marketable credentials or certification that will lead to employment placement or career progression upon completion. Priority should be given to training in growth industries. Program design should maximize older youths' participation and retention by addressing schedules for those who work full-time or part-time, have families to support, have transportation barriers, or are in need of enhanced student support services.

Ten Program Elements

WIA requires ten program elements to be accessible to all enrolled youth as needed. Which of these ten services will be accessed by a WIA youth participant will depend upon the needs and outcome goals documented in the youth's ISS. Bidders must have clear processes in place for determining how youth are referred to these services, how services and related youth progress are tracked, and how leveraged resources are identified and managed. The 10 program elements improve youths' educational achievement, prepare youth for entry and success in employment, and support youth development.

IMPROVING EDUCATIONAL ACHIEVEMENT

1. **Tutoring, study skills training, and instruction** leading to secondary school completion, including dropout prevention strategies.* *(Include in your Problem Statement (A), page 15)*
2. Alternative secondary school offerings, as appropriate.* *(Include in your Problem Statement (A), page 15)*
3. **Summer employment opportunities** for in-school youth must be directly linked to academic and occupational learning. *Note: This does not apply to this RFP.*

PREPARING FOR ENTRY AND SUCCESS IN EMPLOYMENT

4. **Paid and unpaid work experiences**, including internships and job shadowing. Paid work experiences may be in the private, for-profit sector, the non-profit sector or the public sector. Paid internships are placement in the private, for profit or the non-profit sector. Work experiences are designed to enable youth to gain exposure to the working world and its requirements; assisting the youth in acquiring the personal attributes, knowledge, skills and abilities needed to obtain a job and advance in employment. The purpose is to provide the youth participant with the opportunities for career exploration and skill development and is not to benefit the employer, although the employer may, in fact, benefit from the activities performed by the youth. It may also include summer employment opportunities. Youth participating in paid work experience shall be paid wages which shall not be less than the highest of the following: (a) the minimum wage under Section 6(a) (1) of the Fair Labor Standard Act of 1938; (b) minimum wage under the applicable State or local minimum wage law.* *(Include in your Problem Statement (A), page 15)*
5. **Occupational skills training** is the development of primary occupational skills to perform tasks and technical functions required by specific occupational fields. Instruction in job-specific and basic skills in a specific job or industry should be related to local labor market demand. Bidders must make every effort to utilize other funding sources to pay for occupational skills training (e.g., Pell grants and other aid available through community and technical colleges and VWIA adult resources for older youth).* *(Include in your Problem Statement (A), page 15)*

SUPPORTING YOUTH DEVELOPMENT

6. **Leadership development opportunities** that encourage responsibility and other positive social behaviors. Activities may include exposure to postsecondary opportunities; community service and service learning projects; peer-centered activities, including peer mentoring and tutoring; organizational and team leadership training; training in decision making, including determining priorities; and citizenship training, including life skills training.
7. **Supportive services** that may include linkages to community services and/or assistance with transportation, child care, housing, referrals to medical services, and the provision of appropriate work attire and work-related tools.
8. **Comprehensive guidance and counseling**, including drug and alcohol abuse counseling, as well as referrals to counseling, as appropriate to the needs of the individual youth.
9. **Adult mentoring** for a duration of twelve (12) months may occur during both program participation and follow-up. JCWIB recognizes a gap in the availability of mentoring services for youth. However,

bidders are encouraged to provide this element or describe how this element will be delivered through a partnership.

10. **Follow-up services** for at least 12 months after each youth exits the program to ensure continuity of services and progress towards the performance outcomes. **For those contracts that are renewed for an additional 12 months, the provider is responsible for follow-up services; otherwise, follow-up will be performed by JCCWD staff.** The types of services provided must be based on the needs of the individual. Follow-up services may include: leadership development; supportive services; regular contact with the youth's employer, including addressing work-related problems that arise; assistance with job development, career development, and further education; work-related peer support groups; adult mentoring; and tracking the progress of youth in employment after training.

WIA Performance Measures

Under the WIA, local workforce areas are held accountable for the performance of the workforce system. For youth, these performance measures are divided into older and younger youth categories.

The table below provides additional detail on each of these measures.

Youth (ages 17-21)

- Entry into unsubsidized employment;
- Retention in unsubsidized employment six months after entry into employment;
- Earnings received in unsubsidized employment six months after entry into employment; and
- Attainment of basic skills and, as appropriate, work readiness;
- Placement and retention in postsecondary education, advanced training, military service, employment, or qualified apprenticeships.
- Attainment of a recognized credential relating to achievement of educational skills, which may include attainment of a secondary school diploma or its recognized equivalent, or occupational skills, by participants who enter unsubsidized employment or who enter postsecondary education, advanced training or unsubsidized employment

Common Measures & Goals (17-21)

The Workforce Investment Act measures the success of the WIA Youth Program services based on a specific set of required performance measures. These performance measures include three Department of Labor (DOL) defined measures for youth served in the program:

- Placement in Unsubsidized Employment or Education 60% of all youth
- Attainment of Degree or Certificate 55% of all youth
- Literacy and Numeracy Gains 63% of all youth

All contractors are expected to meet or exceed the above stated performance measures.

Note: These performance measures are negotiated on an annual basis and are therefore subject to change based on the negotiations with the Alabama Department of Workforce Development (AWD). For more specific information on these measures, interested organizations are encouraged to review Training and Employment Guidance Letter No. 17-05 as issued by the US Department of Labor on

February 17, 2006. This Guidance Letter provides significant detail on how these performance measures are calculated.

JCCWD will require documented attainment of placement into unsubsidized employment or enrollment into postsecondary education/advance training/occupational skills training. These goals will be monitored and evaluated on a quarterly basis. Performance data will be extracted from contractor submission of monthly reports.

The contractor **must** submit via email the following participant/program reports (formats will be provided by JCCWD):

- Monthly Progress and Attendance Report
- Monthly Narrative Report with a description of specific program activities provided during the month and significant accomplishments; description of goals and activities planned for the next month; and updates regarding linked organization (subcontracted and non-financial partners), including any action to resolve issues with a linked organization. The Contractor will also note in this report any programmatic, administrative, or fiscal/challenges as well as any requests for technical assistance.
- Quarterly Status Report

Program Design: General Education Development (GED) and Out-of-School Youth

General Education Development (GED)

Test designed to measure the major and lasting outcomes students normally acquire by completing a typical high school program of study who did not graduate from high school.

GED Program Goal. The overall goal is to provide youth with the skills necessary to build successful careers. Most youth will have the ability to attain their GED within three to nine months of program participation. The contractor will provide the basic skills instruction, GED instruction, tutoring, study skills training and alternative learning methods, such as project-based and computer-assisted learning.

GED Program Outcomes. The youths' educational levels **must** be increased. Specifically, they will earn a GED. Youth will be placed in further education/occupational training and/or employment. Moreover, the youth will have a start on making their vision of their future employment a reality.

GED Program Design Issues. The design of the GED program should address each of the following issues:

In order to create greater year-round success the program must be designed to provide participants with the skills and knowledge in reading, writing, communication skills, social studies and math in preparation for the GED test.

- Effective youth development requires that youth receive comprehensive support at all phases of their transition from adolescence to adulthood. How long WIA youth program interventions should be sustained must be determined on a case-by-case basis, depending on a youth's needs and their access to other support.

In general, however, the JCCWD GED program provider should remain involved with youth from the time of enrollment until they complete their GED and begin postsecondary education or

employment. This involvement can span both the active enrollment and follow-up phases of WIA, but must ensure that youth have access, at minimum, to case management, even during the follow-up stage.

- Educational opportunities will be intertwined with employment services that address work readiness and career exploration and provide employment opportunities through activities such as job shadowing, internships, and work experience. Educational activities will be flexible to enable youth to participate while working.
- The message that further occupational skills training or college is an achievable goal will be woven throughout the program and emphasized by program offerings such as further training/college applications and financial aid workshops, local training program and speakers.
- Research shows that the long-term earnings of GED holders are higher than earnings for dropouts without additional education credentials but lower than earnings of high-school graduates. **While GED attainment should remain a top priority for most OSY programs, service strategies must reach beyond the GED to support youth entry into postsecondary education or into employment that will lead to self-sufficiency.** Strong proposals must demonstrate program outcomes that demonstrate progress toward these goals.

Occupation Skills Training (OST)

Is defined as an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels.

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

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

- Service strategies for older out-of-school youth (ages 19-21), with a recognized high school diploma or GED must connect youth to advance training and postsecondary education and must include strategies that help interested participants not only enroll in such training but also complete training and attain a credential. Any participant who is deficient in basic skills must be offered services to improve essential reading, writing, math, analytical, computer, and communication skills.

Occupational Skills Program Design Issues. Design of the programs must address these six issues:

- Strong community partnerships are instrumental to the success and sustainability of second chance programs for out-of-school youth. Proposals should demonstrate comprehensive collaboration — including shared financing— among local school districts, community colleges, and community-based organizations.
- The program will have a specific occupational emphasis; youth will learn about occupations in the program's key industry (industries) cluster (clusters) through classroom instruction and introductory hands-on experience gained either during program hours or after hours.

- Employment activities may include paid and unpaid work experiences, including internships and job shadowing; work readiness and employment training; and career development activities.
- To the extent possible, participants' work experiences will help youth understand the connection between further training/education and long-term advancement. **Youth need to develop a realistic vision for their future employment.**
- The contractor will provide readiness training. The skills taught will include, but are not limited to, self-awareness, personal health, improvement of self-image, knowledge of personal strengths and values, world-of-work awareness, labor market knowledge, job search techniques and positive work habits, attitudes, and behavior.
- Some older youth may not advance to postsecondary education or advanced training. It is especially critical to provide these youth with comprehensive employment services during their enrollment in a WIA program that include a strong connection to the workplace. Bidders **must** describe their approach to facilitating short-term job placement, job retention, and long-term wage progression, including youth access to local workforce system resources.

Proposal Guidelines and Submission Instructions

Proposals **must be received** by Jefferson County Center for Workforce Development **no later than 4:00 P.M., March 26, 2012.**

Submittal Requirements

Proposals must be submitted to:
 Keith Strother
 Program Manager
 Re: Youth Services RFP
 Jefferson County Center for Workforce Development
 3420 3rd Avenue South
 Birmingham, Alabama 35222

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

Five (5) unbound copies of the proposal and (1) one original bound copy is required. The original copy must be clearly marked "Master Copy". If the original is not clearly marked "Master Copy", the proposal may be rejected.

The package containing the original and copies must be sealed and marked with the bidder's name and "Confidential-JCCWD OSY GED or OSY Occupation Skills Training PY 2013".

Bidders must use the forms provided or computer-generated forms, and plain 8 ½" x 11" paper, with a 1" top, bottom, left, and right margins. If computer-generated forms are used, they must duplicate the County forms and must not allow the bidder more space than that provided on the County forms. Proposals must include a table of contents, be typed and double-spaced. Typeface must be no more

than twelve (12) characters per inch (12-pitch font) in Microsoft Word format. Each page (excluding attachments and exhibits) must be clearly and consecutively numbered at the bottom of the page (numbers cannot be hand written).

Proposals that fail to follow *all* instructions and do not include *all* applicable information and forms will not be considered.

The 15-page proposal narrative maximum does not include the required one-page proposal summary, statement of experience, two-page budget narrative, required budget forms.

THE PROJECT NARRATIVE (The entire project narrative is limited to 15 pages)

The project narrative is the main body of information describing the problem to be addressed, the plan to address that problem through appropriate and achievable objectives, and activities and the ability of the bidder to implement the proposed plan.

A. Cover Page

Submit a letter, on letterhead stationery, signed by a duly authorized officer, employee, or agent of the organization/firm submitting the proposal, which must include the following information:

- A statement that the proposal is submitted in response to the RFP for JCWIA Summer Youth Employment Program PY 2013.
- A statement indicating which individuals, by name, title, address, and phone number, are authorized to negotiate with JCCWD on behalf of the organization/firm.
- A statement certifying that the undersigned, under penalty of perjury, is an agent authorized to submit proposals on behalf of the organization/firm.

B. Table of Contents

C. Problem Statement (This section is limited to 3 pages)

Clearly state the problem in providing services to WIA youth in relation to the four priority elements denoted by *, see page 10 of this RFP. Describe the problems associated in reaching WIA eligible youth living in Jefferson County.

D. Plan and Implementation (This section is limited to 8 pages)

1. Present the plan to address the problem identified above and what the program intends to accomplish. Include two or more of the four priority elements and any additional WIA elements, outline the goals, objectives, activities and timelines for addressing how the selected elements support the identified problem.
2. Describe the number and characteristics of the target group to be served. Further discuss how the youth will be served. All GED participants must be a high school drop-out, age 17 – 21. Out-of-School Occupational Skills participant must have a recognized high school diploma or GED.
3. Describe how the bidder will implement the plan of service. Include the applicable components such as:
 - Outreach and recruitment;
 - Case management;
 - Program services (i.e. basic/remedial education, tutoring, study skills training, and instruction leading to the completion of secondary school;

- Paid/Unpaid work experiences, internships, and job shadowing, occupational skill training, leadership development, job placement);
 - Supportive services;
 - Cost per participant;
 - “Direct to participant” funds (this includes youth training costs, participant wages, participant stipends and supportive services); and
 - Program services timeline that reflects the major activities, person (people) responsible and date of completion.
4. Administrative and Staffing Plan – Describe the proposed program’s management plan and staff positions. Provide a resume for all key personnel who will be involved in administering a contract resulting from this proposal.

Provide a copy of your current organizational chart showing all major functions and components and the names of persons occupying named positions. Identify those staff that are proposed to be fully or partially paid from WIA funds.

If the award of a contract based on this proposal will require your organization to obtain additional staff, provide a detailed explanation of the type of positions required, and when personnel will be available. The costs associated with the addition of these personnel must be calculated into the proposed total cost of your program.

5. Subcontracting/Formalized Agreements – If subcontracting, the bidder must submit written justification for subcontracting if any portions of the proposed services/activities are contracted out to another agency/organization. Attach a statement from each potential subcontractor, signed by a duly authorized officer, employee, or agent of the organization/agency that includes the name and address of the organization/agency, type of work to be performed and percentage of the total work to be subcontracted. The statement must also include that the subcontractor will perform all work as indicated and will comply with all WIA regulations, state or federal laws. The bidder shall be responsible for the performance of the subcontractor. If not subcontracting, the bidder should provide a statement to that effect.

Formalized Agreements are with other organizations, educational institutions, and potential employers with whom the bidder has established linkages to provide WIA youth services as part of this proposal and that would not be directly provided by the bidder.

6. Administrative and Fiscal Capacity – Briefly describe the administrative and fiscal capacity of the bidder to fulfill WIA-required documentation and record keeping such as:
- Collecting data and preparing WIA required documents;
 - Security and confidentiality of participant records;
 - Accounting controls;
 - Use of payroll vendor services;
 - Preparing and submitting monthly requests for reimbursements;
 - Handling of corrective actions/findings, if needed; and
 - Identity of person(s) responsible for the administrative/fiscal activities and their job title.

E. WIA Mandated Performance Outcomes

WIA requires that JCWIA achieve certain performance outcomes for its WIA-funded youth programs. As a result, JCWIB is requiring all contractors to achieve these same performance

outcomes for their individual WIA-funded youth program. The required performance outcomes will be set forth in the final contract.

As discussed above in this RFP, every bidder is required to include in its proposal detailed performance measurements that comply with the WIA-Mandated Performance Measurements set forth in Appendix A to this RFP. The performance measurements will be used by JCWIB over the term of the contract to hold the contractor accountable for achieving the required performance outcomes.

If a contractor fails to achieve the required outcomes or if the contractor fails to comply with the performance measurement requirements and renders JCWIB unable to determine whether or not the contractor has achieved the performance outcomes – they have the right to terminate the contract and cease all funding of the contractor’s WIA Youth Program.

F. Program Performance Measures & Outcomes (This section is limited to 4 pages)

Identify the proposed activities (i.e. welding certification), estimate the number of youth expected to complete the training and enter into training-related, unsubsidized employment. If the proposed outcome is entry into the military, entry into a post-secondary educational institution, or numeracy/literacy gains, estimate the number of youth that will achieve this result. Clearly indicate how the required performance measures will be tracked, reported and how the source documentation will provide sufficient verification that performance measures will be accomplished.

In preparing this portion of the proposal, refer to the Appendices of this RFP that contain the WIA Mandated Performance Measures (Appendix A) and the Training and Employment Guidance Letter (TEGL) No. 17-05 which can be found at http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2195 which provides direction on performance, methodology and common measures reporting. Bidders must demonstrate that the performance measures contained in the proposal will result in compliance with those mandated performance measures. The achievement of performance measures will be used by JCWIB to hold contractors accountable for the performance outcomes imposed on JCWIA for WIA-funded youth programs.

G. Statement of Experience

A statement of experience shall be prepared on letterhead of the bidding organization and signed by the authorized agent and must include the following:

- i. Affirmation that the bidder is a valid legal entity in the State of Alabama, such as a corporation, partnership, etc. and *attach* copies of the official papers showing formation of a corporation, partnership, or sole proprietorship.
- ii. Copies of current business license(s) and permits, as necessary.
- iii. Identify the number of years the bidder has been in business under the present business name, as well as prior business names.
- iv. Suspension requirements from prior contracts or an applicable statement that the bidder has not been suspended from any prior contracts.
- v. Completed Statement of Qualifications for Bidder List (see Attachments).
- vi. Certification that the organization is not proposed for debarment, is not presently debarred, suspended, or declared ineligible, as required by Executive Order 12549, “Debarment and Suspension,” and implemented by 28 CFR, Part 67, for prospective participants in primary cover transactions.
- vii. Evidence that the WIA funding requested in its proposal submitted under this RFP will not exceed 50% of the organization’s gross revenue.
- viii. Completed Disclosure Statement (see Attachments).

H. Financial Statements/Audit Requirements

Provide a copy of the most recent and complete audit and/or financial statements available for your organization. The financial statements shall be for a fiscal period not more than 18 months prior to the submission date for the proposal. If an audit is of a parent firm, the parent firm shall be party to any contract resulting from the proposal.

I. Insurance Requirements

Bidders awarded a contract are required to meet insurance requirements (Form 9 Section 58). Your proposal should include current certificates of insurance for general liability, auto and workers' compensation insurance. *At a minimum*, all proposals must include a letter signed by their insurance agent, on their insurance company's letterhead, stating that the insurance requirements can be met and will be included in a policy if a contract is awarded. *Note: Current contractors that previously submitted acceptable evidence of insurance are not required to provide this letter.*

THE PROJECT BUDGET

The purpose of the Project Budget is to demonstrate how the proposal will implement the proposed plan with the funds available through this program. The budget is the basis for management, fiscal review, and audit. Project costs must be directly related to the objectives and activities of the project. The budget must cover the entire contract period. In the budget, include only those items that you want covered by WIA funds. Bidders are highly encouraged to supplement WIA funds with funds from other sources.

The bidder shall develop a **line-item** budget that will enable the proposal to meet the intent and requirements of the program, ensure the successful implementation of the project, and are cost-effective. The bidder should prepare a realistic and prudent budget avoiding unnecessary or unusual expenditures that would detract from the accomplishment of the objectives and activities of the project. The following information is provided to assist in the preparation of the budget. Strict adherence to all required and prohibited items is expected. **Where the bidder does not budget for a required item, the bidder assumes responsibility for the cost of that item.** Failure of the bidder to include required items in the budget does not affect the responsibility of the bidder to provide those items during the implementation of the project.

All expenses incurred prior to the Contract being awarded and the agreement fully executed is the responsibility of the bidder.

I. The Budget Narrative (This section is limited to 2 pages)

Bidder is required to submit a narrative with the project budget. The narrative must be typed and placed in the proposal in front of the budget pages. In the narrative describe:

- a. How the project's proposed budget supports the stated objectives and activities in the project;
- b. How funds are allocated to minimize program costs and support direct services to participants;
- c. The duties of project-funded staff, including qualifications or education level necessary to the job assignment;
- d. How project-funded staff duties and time commitments support the proposed objectives and activities;
- e. Proposed staff commitment/percentage of time to other efforts, in addition to this project, any unusual expenditures; and
- f. Identify all proposed subcontracts.

2. Budget Form

Refer to Forms 4-6. Complete the forms using the electronic version (Excel Document) available by emailing TaMorya Johnson at johnsonjt@jccal.org.

Each budget category requires additional line item detail that addresses the method of calculation and justification for the expense. Enter the amount of each line item. All charges must be clearly documented and rounded off to the nearest whole dollar.

3. Organizational Chart

The Organizational Chart should provide a clear and detailed depiction of the structure of the bidder organization, and the specific unit within the organization that will be responsible for the implementation of the project. A current resume of all personnel included on the organizational chart shall be attached. This chart should also depict supporting units within the organization (e.g., the Accounting Unit) and depict the lines of authority within the organization. Job titles on the Organizational Chart should match those in the Budget and Budget Narrative.

4. Formalized Agreements

Formalized Agreements must be dated and contain signatures, titles and agency names for both parties. This document must demonstrate a formal system of networking and coordination with other agencies and the project. Those submitted with the proposal must be effective for the proposed program year. For the purposes of this RFP, the terms “Formalized Agreement” and “Memorandum of Understanding (MOU)” are synonymous.

5. Program Costs

Program expenses are defined as necessary expenditures exclusive of personnel salaries, benefits and participant costs. Such expenses may include specific items directly charged to the project. The expenses must be program-related (e.g., to further the program objectives as defined in the contract award) and be encumbered during the contract period.

6. Participant Costs

Participant Costs include the cost of items that are spent directly on individual participants and are tracked by individual enrollment. Possible costs include participant supportive services (transportation and ancillary items), participant wages, participant supplies, participant stipends and participant tuition and fees incurred to achieve participant goals, objectives and activities.

7. In-Kind/Leveraged Funds

Bidders are required to seek in-kind contributions and/or leveraged funds from non-WIA sources to assist in the operation of this project. **An amount which is at least ten percent (10%) of the amount of funding requested must be supplemented from in-kind services, equipment or space or contributions from funds that are being leveraged from other sources.** *Note: Submit a budget based on the total contract.*

8. Prohibited Expense Items

The following is a list of prohibited items:

- a. **Automobiles** – Purchase or lease of automobiles.
- b. **Lobbying** – WIA funds cannot be used for lobbying activities (Attachment XII).
- c. **Fundraising** – WIA funds cannot be used for organized fundraising, including financial campaigns, endowment drives, solicitation of gifts and bequests, or similar expenses incurred solely to raise capital or obtain contributions.
- d. **Real Property and Improvements** – Real property, including purchase of land, land improvements, structures and their attachments, and structural improvements

and alterations.

- e. **Interest** – The cost of interest payments is not an allowable expenditure, unless the cost is a result of a lease/purchase agreement.
- f. **Membership Dues** – The cost of membership dues for projects involved in the licensing or credentialing of professional personnel is not an allowable expenditure, unless it is part of a governmental negotiated benefit package.
- g. **Professional License** – The cost of a professional license.
- h. **Annual Professional Dues or Fees** – The cost of professional dues or fees is not an allowable expenditure, unless it is part of a governmental negotiated benefit package.
- i. **Charges, Fees and Penalties** – Finance charges, late payment fees, penalties and returned check charges are not allowable expenditures.
- j. **Depreciation** – Depreciation charges are not allowable expenditures.
- k. **Marketing** - the process or technique of promoting, selling, and distributing a product or service.
- l. **Advertising** - the action of calling something to the attention of the public especially by paid announcements.
- m. **Outreach** – method used to reach a target audience

Evaluation Process and Scoring Criteria

All proposals received by the deadline will be read and rated by a team consisting of at least four raters. The average scores from the raters for the qualified proposals will be ranked numerically to develop a ranked list for each program.

Project Narrative – 50 Points

(1) Problem Statement: Youth Identification

- Targeted youth groups include school dropouts, pregnant and parenting teens, youth on probation and/or parole, foster youth, and/or youth deficient in basic literacy skills.
- Data to support the needs of the youth to be served.
- Proposal states recruitment methods used to identify and enroll the targeted groups and specifically the out-of-school youth.
- The activities are to be age appropriate, interesting and beneficial and likely to attract youth.

(2) Project Plan

- Description of the WIA program elements and how they will be provided.
- Description of how the program is designed to address recruitment, objective assessment and individual service strategy.

(3) Proposal Program Implementation

- WIA priority program elements that make this proposal unique are stated and measurable.
- The bidder will provide a “custom” program.
- The bidder will have the capability and capacity to provide all required services.
- All sites for outreach, enrollment and program operations are clearly identified.
- Program and service sites are located conveniently for the targeted youth.

(4) Program Performance Outcomes

- Proposal states the number of participants expected to be served in each major program area.
- Proposal states the short-term benefits for participants in each major program function.
- Proposal states the long-term benefits for participants in each major program function.
- Goals for placing youth in employment or education are clearly stated.
- Goals for youth attainment of a degree or nationally recognized certificate are clearly stated.
- Numeracy and Literacy gains for basic skills deficient out-of-school youth are clearly stated.

Budget Narrative – 30 points

- (1) All required information, including staff, operational and other needed costs is provided in the required budget format according to instructions.
- (2) Line-item budget is accurate and complete.
- (3) Bidder has demonstrated that it is fiscally solvent.
- (4) **Bidder demonstrates multiple funding sources and not WIA-dependent.**
- (5) The bidder is part of a collaborative partnership with other organizations that are providing innovative staffing approaches and/or in-kind services for the overall project.

- (6) The amount of supplemental funding being provided to the program by the bidder is at least ten percent (10%) of the total funding needed to deliver the proposed services.
- (7) Bidder describes the management oversight of the WIA youth program operations and the site location of the administrative activities.

Oral Presentation – 20 points

Funding Recommendations

Recommendations for funding will be based on the following:

- The ranked score of the proposal;
- Consideration of the funding priorities or geographical distribution of selected proposals as applicable to each program;
- Prior negative administrative and programmatic performance and compliance as a County-funded project, if applicable; and
- Cost vs. benefit of the proposed program. Proposals that do not budget at least 35% of total funding directly to participants may not be recommended for funding.

In accordance with Federal/State regulations, projects previously funded by the JCWIA will be reviewed for past performance, including financial management, progress and annual reports, monitoring results, audit reports, results of credit worthiness and any other relevant information. This review may result in one or more of the following actions: a) the project may not be selected for funding; b) the amount of funding may be reduced; or c) contract award conditions may be placed in the contract.

Proposals are first submitted to the WIB Youth Council who make recommendations for funding to the JCWIB. The Board makes the final recommendations for funding and contract authorization to the Jefferson County Commission.

JCCWD staff will conduct a pre-award site review to determine the administrative capacity of the bidder, and to address the ability of the bidder and/or its partners to deliver the proposed services. This review may include a request for appropriate documents (e.g., insurance) and completion of Fiscal and Administrative Capacity Policies & Procedures for Jefferson County and/or JCWIB review.

If a bidding organization has little or no experience administering a WIA Youth Program, the JCWIB may require a WIA experienced mentor agency to assist and provide program guidance for the initial contract period. This is in order to build the capacity and ensure that organizations are successful and fully understand the WIA Youth Program. This may include limiting youth participant numbers. These provisions are to ensure the overall performance outcomes.

Notification Process

All bidders submitting a proposal will receive written notification of the funding recommendations.

Rejection of Proposals

JCWIB reserves the right to reject any and all proposals received pursuant to this RFP. JCCWD will not pay for any information herein requested, nor is it liable for any costs incurred by those submitting proposals. JCWIB reserves the right to select the contractor(s) who will most meet the needs of the County and the proposed program(s); the selection will not necessarily be based solely on cost.

Appeals

An appeal of a denial of award can only be brought on the following grounds:

- (1) Failure of JCCWD to follow the selection procedures and adhere to requirements specified in the RFP or any addenda or amendments.
- (2) There has been a violation of conflict of interest as stated in Form 9 Section 32.
- (3) A violation of State or Federal law

Appeals will not be accepted for any reasons other than those stated above. Appeals must be sent to:

Jefferson County
Center for Workforce Development
Attention: Youth Council Chairperson
3420 3rd Avenue South
Birmingham, AL 35035

Accepted appeals will be processed and reviewed by a panel convened by the Chairperson of the Youth Council and the Director of JCCWD.

The Youth Council and JCCWD will consider only those specific issues addressed in the written appeal.

Proposal Checklist and Required Sequence

This checklist is provided to assist the bidder in ensuring that a complete proposal is submitted. Failure to include any of the following elements will result in disqualification of the proposal.

- **Proposal Summary** (written on your organizations letterhead)
- **Table of Contents**
- **Proposal Cover Sheet**
 - Statement of Qualifications for Bidders List
 - Signature Certification
 - Affidavit of Contractor
 - Form 1 (WIA Contract Agreement)
 - Form 2 (WIA Youth Contract Summary)
 - Form 3 (Budget Section Cover Sheet)
- **The Project Narrative**
 - Problem Statement
 - Plan and Implementation
 - Program Performance Measures and Outcome
 - Statement of Experience
 - Formalized Agreements
 - Locations to be served
- **The Project Budget**
 - The Budget Narrative
 - Form 4 – 6 (Budget Form)
 - Organizational Chart
 - Financial Audit/Statements
 - Proof of Insurance
- **Certifications and General Provisions**
 - Form 7 (Certification Regarding Lobbying)
 - Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion Lower Tier Covered Transactions
 - Form 9 (Jefferson County General Provisions)

Additional Information

APPENDICES

Appendix A WIA Youth Performance Measures

Appendix B Glossary of WIA Terms

ATTACHMENT LISTING (FORMS)

Disclosure Statement

Statement of Qualifications for Bidders List

Signature of Certification

Affidavit of Contractor

Form 1 WIA Contract Agreement

Form 2 WIA Contract Summary

Form 3 Budget Cover Sheet

Form 4 Budget (Administration)

Form 5 Budget (Program)

Form 6 Budget Backup

Form 7 Certification Regarding Lobbying

Form 8 Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion
Lower Tier Covered Transaction

Form 9 Jefferson County General Provisions

Appendix B

Glossary of W IA Youth Terms

Activity	The specific steps or actions that a project takes to achieve a measurable objective.
Administrative Agency/Contractor	The agency or organization designated on the Budget Cover Sheet who is the programmatic recipient of the WIA funds and will accomplish the planned objectives and program goals.
Alternative Education	A student need-based school or program that is an alternative to the school in which the student would normally be enrolled. Participation in alternative education must have as its major objective the attainment of a high school diploma or its equivalent.
Apprenticeship	The apprenticeship training program is a cross between on-the-job training and classroom instruction to prepare workers for American industries. The content of the apprenticeship training program curriculum is driven by industry needs resulting in workers with skills that are in high demand.
Assessment	Assessment includes a review of educational skill levels, occupational skills, prior work experience, employability, interests, aptitudes (including interest in non-traditional jobs) and supportive service needs. Where appropriate, recent assessments within six (6) months can be used in lieu of an additional assessment. The goal is to comprehensively and accurately evaluate the youth in order to develop an appropriate service strategy to meet his/her individual needs.
Assessment Tools	<p>The following are the authorized testing instruments used to assess basic skills and literacy/numeracy levels.</p> <ul style="list-style-type: none">• Out-of-school participants for literacy/numeracy educational functioning levels:<ol style="list-style-type: none">1. Tests of Adult Basic Education (TABE)• In-school participants for basic skills deficiencies:<ol style="list-style-type: none">1. Tests of Adult Basic Education (TABE)2. Other standardized tests subject to WDD approval
At-Risk of Dropping Out (High School)	<p>A youth who meets one or more of the following criteria:</p> <ol style="list-style-type: none">1. Two grades below his/her age group2. Is a formal referral by a school counselor, probation officer or other agent documenting chronic attendance problems, or other indicators of a high potential to drop out that have been adopted by the Local Education Agency (LEA) as criteria for identifying potential dropouts3. Is on their school's D and F list, or has failing grades as evidenced by a report card or transcript, and/or4. Did not pass the High School Graduation Exam (HSGE).

Barriers to Employment	Any demonstrable characteristic(s) of a person that has served to limit, hinder or prohibit that person’s opportunities for employment and/or promotion. Examples of barriers to employment for youth are; limited English language proficiency, teenage parenting, individuals with disabilities, substance abuse, homelessness, basic skills deficiency, welfare assisted youth.
Basic Literacy/Numeracy Skills Deficient	An out-of-school youth that computes or solves problems, reads, writes or speaks English at or below literacy/numeracy level 6 as determined by the required assessment tools. Refer to TEGl 17-05c1 at the DOL website, http://wdr.doleta.gov/directives/attach/TEGL/TEGL17-05c1.pdf
Basic Skills Deficient	An in-school youth that has English reading, writing, or computing skills at or below the 8th grade level (8.9) on one of the standardized tests listed under the definition of Assessment Tools.
Bidder	Any eligible person or organization that prepares and timely submits a proposal that is responsive to this RFP.
Career Ladders	<p>The Jefferson County Career Ladders were established by the Local Workforce Investment Board to provide demand occupations and career paths within Jefferson County that will lead County residents to self-sufficiency. Career Ladders were based on current local Labor Market Information (LMI) obtained from the Employment Development Department (EDD) and local LMI entities. The sectors are:</p> <ol style="list-style-type: none"> 1. Health Care – Refers to the treatment and management of illness and the preservation of health through services offered by the medical, dental, complementary and alternative medicine, pharmaceutical, clinical laboratory sciences (in vitro diagnostics), nursing, and allied health professions. Health care embraces all the goods and services designed to promote health, including preventative, curative, and palliative interventions, whether directed to individuals or to populations. 2. Manufacturing – Refers to a range of human activity, from handcraft to high tech, but is most commonly applied to industrial production, in which raw materials are transformed into finished goods on a large scale. Such finished goods may be used for manufacturing other more complex products. 3. Green Career Opportunities – Refers to the application of the environmental sciences to conserve the natural environment and resources, and to curb the negative impacts of human involvement. Sustainable development is the core of environmental technologies. When applying sustainable development as a solution for environmental issues, the solutions need to be socially equitable, economically viable, and environmentally sound. Examples of such technologies include: solar PV retrofitting, solar thermal improvements and/or weatherization improvements, water reclamation and treatment, and wind technologies.

Case Management	Refers to the provision of a client-centered approach in the delivery of all encompassing, customized services. This is an activity used to document the general coordination of all other youth services.
Collaborative	A mutually beneficial and well-defined relationship entered into by organizations to achieve common goals. The relationship includes a commitment to mutual relationships and goals, jointly developed structure and responsibility, mutual authority and accountability for success and sharing of resources.
Contract	The document executed by the Chairman of the Board, on behalf of the Jefferson County, and the Contractor which creates a legally binding agreement for the performance of certain services by Contractor for compensation paid by Jefferson County.
Contractor	A bidder that is awarded a Contract by JCWIB to provide a WIA Youth Program pursuant to this RFP.
Credential	A nationally recognized degree or certificate or a state/locally recognized credential. Credentials will include, but are not limited to, a high school diploma, GED, or other recognized equivalents, post-secondary degrees, recognized skills standards and licensure or industry recognized certificates. Includes all State Education Agency recognized credentials.
Enrollment	All youth eligible for WIA services must be enrolled into the WIA Youth Program in order to receive services. At the point of enrollment, participants are counted for performance measurement purposes.
Equal Employment Opportunity Plan (EEOP)	A comprehensive plan that analyzes the agency's workforce and all agency employment practices to determine their impact on the basis of ethnicity and gender.
EEOP Guidelines	Extensive description of state and federal civil rights requirements and what constitutes an EEOP (samples, forms, etc.). The document was prepared to assist Contractors in ensuring nondiscrimination and in the development, implementation of their EEOP for compliance with the law.
Exit	A participant completing services, or who has a termination date within the quarter and has not received any WIA services for ninety (90) days, except follow-up and has not future services scheduled. A WIA Exit form must be completed.
Formalized Agreement	A formal agreement between two agencies that specifies the responsibilities of each agency in implementing the project.
High School Dropout	An individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent. (Does

not include a youth attending alternative school). A youth's dropout status is determined at the time of application and remains in effect throughout his/her participation.

Individual Service Strategy(ISS)

A plan to identify the youth's educational and employment goals. The is a living document and must be updated quarterly or as needed. Updates may include further discussions of education and employment strategies, training options and training information, barriers to education and/or employment and the supportive services or other services needed to overcome the barriers.

In-School Youth

Attending High School – The individual is not a high school graduate (or equivalent) and is attending any school (including elementary, intermediate, junior high school, secondary or post-secondary, or an alternative school or program whether full or part-time), or is between school terms and intends to return to school.

Internship

A paid or unpaid internship is an opportunity created by an employer to provide an on-the-job practice. This may be done in collaboration with a participant's school, so academic credit and real world work experience can be earned at the same time. Internships are typically for short periods of time and are developed to provide guidance, supervision and evaluation of the youth's work as an intern.

JCCWD

Jefferson County Center for Workforce Development.

JCWIA

Jefferson County Workforce Investment Area

JCWIB

Jefferson County Workforce Investment Board

Job Placement

Services provided to assist a youth in obtaining a specific placement in unsubsidized employment.

Job Search Techniques

The provision of instruction and support to a participant to give the participant skills in acquiring full time employment. The services provided may include, but are not limited to:

- Resume writing;
- Interviewing skills;
- Labor market guidance;
- Telephone techniques;
- Information on job openings;
- Job acquisition strategies; and
- Office space and supplies for the job search.

Job Shadow

An unpaid short-term activity offered by an employer who agrees to engage a student to follow or "shadow" them throughout their work day, providing insight on the duties and skills of the position, and information on career tracks.

Leadership Development Activities	<p>Activities that encourage responsibility, employability and other positive social behaviors such as:</p> <ul style="list-style-type: none"> • Exposure to post-secondary educational opportunities; • Community service and service learning projects; • Peer-centered activities, including peer mentoring and tutoring; • Organizational and team leadership training; • Training in decision making, including determining priorities; and • Citizenship training, including life skills training.
Not Employed	An individual who does not meet the definition of employed, or who although employed has received a notice of termination of employment.
Objectives	A set of quantifiable projections to be carried out in order to accomplish the program goals.
Occupational Skills Training	Short-term vocational skills training that provide participants with the skills necessary to obtain employment in career ladders leading to self-sufficiency.
Offender	<p>An individual (adult or juvenile) who:</p> <ol style="list-style-type: none"> 1. Is or has been subject to any stage of the criminal justice or juvenile delinquency process, for who services under WIA may be beneficial; or 2. Requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.
On-the-Job Training (OJT)	<p>Training by an employer that is provided to a paid participant while engaged in productive work in a job that:</p> <ol style="list-style-type: none"> 1. Provides knowledge or skills essential to the full and adequate performance of the participant. 2. Provides reimbursement to the employer of up to fifty percent (50%) of the wage rate of the participant. 3. Is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant and the service strategy of the participant, as appropriate.
Out-of-School Youth	<p>An eligible youth who is a (high) school dropout; or an eligible youth, who has received a secondary school diploma or its equivalent, but is basic skills deficient, unemployed or underemployed. This definition includes:</p> <ul style="list-style-type: none"> • Youth who are not attending high school or those who have been dropped from school enrollment; • Youth who have completed secondary school (either attaining a high school diploma or GED) and are basic skills deficient, under-employed or unemployed; or • High school graduate attending post-secondary education but are basic skills deficient.
Participant	Any youth that is eligible and accepted into a WIA Youth Program provided by County through a qualified provider.

Poor Work History	Individual has not worked full-time in unsubsidized employment for more than thirteen (13) consecutive weeks in the last twelve (12) calendar months or has a sporadic work history.
Post-Secondary Education	Post-secondary education is a program at an accredited degree-granting institution that leads to an academic degree (e.g., AA, AS, BA, BS). This does not include programs offered by degree-granting institutions that do not lead to an academic degree.
Pregnant/Parenting Youth	An individual under twenty-two (22) years of age who is pregnant, or a youth (male or female) that provides custodial care for a minor child.
Program	A specific set of goals and objectives established pursuant to legislative, congressional or administrative action identifying an unmet need of the criminal justice system or victim services and supported by a set appropriation from state or federal funding sources.
Request for Proposal (RFP)	This Request for Proposal for Year-Round Youth Programs for PY 2012-2013
Supportive Services	Services such as transportation, child care, clothing/uniforms, work related tools or license/certification fees that are necessary to enable an individual to participate in activities authorized under Title I of WIA and consistent with the provisions of the Act.
Underemployed	Underemployment means an individual who is working part time, but desires full time employment or who is working in employment not commensurate with the individual's demonstrated level of educational attainment.
Work Experience	Work Experience is defined as a short-term and/or part-time work assignment with a public sector employer or private non-profit agency that is subsidized or unsubsidized and which provides an individual with the opportunity to acquire the skills and knowledge necessary to perform a job, including appropriate work habits and behaviors, and is combined with classroom or other training. Includes internships and job shadowing, not including summer work experience opportunities.
Work Readiness Skills	Work Readiness Skills include world of work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision-making and job search techniques (résumés, applications, interviews, and follow-up letters).
Youth Council	A subgroup within each local Workforce Investment Board (WIB), appointed by the local WIB, in cooperation with the chief elected official(s) for the local area. The Youth Council will have membership as designated in WIA and will recommend youth service providers who are selected through a competitive process, conduct oversight of eligible providers of youth activities and coordinate youth activities and other duties determined to be appropriate by the local WIB.