

**BALTIMORE CITY WORKFORCE INVESTMENT BOARD  
YOUTH COUNCIL**

**REQUEST FOR PROPOSAL  
FOR THE SELECTION OF SERVICE PROVIDER (S)  
FOR  
YOUTH WORKFORCE DEVELOPMENT SERVICES  
Try Out Employment/Internships  
For Fiscal Years 2009 and 2010  
April 1, 2009– June 30, 2010**

**FUNDED BY THE FEDERAL DEPARTMENT OF LABOR  
WORKFORCE INVESTMENT ACT**

**ISSUE DATE: November 1, 2008  
DEADLINE DATE: December 30, 2008**

**BALTIMORE WORKFORCE INVESTMENT BOARD YOUTH COUNCIL  
c/o Mayor's Office of Employment Development  
101 W. 24<sup>th</sup> Street  
Baltimore, Maryland 21218  
410.396.6722**

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REQUEST FOR PROPOSAL**

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**INTRODUCTION/STATEMENT OF INTENT**

The federal Department of Labor's (DOL) Workforce Investment Act (WIA) legislation provides funding to enable local jurisdictions to deliver a menu of services to job seekers and business customers. A portion of these funds are specifically designed to support employment and training services for eligible youth. Baltimore's Workforce Investment Board (BWIB) has appointed its Youth Council the tasks of generating awareness about the availability of these funds and conducting a fair and objective process for selecting Service Providers to provide workforce development services to youth residing in Baltimore City.

The U.S. Department of Labor states that due to the realities of today's global economy our workforce systems must be demand-driven and prepare youth for real job opportunities. The BWIB Youth Council supports this directive and aims to build a comprehensive youth system that will promote the opportunities for Baltimore's youth to acquire the necessary life skills, education and work exposure and experience to enable them to have productive careers and become responsible family members and citizens.

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

- Tying services to labor market needs
- Creating effective connections to local and regional employers
- Developing meaningful connections between academic and occupational learning
- Providing education relevant to the job market particularly in the BWIB's identified high growth industries such as Healthcare and Social Assistance, Business Services, Computer, Internet and Data and Software-Related Services, Hospitality/Tourism, Bioscience, Transportation and Port Related Industries and Construction.
- Creating pathways to post secondary educational opportunities
- Providing services and activities that promote youth leadership and positive self image
- Providing support services that address family and community issues
- Providing follow up services
- Conducting outreach and recruitment

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

- Focusing on youth development and prevention of youth at- risk behaviors.
- Building on and strengthening partnerships with existing community assets such as workforce development agencies, employers, community-based organizations, schools, faith-based organizations, etc.

- Building on and strengthening intergenerational relationships and collaborations among key stakeholders. (i.e. parents, school faculty, health care providers, ministers, youth practitioners, postsecondary institutions, mentors, etc.)
- Supporting a holistic approach to serving youth encompassing mental, physical, social and spiritual development
- Supporting the ability of teen parents to meet the needs of their children
- Emphasizing long-term outcomes and sustained support for youth with significant barriers to employment.
- Ability to leverage resources to support and sustain the proposed initiative.
- Documented ability to achieve goals, objectives & outcomes.

Additionally the BWIB Youth Council will ensure its youth system includes the following requirements of the WIA:

- A focus on intensive year round programs
- A focus on serving the neediest youth as defined in the DOL TEGL 03-04 (appendix i)
- Meeting the demands of business
- An emphasis on goal setting and long term outcomes
- An increased focus on academic achievement aligned with state education requirements and post secondary readiness
- Delivery of ten (10) specific service elements (See pages 12 & 13)
- Twelve-month post program follow up for all youth.

The BWIB Youth Council will award grants to selected service providers that demonstrate the ability to develop and implement strategies that will result in the following outcomes:

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

The Mayor's Office of Employment Development (MOED) works under the guidance of the BWIB and serves as the administrative and fiscal agent for the WIA funds. Acting through the Mayor and City Council of Baltimore City, MOED will be the contracting agent for these WIA grant funds.

This procurement action will award one contract based upon funding allocation through the U.S Department of Labor and Maryland State Department of Labor, Licensing and Regulation DLLR). The period for this grant award will be 15 months.

This procurement action is expected to award one contract totaling up to \$200,000. Contract awards are based on available funding. All funds are to be spent serving eligible youth as defined in this document.

Contracted services, all of which require a 12 month post program follow up, are to be initiated on or about April 1, 2009 and run through June 30, 2010.

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**SPECIFICATIONS/EVALUATION/TIMELINE**

**I. SPECIFICATIONS**

REQUEST FOR PROPOSAL (RFP)

The service provider will be competitively selected based on the scoring of the RFP responses. The Workforce Investment Board Youth Council must receive proposal applications by 4 p.m. December 30, 2008. All proposals should be sent to:

BWIB Youth Council  
C/o Mayor's Office of Employment Development  
101 W. 24<sup>th</sup> Street  
Baltimore, Maryland 21218  
410. 396.6722  
Attn.: Alice Cole

Notification of selection will be made on or about March 15, 2009. **The bidder receiving notification of award will be required to demonstrate the fiscal and administrative capacity described in Section IV, Service Provider Qualifications and Responsibilities.** Final awards are contingent upon a satisfactory site visit, fiscal and administrative qualification and successful contract negotiation. The contract negotiation process shall be bound by the best terms originally offered by the respondent in their proposal. Within 5 business days from Board of Estimates approval, the service provider must begin program operations.

BIDDER'S CONFERENCE

**An informational Bidder's Conference is scheduled for Friday, November 7, 2008, 9:00 a.m. to 11:30 a.m., at The Mayor's Office of Employment Development, 101 W. 24<sup>th</sup> Street, Room 100, Baltimore, Maryland 21218.** Parties who plan to submit a proposal are strongly encouraged to attend or send an authorized representative. The bidder agrees to assume full responsibility for any information not received due to non-attendance.

PROPOSAL SUBMISSION

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

- Proposals must include:
  1. Completed Cover page from Section VIII
  2. One page abstract
  3. Written responses to Section V, questions 1-7, in the order presented
  4. Section VII, Budget Information.

- Send the original and six copies of the proposal(s) to Workforce Investment Board Youth Council, c/o the Mayor's Office of Employment Development, 101 W. 24<sup>th</sup> Street, Baltimore, Maryland 21218 att. Alice Cole. Letters of commitment and confirmation of leveraged resources must be included as attachments. Any proposal or proposal modifications submitted after the close of the solicitation period will not be considered.
- Upon receipt of a proposal, the BWIB Youth Council will e-mail the bidder a confirmation receipt of proposal.
- The required proposal document must be double-spaced, on numbered 8-½ inch x 11-inch pages, (one side only) with one-inch margins (top, bottom, and sides). All text in the application narrative, including titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs, must be double spaced. If using a proportional computer font, applicants are requested to use a 12-point font. Proposal responses to questions 1-6 must be limited to 20 pages. The page limit does not apply to the cover sheet, the one-page abstract, budget section, appendices and forms.
- Any submitted proposal shall remain a valid proposal for one year after the closing date of the RFP.

#### RFP INQUIRIES

- All inquiries related to the RFP are to be submitted electronically. E-mail inquiries should be identified on the e-mail as "Youth RFP Inquiry" and sent to: [youthcareers@oedworks.com](mailto:youthcareers@oedworks.com).
- Written questions received after the Bidder's Conference and before 5 p.m., Tuesday, December 16, 2008, will be responded to within 72 hours. A compilation of responses will be posted bi-weekly in the "Questions and Answers" section at <http://www.oedworks.com/aboutus/index.htm>
- Questions received after December 16, 2008 will not be answered.

#### COST OF PREPARING PROPOSALS

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

#### WITHDRAWALS

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

#### CLARIFICATION PROCEDURES

All clarifications or changes to submitted proposals must be in the form of a written addendum and received by 4 p.m. December 30, 2008.

#### PUBLIC RECORDS

Applicants are advised that most documents in the possession of the BWIB are considered public records and subject to disclosure under the State Public Records Law.

#### STAFFING AND COMMUNITY INVOLVEMENT

If additional staffing is required as a result of this action, the selected Service Provider will be asked to follow the tenets of Baltimore City Residents Executive Order. (See [www.baltimorecity.gov](http://www.baltimorecity.gov))

**Baltimore City Residents First** is designed to create opportunities for businesses that receive municipal contracts to access qualified City job seekers to meet their workforce needs. The initiative will also ensure that City dollars contribute to the local economy and improve the lives of employable Baltimoreans.

## II. EVALUATION PROCESS

The BWIB Youth Council Proposal Review Team will rate the proposals and assign each a numerical value. The Youth Council will determine the final selection. Its recommendations will be forwarded to the BWIB for final consideration. The decisions of the BWIB are final.

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

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

## III. TIMELINE

November 1, 2008	Public Notice
November 1, 2008	Request for Proposal (RFP) available on website <a href="http://www.oedworks.com">www.oedworks.com</a>
November 7, 2008 9:00-11:30am	Informational Bidders Conference
December 30, 2008 <b><u>Must be received by 4pm</u></b>	RFP applications are due to Youth Council.
December 31, 2008 to February 15, 2009	Evaluation Process
March 15, 2009	Selection for Award Notification Issued; Contract negotiations begin on or before
March 20, 2009 must be received by 5pm	Documentation of Qualifications due to Youth Council office from selected bidder
April 1, 2009	Program will begin operations

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**CONTRACTOR QUALIFICATIONS AND RESPONSIBILITIES**

**CONTRACTOR QUALIFICATIONS**

All businesses/organizations must meet a minimum level of administrative and fiscal capacity in order to contract with MOED. Therefore, the applicant given selection notification must provide the following Documentation of Qualifications by March 20, 2009. Failure to satisfactorily provide the following documentation could result in disqualification of proposed award.

Documentation of Organizations Qualifications

- Legal Entity (\*Proof of Incorporation, 501(c)(3), etc.) *<Must submit document proving legal entity.>*
- Written Personnel Policies *<Must submit table of contents of personnel policies manual.>*
- Written Conflict of Interest Policy for Staff and Board *<Must submit copy of Conflict of Interest Policy>*
- Written Grievance Procedures for Customers/Clients *<Must submit copy of grievance procedures.>*
- Ongoing Quality Assurance Process for Services *<Must submit description of process.>*
- Demonstrated ability to prepare and manage an annual operating budget *<Submit financials for the current fiscal year showing year to date actuals versus year to date budget>*
- For organizations that have more than one revenue source *<Must submit a listing and description of the various revenue sources.>*
- Proven Fiscal Capacity, including Capacity for Fund Accounting *<Must submit bound copy of most recent formal audit report. Must satisfactorily address all findings from report.*
- Has (or is able to obtain) liability, property and bodily insurance, motor vehicle (if applicable), death benefits, fidelity bonding, unemployment insurance, officer's insurance/employee dishonesty insurance and Worker's Compensation Insurance *<Must submit certificates of insurance with contract. >*
- Adequate Method to Collect Client Information & Demographics *<Must submit sample of format or report and describe collection and reporting methodologies>*
- Demonstrated Ability to Collect Outcome Data that measures Performance to Plan *<Must submit sample report showing actual to planned performance and describe data collection and reporting methodologies. >*
- Active E-mail accounts for persons accountable for this contract *<(Must submit email addresses for each.>*
- Complete Pre-Award Review Form

Documentation of Qualifications Submission

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

## **SERVICE PROVIDERS RESPONSIBILITIES**

Program success is contingent upon the ability of the Service Provider to meet the demands of managing and administering the initiative/service. Contracts will be awarded on a cost reimbursement basis with allowable costs limited to those which are reasonable and necessary for the effective and efficient performance of the contract services. Partial payment may be withheld for failure to meet contract specified performance goals. With the advance written approval of the BWIB Youth Council, Service Provider may subcontract specific activities by following proper legal procurement procedures. It is suggested that all organizations have a minimum of two months operating capital on hand throughout the performance period.

Service Provider responsibilities include but are not limited to:

1. Oversight of subcontractors
2. Program operations and fiscal management
3. Monitoring/evaluation
4. Client tracking and documentation
5. Timely billings and reports
6. Timely reporting of required data/information
7. Cooperation and coordination with the BWIB Youth Council staff and other Service Providers doing related work
8. Leveraged resources
9. Achieving outcomes stated in contract

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**PROGRAM SPECIFICATIONS**

TARGET POPULATION

Priority will be given to proposals that reflect the ability to use WIA funds to fulfill the following U.S. DOL Strategic Vision: High school juniors and seniors are an important part of the new workforce “supply pipeline” needed by businesses to fill job vacancies in the knowledge economy. WIA-funded youth programs will provide leadership by serving as a catalyst to connect these youth with quality postsecondary educational opportunities and high-growth and other employment opportunities. The primary purpose of this project is to ensure Baltimore City students are adequately prepared to make the successful transition to the 21<sup>st</sup> century workplace.

Youth must meet the following criteria to be eligible for service:

1. Low-income youth ages 16-21 (see glossary for definition of low income individual);
2. Legal citizens or residents of the US and Baltimore City;
3. And face at least one of the following challenges:
  - Deficient in basic literacy skills, (reading at or below 8.9 grade level)
  - School dropout,
  - Homeless, runaway, or foster child,
  - Pregnant or parenting youth,
  - Offender
  - Lives in a high poverty census tract
  - Requires additional assistance to complete an educational program, or to secure or hold employment

PROJECT TYPE

Proposals must address **Try Out Employment/Internships** for youth 16-21 years of age. All strategies must include the programmatic specifications listed in this section.

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

- ✓ providing intensive job readiness and retention training for youth coupled with part time employment/internships. Job placement should be in the area of the youth’s career aspirations.
- ✓ Skills Training coupled with internships in the private sector

## KEY PROGRAM COMPONENTS

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

## REQUIRED ELEMENTS

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

All youth do not need to take part in each of these elements, but each must be made available in the program in a substantial way. Follow-up services must be offered to all youth participating in a WIA funded program. **Please note** that at the time of dissemination of this RFP Congress has not passed the reauthorization of the WIA of 1998. In addition to the original ten elements, elements 11- 14 and those in bold, may be required.

The 10 Elements are:

1. tutoring and similar services, including dropout prevention strategies, leading to a high school diploma.
2. alternative education services **with a priority on exposing youth to technology and nontraditional jobs**
3. summer employment linked to academic and occupational learning
4. paid and unpaid work experience
5. occupational skills training
6. leadership development, including community service **and peer-centered activities encouraging responsibility and other positive social behaviors**
7. supportive services
8. comprehensive guidance and counseling, including drug and alcohol abuse
9. follow-up services for at least 12 months
10. adult mentoring during program participation
11. on-the-job training
12. financial literacy
13. entrepreneurial skills training and micro enterprise services
14. local labor market information

## ACADEMIC/WORKPLACE REQUIREMENTS

In order to assist participating youth in occupational success, proposed services should be research-based, with a strong emphasis on MSDE Career Research and Development model, a Career and Technology Education program, which will prepare youth with the academic,

technical and workplace skills necessary to seek further education and employment in a career field of their interest. Academic components must be implemented in coordination with Baltimore City Schools.

It is expected that youth will learn skills needed for: effective career planning, career decision making, goal setting, financial literacy and transitional planning.

Programming should include instructions that will lead to youth competency in the Skills for Success. (See MSDE website - [www.marylandpublicschools.org](http://www.marylandpublicschools.org) for additional information.) The workplace component of the program must be a mentored, on-the-job, work experience with a written, personalized, work-based learning agreement and plan.

### EMPLOYER CONNECTIONS

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

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

Employment related activities could include:

- ◆ Subsidized work experiences leading to unsubsidized employment
- ◆ Internships
- ◆ Job shadowing
- ◆ Exposure to various aspects of industry
- ◆ Job search assistance, placement and retention
- ◆ Project based learning
- ◆ Career mentoring
- ◆ Service learning
- ◆ Employment opportunities directly linked to academic and/or occupational training

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

### BEST PRACTICES - YOUTH DEVELOPMENT PRINCIPLES

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

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

## OUTCOMES

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

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

### **OUTCOME MEASURES – WIA PERFORMANCE MEASURES**

<b>BWIB/YOUTH COUNCIL LONG TERM OUTCOME MEASURE</b>	<b>COMMON MEASURE</b>
Youth are academically successful. (increase in graduation rates/decrease in dropout rates)	Diploma or Equivalent 80%
Youth have post placement job retention	Placement in Employment 85%
Youth are prepared to live independently and are economically self-sufficient.	Placement in Employment 85%
Youth obtain employment. Youth are academically successful (increase in graduation rates/decrease in dropout rates)	Attainment of Certificate 80%

### **WIA Common MEASURES**

<b>Target Population</b>	<b>Measure</b>
<b>Youth (14-21)</b>	<b>Entered Employment Rate</b>
	<p><b>Entered employment rate for youth is intended to emphasize youth attachment to work.</b></p> <p>Although the Department of Labor Licensing and Regulation will be the primary data source for this outcome measure, you will need to work with the Council to track placement information for youth not enrolled in post-secondary or advanced training.</p> <p><u>Employment Retention</u>  <b>For older youth, retention implies continuous connection to Work, rather than to educational opportunities or other programs.</b></p> <p>Although the Employment Department will be the primary data Source for this outcome measure, programs will need to work with the BWIB Youth Council to track retention information for youth not enrolled in post-secondary or advanced training.</p>
	Credential Rate

	<p><b>The credential rate is intended to measure the ability of programs to help young people obtain specific work-related or educational achievements.</b></p> <p>Programs will be measured on the credentials achieved by youth who were in employment, post secondary education, or advanced training in the first quarter after exiting the program and receive a credential three quarters after exiting relative to the number of youth who exit the program during the quarter.</p>
	<p><b>Literacy/Numeracy Gain (N/A for in school youth)</b></p>

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

**FUNDING/BUDGET GUIDELINES**

Funding available under this proposal is limited. The BWIB Youth Council will specify minimum or maximum funding levels or cost per participant for applicants. However, all costs associated with proposed programs and cost per participant should be reasonable in light of available funding.

There is an expectation that programs will leverage resources in order to meet described outcomes. Funding available under this procurement action should be directed towards services that are not currently being offered or funded elsewhere.

**Budget Line-item Definitions:**

**Personnel:** Staff salaries and benefits associated with program delivery. This may include staff performing administrative functions (fiscal, managerial, fundraising, etc.) or subcontracted professional services or staffing. Client tracking/reporting staff can either be directly included in this category or allocated in the indirect category below.

**Operating:** All direct expenses for goods and services purchased for program. Includes costs associated with space rental, equipment, utilities, staff travel and training, and general costs to run the program. Please note items that are not given directly to individual participants to keep are included in operating vs. participant (e.g. transportation costs associated with van rental etc).

The individual item costs for this category should not exceed \$5,000. Services purchased from Service Providers (as opposed to subcontractors) are included in “operating”.

Costs related to technology needed to fulfill MOED requirements may be a part of your budget and will be reviewed for cost effectiveness and reasonableness.

**Participant:** Participant expenses are items that are spent directly on individual participants. Participant costs are items that can be tracked by individual enrollment. Possible uses include participant support services (ex: bus tickets to arrive at the project site), participant payments (stipends and

wages), participant supplies (items/equipment participants need to complete projects), and participant tuition and fees that may be incurred during enrollment.

**Subcontracted:** All costs incurred by subcontractors who perform work that achieves any contract goals. Service Providers are not considered subcontractors.

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**PROPOSAL FORMAT**

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

**Abstract** should summarize the proposed initiative, including a short description of the population to be served by the initiative and if available data on initiative participants' overall need, demographics and race/ethnicity. Also include a description of initiative objectives, target population, DOL priority areas (Meeting the Demand of Business, Neediest Youth, and Improved Performance) and activities. Previous/current awardees must include information on past performance.

**1. PROGRAM DESCRIPTION**

- a) Please provide a brief overview of proposed project.
  - How will the proposed program fit into your organization's mission and goals?
  - How does your organization's mission and goals support the BWIB Youth Council vision and mission?
- b) Describe the target population and primary geographic area(s) to be served.
- c) Describe your organization's past experience and results delivering services in similar projects and/or to similar populations.

**2. GENERAL PROGRAM OPERATIONS**

- a) Describe outreach and recruitment strategies for target population.
  - Include partnerships with youth serving agencies, organizations, and schools to reach target populations.
  - What criteria will you use to select youth to be enrolled into your program?
- b) How will you address youth not selected for participation?
- c) How will you provide outreach and accommodate services to youth with disabilities or those whose primary language is not English?
- d) Describe orientation/assessment activities. Include assessment tools, instruments, and methods your program will use to gather the necessary assessment information to develop Individual Service Strategies.
- e) How will your program develop an "Individual Service Plan" that includes **a written, personalized work-based learning agreement and plan?** How will participants' individual goals be developed, evaluated, and coordinated?

- f) Describe your staffing plan. Include positions, staff to student ratios, and staff areas of responsibility as related to the outlined program. State how many new staff members will be hired from the community.
- g) Describe your project's case management strategy for providing consistent support, follow-through for service plans and referrals, and tracking for individual participants.
- h) Provide a detailed schedule of participant activities. What is the anticipated length of time necessary to complete the program?
  - Describe the location of activities.
- i) Describe the strategies you will use to motivate, and/or reward positive participation in the program; and (where appropriate) describe participant payroll, incentive, or payment methods.
- j) What standards or expectations will be required of youth participating in the program?
- k) Describe the methods you will use to involve youth in the design and leadership of the program.

### **3. ELEMENTS**

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

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

- a) What type of work based learning (WBL) and career development opportunities will be offered to youth?
- b) How will these activities be linked to learning objectives? How will you ensure that employer-defined skills and labor market information are used to guide career development activities?
- c) Describe linkages you have made with employers. How will you recruit employers to support your programs WBL component. Include any resources leveraged in the form of funds, operations, etc.
  - What support will be provided to employers?
  - How will your organization handle youth payroll?

- d) Include letters of commitment from key partners essential to delivering the services and achieving the proposed outcomes. See instructions in Section II. for letters of commitment submission guidelines.
- e) State the kind of activity in which youth will be engaged during the summer months.

## 6. OUTCOMES

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

## 7. BUDGET

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

- a) Line Item Budget – see Budget Forms Section VII.
  - Budget Information should include the total costs being requested under this RFP, including Personnel, Operating, Participant Expenses and Subcontract costs.
  - Cost per participant based upon requested funding amount in the proposed project.
  - Follow-up Costs – Please indicate the amount of your budget that will be used to provide follow-up services.
- b) Budget Narrative - On a separate page attach a budget narrative:
  - Give a brief and concise explanation of each budget item in the same order as the line item budget.
  - Include method and/or formula for estimating each line-item figure.
  - For personnel costs include personnel justification that lists job titles, rate of pay, and FTE or anticipated time to be spent in project activities.
  - List specific follow-up services offered and costs for each.
- c) Leveraged Resources– see Budget Forms Section VII.

List other resources that contribute to the delivery of the proposed program. Include Budget Item (type of resource: training wages, staff, operating, etc), brief description, actual or estimated amount, and source that contributes to the delivery of the proposed program. Include letters of support for all leveraged resources

**Note: Separate budget is needed for 2008-2009, April 1, 2009 to June 30, 2009 (FY 2009) and July 1, 2009 to June 30, 2010 (FY 2010)**

**BALTIMORE CITY YOUTH COUNCIL  
REQUEST FOR PROPOSAL**

**EVALUATION CRITERIA**

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

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

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

WIA Elements

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

Academic Opportunities

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

Career Development and Employment Opportunities

- Has the applicant developed significant partnerships with employers to provide ample work based learning continuum and career development activities to all youth enrolled in the program?
- Does proposed program outline how it will use local labor market information and employer defined skills in the career development and employment activities?
- Does the program have an effective plan for employer recruitment?
- Does the organization have a base of employer commitments?

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

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

**Budget [question 7]****(10 Points)**

- Is there evidence in the proposal of leveraging of resources and in-kind contributions, which will assist in meeting proposal outcomes?
- Does cost per individual and the total allocation sought constitute the most effective use of our resources?
- Does the projected budget effectively support the proposed program?
- Complete budget forms on pages 22-34.

**Bonus Points****(5 Points)**

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

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

**BUDGET INFORMATION**

**ORGANIZATION:**  
**PROJECT NAME:** \_\_\_\_\_  
**FUNDING PERIOD:** \_\_\_\_\_

**COST PER PARTICIPANT =**

**PROJECTED FOLLOW-UP COSTS =**

**BUDGET CATEGORIES**

Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY TOTAL
a. Personnel	\$ -
b. Fringe Benefits	\$ -
c. Travel	\$ -
d. Equipment	\$ -
e. Supplies	\$ -
f. Contractual	\$ -
g. Participant Expenses	\$ -
h. Other	\$ -
i. Total Direct Charges (sum of 6a - 6h)	\$ -
j. Indirect Charges( Max. of 10% of i)	\$ -
k TOTALS (sum of 6i and 6 j)	\$ -

Name of Grantee Organization

Funding Period
to

Amount Awarded

# of Months:	
--------------	--

Object Class Category (a.): PERSONNEL				
A Position	B % of Time	C Monthly Salary/Wage	D # of Months	E Cost
1.		\$		\$
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
<b>TOTAL PERSONNEL</b>				\$

Budget Narrative - PERSONNEL

**Object Class Category (b.): FRINGE BENEFITS**

A Position/s	B Benefit/s	C Rate	D Base Amount	E Cost
1.			\$	\$
2.				
3.				
4.				
5.				
6.				
7.				
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33.				
34.				
35.				
36.				
37.				
38.				
39.				
40.				
<b>TOTAL FRINGE BENEFITS</b>				\$

**Budget Narrative - FRINGE BENEFITS**

Empty green box for budget narrative.

Object Class Category (c.): TRAVEL						
A	B	C	D	E	F	
Item	# of Staff	# of Units	Unit Type	Cost per Unit	Cost	
1.				\$	\$	
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
14.						
16.						
17.						
18.						
19.						
20.						
<b>TOTAL TRAVEL</b>					\$	

**Budget Narrative: TRAVEL**

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

A Item	B # of Items	C Cost per Item	D Cost
1.		\$	\$
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
14.			
16.			
17.			
18.			
19.			
20.			
<b>TOTAL EQUIPMENT</b>			\$

**Budget Narrative: EQUIPMENT**

**Object Class Category (e.): SUPPLIES**  
 (Includes equipment costing less than \$5,000)

A Item	B # of Units	C Unit Type	D Cost per Unit	E Cost
1.			\$	\$
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
14.				
16.				
17.				
18.				
19.				
20.				
<b>TOTAL SUPPLIES</b>				\$

**Budget Narrative: SUPPLIES**

**Object Class Category (f.): CONTRACTUAL**

A		B
Brief Description		Cost
1.		\$
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
14.		
16.		
17.		
18.		
19.		
20.		
<b>TOTAL CONTRACTUAL</b>		<b>\$</b>

**Budget Narrative: CONTRACTUAL**

Large empty green box for budget narrative.

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

A Item	B # of Units	C Unit Type	D Cost per Unit	E Cost
1.			\$	\$
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
14.				
16.				
17.				
18.				
19.				
20.				
<b>TOTAL OTHER COSTS</b>				\$

**Budget Narrative: PARTICIPANT EXPENSES**

**Object Class Category (h.): OTHER COSTS**  
 (Including Training Expenses)

A Item	B # of Units	C Unit Type	D Cost per Unit	E Cost
1.			\$	\$
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
14.				
16.				
17.				
18.				
19.				
20.				
<b>TOTAL OTHER COSTS</b>				\$

**Budget Narrative: OTHER COSTS**

**Object Class Category (i.): INDIRECT CHARGES**

*Choose one of the following options to apply indirect charges to the grant:*

**OPTION A**

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

**OPTION B**

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

**TOTAL INDIRECT CHARGES** \$

**Budget Narrative - INDIRECT CHARGES**

## ADMINISTRATIVE COSTS

*Pursuant to 20 CFR 667.210(b), grantees are advised that there is a 10% limitation on administrative costs on funds administered under this grant. The cost of administration shall include those activities enumerated in 20 CFR 667.220(b) and (c).*

**Links:**

[http://www.dol.gov/dol/allcfr/title\\_20/Part\\_667/20CFR667.210.htm](http://www.dol.gov/dol/allcfr/title_20/Part_667/20CFR667.210.htm)

[http://www.dol.gov/dol/allcfr/Title\\_20/Part\\_667/20CFR667.220.htm](http://www.dol.gov/dol/allcfr/Title_20/Part_667/20CFR667.220.htm)

## Budget Narrative - ADMINISTRATIVE COSTS



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

**COVER PAGE**

**Organization:**

**Project Name:**

**Contact Person:**

**Phone #:**

**Address:**

**Mailing Address (if different):**

**E-mail Address:**

**Fax Number:**

**Youth Participation Dates: Start**

**End**

**Requested Funding Period: Start**

**End**

**Dollar Amount Requested:**

**Number of youth to be served:**

**Serve youth from the following jurisdiction: Baltimore City**

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

**Name:**

**Title:**

**Date:**

**BALTIMORE CITY YOUTH COUNCIL  
REQUEST FOR PROPOSAL**

**GLOSSARY**

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

<p><b>Administrative Costs:</b> The allocable portion of necessary and allowable costs that is associated with the overall management and administration of the workforce investment system and which are not related to the direct provision of the Employment and Training Services. These costs can represent both personnel and non-personnel categories and both direct and indirect classifications.</p>
<p><b>Adult:</b> Except in sections 127 and 132, the term "adult" means an individual who is age 18 or older.</p>
<p><b>Adult Mentoring (Youth):</b> Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months.</p>
<p><b>Advanced Training/Occupational Skills Training</b> – An organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Such training should: (1) be outcome</p>
<p><b>Area Vocational Education School:</b> Has the meaning given the term in section 521 of the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2471).</p>
<p><b>Assessment, Objective:</b> The ongoing participant centered diagnostic evaluation of a participant's employability, interests, values, aptitudes, abilities, educational and vocational history, barriers, motivation and existing skills that lead to the development of an on-going, comprehensive Self Sufficiency Plan for the removal of barriers to employment and the attainment of the individual's career goals. Assessment first occurs at intake and is an ongoing, continuous collection of information to evaluate the effectiveness of support services, training and education and to monitor the participant's progress.</p>
<p><b>Audit:</b> A systematic review by a CPA to determine and report whether an organization's financial operations are being properly conducted, financial reports are being presented fairly and applicable laws and regulations are being complied with. All successful bidders must submit an audit of their organization. Audits must be performed in accordance with OMB Circulars A-133, or United States Department of Labor and State of Maryland rules. For profit providers are subject to audit under the revised OMB Circular A-133.</p>
<p><b>Barriers to Employment:</b> Contractors will have mechanisms for identifying and eliminating barriers to employment that hinder an individual's ability to participate in the labor force. These may include lack of a high school education or its equivalency, basic skills deficits, limited English, and substance abuse.</p>
<p><b>Basic Education - Adult Basic Education (ABE)/General Equivalency Degree (GED)/English as a Second Language (ESL):</b> ABE/GED services include: structured, formal written curriculum designed to systematically address basic skills deficiencies and/or lead to passage of GED tests for adult students. Classes are usually self-paced with individualized instruction. The length of instruction depends upon student needs. Instruction is provided by an individual with specialized education or training in delivering basic skills/GED instruction. Individualized electronic instruction through computer based systems may be a delivery system but must include regular access to and assistance from instructors. Student progress is monitored and testing is done to measure</p>

student progress.

English as a second language services (ESL) include: structured, formal written curriculum designed to systematically improve an individual's understanding of and use of the English language. Instruction is provided by an individual with specialized education or training in the delivery of ESL services.

**Basic Skills:**

Those academic skills that include reading, writing and speaking English, and the skills involved in math applications, computing and solving problems.

**Basic Skills Deficient** – The individual computes or solves problems, reads, writes, or speaks English below the eighth grade level or is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society. In addition, states and grantees have the option of establishing their own definition, which must include the above language. In cases where states or grantees establish such a definition, that definition will be used for basic literacy skills determination. MSDE definition: that which is recognized by the U.S. Department of education for “at or below High Intermediate Basic Education”.

**Basis Testing:**

An assessment instrument used to establish the participant's functional literacy level.

**Below Grade Level:**

One or more levels or credits below that which is appropriate for the person's age. (Can be calculated from the highest grade completed and reading /math levels)

**Benchmark:**

Performance data used for comparison. A past agency or industry standard.

**Career Exploration, Planning & Counseling (Youth):**

Activities which:

- assist youth to gain career awareness, make career decisions and plans, and understand labor market needs, trends, and opportunities;
- assist youth in making and implementing informed educational and occupational choices; and,
- aid youth to develop career options with attention to surmounting gender, race, ethnic, disability, language, or socioeconomic impediments to career options and encouraging careers in nontraditional employment.
- an orientation to skills and knowledge specific to career path and/or industry, based on SCANS skills, career related learning standards and industry-specific skills, if relevant.

**Career Related Mentoring (Youth):**

An employee or other individual, approved by the employer at a workplace, who possesses the skills and knowledge to be mastered by a student; who provides the student with instruction and performance critique, challenges the student to perform well, and works in consultation with program staff, classroom teachers and the employer as appropriate.

**Case Management:**

**The provision of a client-centered approach in the delivery of services, designed--**

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

**Case Management (Youth):**

Youth Specialist and youth work together in a documented, goal oriented, participant-centered process that extends from recruitment through follow-up/retention. The youth specialist motivates and coordinates services and information to prepare participants for post secondary educational opportunities, provide linkages between academic and occupational learning, and/or preparation for unsubsidized employment/training opportunities, as appropriate.

**Certificate** – A certificate is awarded in recognition of an individual’s attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based on standards developed or endorsed by employers. Certificates awarded by workforce investment boards or awarded in recognition of the attainment of only generic pre-employment or work readiness skills are not included in this definition. A certificate is awarded in recognition of an individual’s attainment of technical or occupational skills by:

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

**Chief Elected Official:**

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

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

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

**Diploma** – The term diploma means any credential that the state education agency accepts as equivalent to a high school diploma.

**Service Learning (Youth):**

A structured work experience, through which students learn and develop by participating in thoughtfully organized community service work activities that meet actual community needs, are designed collaboratively by the program and student(s).

**Certificate:**

Awarded in recognition of an individual’s attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based on standards developed or endorsed by employers. Recognition of generic pre-employment

and/or work readiness skills are not considered certificates.
<p><b>Credential</b> Written statement or certificate that will validate the achievement of educational or occupational skills.</p>
<p><b>Community-Based Organization:</b> A private nonprofit organization that is representative of a community or a significant segment of a community and that has demonstrated expertise and effectiveness in the field of workforce investment.</p>
<p><b>Coordination With Community Agencies (Youth):</b> Creates and sustains partnerships with other agencies providing services to youth in order to maximize resources to meet the participant's needs, avoid duplication and provide integrated strategies for service delivery.</p>
<p><b>Cost Allocation Plan:</b> A plan that identifies and distributes the cost of services and/or departments or function according to benefit received. It is the means to substantiate and support how shared costs of a program are charged to a particular cost objective.</p>
<p><b>Cost Reimbursement Contracts:</b> An agreement format that provides for the reimbursement of all allowable costs that have been identified and approved in the contract budget. Contractors must maintain the documentation necessary to support the costs.</p>
<p><b>Customized Training:</b> Training— (A) that is designed to meet the special requirements of an employer (including a group of employers); (B) that is conducted with a commitment by the employer to employ an individual on successful completion of the training; and (C) for which the employer pays for not less than 50 percent of the cost of the training.</p>
<p><b>Data Collection</b> The collection and recording of information pertinent to a participant including: demographic, service and outcome data elements.</p>
<p><b>DOL</b> United States Department of Labor:</p>
<p><b>Dropout (Youth):</b> An individual no longer attending school that has not received a secondary school diploma or GED. (note: a youth attending an alternative school is not a dropout for the purposes of this program)</p>
<p><b>Economic Development Agencies:</b> Agencies including local planning and zoning commissions or boards, community development agencies, and other local agencies and institutions responsible for regulating, promoting, or assisting in local economic development.</p>
<p><b>Eligible or Eligibility</b> Refers to an individual's stature in relation to their ability to participate in a WIA Program. For dislocated workers programs, it is based upon plant closure, layoffs, and displaced homemakers as set forth in the rules governing that program.</p>
<p><b>Eligible Provider:</b> The term "eligible provider", used with respect to-- (A) training services, means a provider who is identified in accordance with section 122(e)(3); (B) intensive services, means a provider who is identified or awarded a contract as described in section 134(d)(3)(B); (C) youth activities, means a provider who is awarded a grant or contract in accordance with section 123; (D) other workforce investment activities, means a public or private entity selected to be responsible for such activities, such as a one-stop operator designated or certified under section 121(d).</p>

<p><b>Eligible Youth:</b> Except as provided in subtitles C and D, the term “eligible youth” means an individual who--</p> <p>(A) is not less than age 14 and not more than age 21;</p> <p>(B) is a low-income individual; and</p> <p>(C) is an individual who is one or more of the following:</p> <ul style="list-style-type: none"> <li>(i) Deficient in basic literacy skills.</li> <li>(ii) A school dropout.</li> <li>(iii) Homeless, a runaway, or a foster child.</li> <li>(iv) Pregnant or a parent.</li> <li>(v) An offender.</li> <li>(vi) An individual who requires additional assistance to complete an educational program, or to secure and hold employment.</li> </ul>
<p><b>Employability:</b></p> <p>A demonstrated level of knowledge, skills, abilities, work behaviors and attitudes necessary to compete successfully in the labor market.</p>
<p><b>Employment and Training Activity:</b></p> <p>An activity described in section 134 that is carried out for an adult or dislocated worker.</p>
<p><b>Employment Assessment:</b></p> <p>The ongoing participant centered diagnostic evaluation of a participant’s employability, interests, values, aptitudes, abilities, educational and vocational history, barriers, motivation and existing skills that lead to the development of an on-going, comprehensive Career Plan for the removal of barriers to employment and the attainment of the individual’s career goals. Assessment first occurs at intake and is an ongoing, continuous collection of information to evaluate the effectiveness of support services, training and education and to monitor the participant’s progress.</p>
<p><b>Employment Documentation Assistance:</b></p> <p>Assistance obtaining identification, a food handler’s card and/or other documentation necessary to get a job.</p>
<p><b>Entrepreneurial Work Experience (Youth):</b></p> <p>A program-based business venture (not a simulation), which is striving for economic viability and operated by students. School-based enterprises are generally directed by a business, which sponsors the enterprise and supervises the student staff. School-based enterprises may also be directed by the school, in the absence of business sponsorship.</p>
<p><b>Exposure to the World of Work:</b></p> <p>Instructional activities that expand the occupational knowledge of students inexperienced in the labor market, prepare them for the realities of the workplace and increase students’ awareness of their own aptitudes and interests and how they relate to occupations and career options. Also includes activities such as guest speakers, work samples, testing and assessment, field trips and site visits.</p>
<p><b>Family:</b></p> <p>Two or more persons related by blood, marriage, or decree of court, who are living in a single residence, and are included in one or more of the following</p> <p>Categories:</p> <ul style="list-style-type: none"> <li>(A) A husband, wife, and dependent children.</li> <li>(B) A parent or guardian and dependent children.</li> <li>(C) A husband and wife.</li> </ul>
<p><b>Follow Up (Youth):</b></p> <p>Active case management of participants for at least one year after completing the program</p> <p>Follow up services can include assessment/re-assessment, information &amp; referral, additional training opportunities, support services, employment &amp; education retention counseling, life skills/problem solving advocacy, services to support continued success for the participant or other program activities provided during the service period.</p>
<p><b>Full-time equivalent (FTE)</b></p> <p>A way to measure a worker’s involvement in a project, or a student’s enrollment at an educational institution. An FTE of 1.0 means that the person is equivalent to a full-time worker, while an FTE of 0.5</p>

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

Job search skills training including job club, which provides the participant with the instruction and skills necessary to obtain full time employment. These skills may include resume writing, interviewing skills, telephone techniques, and job acquisition skills. Job search assistance must be offered to all customers.

**Job Shadow:**

Competency-based educational experiences that occur at a worksite but are tied to the classroom by curriculum that coordinates and integrates school-based instruction with work site experiences.

**Labor Market Area:**

An economically integrated geographic area within which individuals can reside and find employment within a reasonable distance or can

Readily change employment without changing their place of residence. Such an area shall be identified in accordance with criteria used by the Bureau of Labor Statistics of the Department of Labor in defining such areas or similar criteria established by a Governor.

**Labor Market Information:**

Occupational supply and demand information for Baltimore City identifying areas of growth or decline for the labor market and assessment of the effects of such growth or decline. Review and evaluation of an area's employment possibilities, including projected openings, new employment, job skills needed, available training programs, wages and labor supply.

**Leadership Development Opportunities (Youth):**

May include but are not limited to 1) the exposure to post-secondary opportunities, 2) community service and service learning projects, 3) peer-centered activities, including peer mentoring and tutoring 4) Organizational and team leadership training 5) training in decision making, including determining priorities and 6) Citizenship training, including life skills training.

**Life Skills (Youth):**

Activities and/or training that assist youth to develop marketable work habits. May include modules/training/curriculum instruction in Personal Finance & Budgeting, Computers, parenting/pregnancy prevention, Self-leadership (e.g. conflict resolution, public speaking, and anger management), cultural history and diversity, Nutrition/Fitness, and health.

**Limited English Speaker:**

An individual whose native language is not English or who has an inability to communicate in English orally or in writing, resulting in a barrier to employment or training.

**Literacy:** The term "literacy" has the meaning given the term in section 203: an individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

**Local Area:**

A local workforce investment area as designated under section 116.

**Local Board:**

A local workforce investment board established under section 117.

**Local Educational Agency:**

Has the meaning given the term in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801).

**Local Performance Measure:**

A performance measure established under section 136(c).

**Lower Living Standard Income Level:**

That income level (adjusted for regional, metropolitan, urban, and rural differences and family size) determined annually by the Secretary based on the most recent lower living family budget issued by the Secretary.

**Low Income Individual:**

An individual who—

(A) receives, or is a member of a family that receives cash payments under a Federal, State, or local income-based public assistance program;

(B) received an income, or is a member of a family that

received a total family income, for the 6-month period prior to application for the program involved (exclusive of unemployment compensation, child support payments, payments described in subparagraph (A), and old-age and survivors insurance benefits received under section 202 of the Social Security Act (42 U.S.C. 402)) that, in relation to family size, does not exceed the higher of—

- (i) the poverty line, for an equivalent period; or
- (ii) 70 percent of the lower living standard income

level, for an equivalent period;

(C) is a member of a household that receives (or has been determined within the 6-month period prior to application for the program involved to be eligible to receive) food stamps pursuant to the Food Stamp Act of 1977 (7 U.S.C. 2011 et seq.);

(D) qualifies as a homeless individual, as defined in subsections (a) and (c) of section 103 of the Stewart B. McKinney Homeless Assistance Act (42 U.S.C. 11302);

(E) is a foster child on behalf of whom State or local government payments are made; or

(F) in cases permitted by regulations promulgated by the Secretary of Labor, is an individual with a disability whose own income meets the requirements of a program described in subparagraph (A) or subparagraph (B), but who is a member of a family whose income does not meet such requirements.

**Minimum Wage:**

The wage established as the lowest hourly salary that can legally be paid for labor. The current minimum wage is \$6.15/hour.

**Nontraditional Employment:**

Occupations or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

**Objective Assessment (Adult):**

The ongoing participant centered diagnostic evaluation of a participant's employability, interests, values, aptitudes, abilities, educational and vocational history, barriers, motivation and existing skills that lead to the development of an on-going, comprehensive Career Action Plan for the removal of barriers to employment and the attainment of the individual's career goals. Assessment is an ongoing, continuous collection of information to evaluate the effectiveness of support services, training and education and to monitor the participant's progress.

**Objective Assessment (Youth):**

An assessment of the academic levels, skill levels, and service needs of each participant, which shall include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs of the participant. A new assessment of a participant is not required if the provider determines it is appropriate to use a recent service strategy developed for the participant under another education or training program.

**Occupational Skills:**

*Those skills identified as necessary to successfully perform work-related functions within an industry sector. Occupational skills can be attained through activities such as*

- Entry into an apprenticeship or internship program.
- Complete a career specific, professional technical or advanced job skill-training program.
- Complete a college degree.

**OES Code:**

The OES code is the five-digit Occupational Employment Statistics code used to describe an occupation. Code lists and statistical data are available through the Federal Bureau of Labor Statistics.

**Offender:**

Any adult or juvenile--

(A) who is or has been subject to any stage of the criminal justice process, for whom services under this Act may be beneficial; or

(B) who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.

<p>One-Stop Operator:  One or more entities designated or certified under section 121(d).</p> <ol style="list-style-type: none"> <li>1. Eastside Career Center</li> <li>2. Northwest Career Center</li> <li>3. Baltimore Works</li> </ol>
<p><b>One-Stop Partner:</b>  (A) An entity described in section 121(b)(1); and  (B) An entity described in section 121(b)(2) that is participating, with the approval of the local board and chief elected official, in the operation of a one-stop delivery system.</p>
<p><b>On-The-Job Training:</b>  Training by an employer that is provided to a paid participant while engaged in productive work in a job that--</p> <ol style="list-style-type: none"> <li>(A) provides knowledge or skills essential to the full and adequate performance of the job;</li> <li>(B) provides reimbursement to the employer of up to 50 percent of the wage rate of the participant, for the extraordinary costs of providing the training and additional supervision related to the training; and</li> <li>(C) is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant, as appropriate.</li> </ol>
<p><b>Orientation</b>  Provides information about the types of services available, develops motivation and interest in the project, explains the application, selection and eligibility process, and assists applicants in preparing for the process. The respondent will provide a clearly defined format for the orientation to ensure consistency in how the information is given to potential applicants. The proposal must specify the criteria for determining suitability for services.</p>
<p><b>Out-of-School Youth:</b>  (A) an eligible youth who is a school dropout; or  (B) an eligible youth who has received a secondary school diploma or its equivalent but is basic skills deficient, unemployed, or underemployed. For reporting purposes, this term includes all youth except those who are attending any school and have not received a secondary school diploma or its recognized equivalent, and except those who are attending post-secondary school and are not basic skills deficient.</p>
<p><b>Outreach/Recruitment:</b>  These are activities and strategies for identifying and contacting potential customers. These strategies will include procedures that assure access throughout the service area and address appropriate access for customers with barriers.</p>
<p><b>Outcomes;</b>  Benefits or changes to individuals or populations during or after participating in program activities. How a program changes the life of an individual or population</p>
<p><b>Outputs:</b>  The direct products of program activities. (i.e. number of classes taught, number of counseling sessions, number of educational materials distributed, hours of service delivered,etc.)</p>
<p><b>Out stationed Staff:</b>  Staff who are paid employees of one organization but deliver such organization's Services on-site at another organization without the other organization having to pay for such Services.</p>
<p><b>Placement:</b>  A client securing employment while participating in the WIA Program. To be counted as a placement, employment must be 20 hours or more per week, with wages equal to or greater than the higher of either the state or federal minimum wage per hour, and be an unsubsidized position.</p>
<p><b>Postsecondary Educational Institution:</b></p>

An institution of higher education, as defined in section 481 of the Higher Education Act of 1965 (20 U.S.C. 1088).

**Potential Dropout (At risk of dropping out):**

A youth who is experiencing a lack of academic success as evidenced by basic skills deficiency, behind at least one school year in school credit as determined by school records, failing grades, or below a 2.0 GPA.

**Poverty Line:**

The poverty line (as defined by the Office of Management and Budget, and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) applicable to a family of the size involved.

**Pre-Employment & Work Maturity Training:**

A progression of instructional modules in which youth master and demonstrate proficiency in areas such as: identification and resolution of employment and personal barriers; interview protocol and skills; resume skills; general (non-industry specific) workplace-readiness skills and standards; and “soft” workplace-readiness skills.

**Pregnant/Parenting Youth:**

A youth who is under 22 years of age and is either pregnant or providing custodial care for one or more dependents who are under 18 years old.

**Pre-Vocational Services:**

Include but are not limited to learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills & professional conduct to prepare individuals for unsubsidized employment or training.

**Program Income**

Income generated, by a contract funded by State or Federal funds, as a result of fees, rental, or real or personal property, the sale of commodities or items developed with contract funds, and revenues in excess of costs earned by organizations. Program Income does not include profit earned by for profit agencies and identified and agreed to in the Contract budget.

**Program Year**

A program year is a consecutive twelve-month period (ex. July 1-June 30), determined by funding source guidelines. Some services, such as educational services, are typically provided during only some of the twelve months. Different organizations will have different program years; organizations delivering services from various funding sources may operate over a variety of defined program years. For purposes of this RFP, a program year is a consecutive twelve-month period of time, during which services were delivered and/or administered during at least eight of the twelve months. Organizations responding to the RFP should indicate their program year and the months of delivery and/or administration of services.

**Project-Based Learning**

Learning experiences, which engage students in complex, real-world projects through which they develop and apply skills and knowledge, which take effort and persistence over time, result in the creation of something that matters to them and has an external audience. Employment and community partners provide students with ongoing coaching and expert advice on projects, particularly in regard to effective strategies and tools used in the workplace, Projects should be authentic, involve academic rigor, applied learning, active exploration, adult connection and assessment practices.

**Public assistance**

The term “public assistance” means Federal, State, or local government cash payments for which eligibility is determined by a needs or income test.

**Referral**

Any eligible youth who is not enrolled to receive services at a contracted program must be given the referral information regarding the full array of applicable or appropriate service available through local programs including One-Stop partners and providers. In addition, youth should be given referrals for further assessment if determined appropriate. Programs are strongly encouraged to link and share information with other youth serving agencies, organizations and training providers in order to meet the individual needs of all youth.

**Retention**

Continued employment for a specific period after initial placement.
<b>Retention (Youth)</b> <b>Continued retention in work or school/training/education/military</b>
<b>Retention Rate:</b> The number of WIA customers placed who are employed at the end of the retention period [to be determined by MOED] <b>after</b> terminating from the program, divided by the total number of customers terminated in a specific time period.
<i>Retention Services: see Follow Up</i>
<b>School Dropout</b> An individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent.
<b>Secondary School</b> The meaning given the term in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801).
<b>Self-Sufficiency</b> An adequate standard of living without cash benefits. Self-sufficiency services are services that assist a WIA recipient to expand strengths and resources necessary for self-sufficiency, or to reduce or eliminate barriers to self-sufficiency.
<b>Skills For Success:</b> These skills include (1) learning; (2) critical thinking; (3) communicating effectively; (4) grasping constantly-changing technologies; and, (5) working effectively with others.
<b>State Adjusted Level of Performance</b> A level described in clause (iii) or (v) of section 136(b)(3)(A).
<b>State Board:</b> A State workforce investment board established under section 111.
<b>State Performance Measure</b> A performance measure established under section 136(b).
<b>Stipends</b> Stipend payments may be used for youth participating in a variety of experiences. These payments are based on attendance for youth participating in a work, education, and/or training experience.
<b>Structured Work Experience</b> A competency-based educational experience that occurs at the work site but is tied to the classroom by curriculum that coordinates and integrates school-based instruction with work site experiences.
<b>Subsidized Work Experience</b> A career-linked job at a public or private site in which the wages paid to an employee are financially supported by a private, state or local employment and training program.
<b>Supportive Services</b> Service needed in order to assist the youth to be successful in achieving their goals. This may include transportation, childcare, work related tools, and clothing. To the greatest extent possible programs should address support service needs through leveraging of resources and partnerships with other providers.

<p><b>Target:</b> A numerical objective for a program's level of achievement on an indicator. A projection.</p>
<p><b>Tracking</b> The Service Provider, in partnership with BWIB Youth Council and other partners, will be responsible for tracking significant participant movement through the program. This will include entry into components, time in component and exits from components. Tracking will provide the BWIB Youth Council, the Service Provider and other partners' necessary management information to improve the program, as well as ensure that customers are all accounted for in the program. While the Service Provider is responsible for case management of WIA customers and therefore tracks significant information on each participant, the BWIB Youth Council is responsible for analyzing and monitoring the overall flow of customers through the program.</p>
<p><b>Training Services</b> Training defined by using the first three digits of the Dictionary of Occupational Titles (DOT) for the occupation for which the participant is being trained.</p>
<p><b>Try Out Employment</b> A work trial gives you the opportunity to intern in an actual job with an employer. It will give you the chance to show an employer that you are the right person to fill a job.</p>
<p><b>Unemployed Individual</b> An individual who is without a job and who wants and is available for work. The determination of whether an individual is without a job shall be made in accordance with the criteria used by the Bureau of Labor Statistics of the Department of Labor in defining individuals as unemployed.</p>
<p><b>Unsubsidized Employment</b> Full or part-time employment in a job not financed from funds provided by a federal or state grant. A job in which the wages paid to an employee are not financially supported by a state or local employment and training program.</p>
<p><b>Vocational Education</b> Has the meaning given the term in section 521 of the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2471).</p>
<p><b>Vocational Training</b> Provides customers with long or short-term training in a community college, university, vocational school or business environment to improve employability in the local labor market. The training can provide basic skills, upgrade current skills, develop new technical skills, improve language skills and prepare customers for employment in high growth occupations.</p>
<p><b>Wages</b> Are to be paid to youth that are participating in subsidized work experience or limited internship projects. Youth <b>must</b> be paid an hourly wage. The wage <b>must</b> be included in the project budget. The formula for calculating wages is: # of youth x # of hours x \$6.15 x 7.65% to include FICA x 90% attendance.</p>
<p><b>WIA</b> The Workforce Investment Act of 1998.</p>
<p><b>Work-Based Learning Activities</b> Activities offered which are designed to enable youth to gain exposure to the working world and its requirements and help acquire personal attributes, industry defined skill standards, and knowledge needed to obtain a job and advancement in employment. Activities should be designed to be mastered at progressively higher levels that are coordinated with school-based learning. Can take place at private, for-profit, non-profit or public sector. Can be paid or non-paid activities. (Note: applicable labor laws must be adhered). Activities must be relevant to the career plan and include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Career Related Mentoring</li> <li>• Community Service Learning</li> <li>• Entrepreneurial Work Experience</li> <li>• Internship</li> <li>• Job Shadow,</li> <li>• Project-Based Learning,</li> <li>• Subsidized Work Experience and Structured Work Experience.</li> </ul>

**Work Readiness**

Completion of one or more workforce readiness skill activities appropriate to the service plan developed for the participant, which could include

- Career Related Assessment and Goal Setting
- Pre-Employment Training
- Work Experiences/Internships
- *Job Shadows*
- Career Explorations
- On-the-Job Training

**Workforce Investment Activity:**

Any activity intended to assist youth or adults customers in achieving their educational or employment goals consistent with the intent of the Workforce Investment Act (WIA) and with the federal regulations guiding its implementation.

**Youth Activity:**

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

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

**Youth Payment Methods:**

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

<p style="text-align: center;"><b>EMPLOYMENT AND TRAINING ADMINISTRATION ADVISORY SYSTEM U.S. Department of Labor Washington, D. C. 20210</b></p>	<p><b>CLASSIFICATION</b> WIA/Youth</p>
	<p><b>CORRESPONDENCE SYMBOL</b> OWI</p>
	<p><b>ISSUE DATE</b> July 16, 2004</p>
<p><b>RESCISSIONS</b></p>	<p><b>EXPIRATION DATE</b> Continuing</p>

**ADVISORY : TRAINING AND EMPLOYMENT GUIDANCE LETTER NO. 03-04**

**TO : ALL STATE WORKFORCE AGENCIES  
ALL STATE WORKFORCE LIAISONS**

**FROM : EMILY STOVER DeROCCO /s/  
Assistant Secretary**

**SUBJECT : The Employment and Training Administration's (ETA's) New Strategic Vision for the Delivery of Youth Services Under the Workforce Investment Act (WIA)**

1. **Purpose.** To inform states and local areas of ETA's new strategic vision to serve out-of-school and at-risk youth under the Workforce Investment Act (WIA).
2. **References.**
  - Title I of the Workforce Investment Act of 1998 (Pub. Law 105-220, 29 USC 2801 et seq.), available at <http://www.doleta.gov/usworkforce/>
  - Final WIA Regulations, 20 CFR parts 652,660-671 (published at 65 Fed. Reg. 49294, August 11,2000), available at <http://www.doleta.gov/usworkforce/>
  - Training and Employment Guidance Letter No.20-03, March 25,2004, FY 2004 Rescissions for WIA Adults and Dislocated Workers; Workforce Investment Act (WIA) Allotments for Program Year (PY) 2004; Additional Funding from Dislocated Workers National Reserve for Adults and Dislocated Worker Activities for Eligible States; Wagner-Peyser Act Final Allotments for PY 2004; and Work Opportunity and Welfare to- Work (W-t-W) Tax Credit Allotments for FY 2004, available at <http://lwdr.doleta.gov/directives>
3. **Background.** The realities of today's global economy make it imperative that publicly funded workforce systems for youth be demand-driven, and the programs and services made available through those systems be aimed at preparing our country's most at-risk and neediest youth for real job opportunities. Despite the billions of Federal, state, local and private dollars spent on needy youth and their families, many out-of-school youth are currently being left behind in our economy because of a lack of program focus and emphasis on outcomes. Well-designed workforce investment programs offer youth who

have become disconnected from mainstream institutions and systems another opportunity to successfully transition to adult roles and responsibilities.

The Administration is committed to trying bold, innovative and flexible initiatives to prepare the most at-risk and neediest youth for jobs in our changing economy. The White House Task Force Report on Disadvantaged Youth, released in December 2003, articulated a set of broad goals for disadvantaged youth in the country, including that they "grow up ready for work, college and military service." The report also recommended that youth programs focus on serving the neediest youth, with priority given to out-of-school youth, high school dropouts, runaway and homeless youth, youth in foster care, court involved youth, children of incarcerated parents and migrant youth.

ETA has set an overarching priority for the entire workforce investment system: meet the demands of business by providing adults and youth with the necessary educational, occupational, and other skills training and services needed for high demand occupations in the 21<sup>st</sup> century. In that regard, ETA has developed a new strategic vision to serve out-of-school and at-risk youth through the workforce investment system. This vision represents new strategies for the investment of WIA resources. The vision's focus on connecting youth with high quality education and employment services can be achieved under current law and reflects the principles articulated by the Administration for the reauthorization of WIA.

***VISION: Out-of-school youth (and those most at risk of dropping out) are an important part of the new workforce "supply pipeline" needed by businesses to fill job vacancies in the knowledge economy. WIA-funded youth programs will provide leadership by serving as a catalyst to connect these youth with quality secondary and postsecondary educational opportunities and high-growth and other employment opportunities.***

ETA's new vision for serving youth will present challenges for how state and local WIA programs interact and link with state and local education and economic development systems. To achieve this vision, ETA will adopt a new strategic approach across four major areas:

- Focus on Alternative Education
- Meeting the Demands of Business, Especially in High-Growth Industries and Occupations
- Focus on the Neediest Youth
- Focus on Improved Performance

This TEGL is meant to provide information to state and local WIA systems on ETA's new strategic vision for serving youth, the proposed focus areas, and the goals and critical strategies that Federal, state and local youth workforce programs should be implementing for Program Year (PY) 2004.

During PY 2004, ETA will be issuing specific program guidance to states and local areas on implementing components of the new strategic youth vision.

4. **Critical Strategies.** The new vision for serving youth and the following proposed critical strategies will require ETA and state and local workforce investment system leaders to serve as catalysts for bringing together employment, education and economic development. If the vision is realized, state and local workforce investment systems

serving youth will be positioned as strategic partners in the development and deployment of the emerging labor force.

- a. **Focus on Alternative Education.** The No Child Left Behind (NCLB) act holds schools, school districts, and states accountable for student outcomes and requires that students meet standards in core subject areas. The implementation of NCLB has important implications for "second chance" alternative education programs since the public workforce investment system often contracts with these programs to provide educational services to economically disadvantaged high school dropouts and out-of-school youth with basic skills deficiencies, some of whom may have diagnosed or undiagnosed learning disabilities.

***Goal: ETA is committed to providing leadership to ensure that youth served in alternative education programs will receive a high quality education that adheres to the state standards developed in response to the NCLB act.***

In collaboration with the Department of Education, ETA will issue guidance to the workforce investment system on the following:

- A process for the workforce investment system to ensure that any particular alternative education institution receiving WIA youth funds is able to make progress towards the standards for success.
- A model of what constitutes "alternative education programs" that characterizes the various forms/components of these programs required to meet the varied needs of out-of-school youth.
- A description of how alternative education institutions can serve as an integral part of state and local educational systems' success in meeting the goals of the NCLB act.
- Information to help understand how average daily attendance funding applies to the students in alternative education institutions.
- Information to help workforce investment areas understand state NCLB implementation systems and their impact on alternative schools.
- Proven literacy/numeracy strategies targeted to the at-risk adolescent population.

State and local workforce systems are encouraged to partner with public school systems implementing state NCLB requirements around mutually beneficial issues, such as:

- Assisting school districts in meeting their adequate yearly progress (AYP) measures by providing high quality, diploma granting alternative learning environments for youth at risk of dropping out of school. In this model, average daily attendance funds will follow youth to the alternative program while the youth will remain in the sending school district's count.
- Providing supplemental educational services for Title I schools that do not meet their AYP measures through after-school and Saturday programs.
- Working with alternative schools to establish high quality programs that meet state standards. This may include collaboration between state and local public education systems and workforce investment systems to improve teacher quality, develop flexible funding mechanisms and promote collaborative services.

Local level workforce investment areas are also encouraged to increase their knowledge of alternative education opportunities. This can be done by engaging in a "mapping" of alternative education offerings in the community to be used by both the education and workforce systems to help students make smart choices.

Lastly, WIA youth programs, working through the One-Stop Career Center system, should ensure that alternative education institutions have and use information on local workforce training programs and local labor markets, including national electronic tools such as "Career Voyages" ([www.CareerVoyages.gov](http://www.CareerVoyages.gov)), public and proprietary career information, and state workforce information. Local areas should ensure that alternative education students are exposed to job opportunities in growing occupations, including requirements for further education and training and possible career pathways.

**b. Focus on Business Demands, Especially in High-Growth Industries and Occupations.**

***Goal: The investment of WIA youth resources will be demand-driven, assuring that youth obtain the skills needed by businesses so they can succeed in the 21<sup>st</sup> century economy.***

Accomplishing this goal will entail three priorities:

- ETA will provide guidance to the WIA youth system on how to incorporate successful models of employer-driven youth development programs such as SKILLS USA, Jobs for America's Graduates (JAG) and Automotive Youth Educational Systems (AYES) that combine skills training with instruction in employability skills, including professional development, community service and leadership.
- ETA will promote strategic partnerships within the workforce system to ensure that resources are invested effectively to help youth gain the skills necessary for jobs and career pathways in high-growth and high-demand industries. WIA funds should be invested based on the skills needs of employers and strategies developed to address those needs. Building connections between the workforce system and community colleges helps ensure the creation of industry-focused pathways or career ladder programs that are market responsive. Model programs will be developed that demonstrate partnerships between local businesses, local workforce and educational organizations, and community colleges that allow for the rapid development of training curriculum to meet changing workforce demands. Specifically, partnerships developed can identify high-growth high demand industries and target the appropriate resources for training programs that provide workers, particularly out-of-school youth, the skills required to receive an industry certificate and/or a postsecondary credential.
- State and local professionals in WIA youth-funded programs must be versed on what the high-growth industries/occupations are in their respective areas, what the career pathways are for these jobs, and what options are potentially available for at-risk youth to access these jobs. The following Web sites are ETA sources of workforce information:
  - America's Career One Stop Portal  
<http://careeronestop.org>
  - Career One Stop Portal Links  
America's Career Information Network: [www.acinet.org](http://www.acinet.org)  
America's Job Bank: [www.ajb.org](http://www.ajb.org)

America's Service Locator: [www.servicelocator.org](http://www.servicelocator.org)  
O\*NET Online: <http://online.onetcenter.org>  
Workforce Tools of the Trade: [www.workforcetools.org](http://www.workforcetools.org)  
Career Voyages: [www.CareerVoyages.gov](http://www.CareerVoyages.gov)

In addition, staff should be knowledgeable about youth assessment, development of individual service strategies, integration of needed services, provision of follow-up services, and explicit documentation of services and outcomes. WIA youth professionals should ensure that training funds will be prioritized for eligible youth pursuing high growth opportunities and that training investments meet industry-specific requirements leading to an industry-recognized credential, when appropriate.

- c. **Focus on Neediest Youth.** The White House Task Force Report on Disadvantaged Youth notes that the Federal government is spending billions of dollars to address the problems of youth. According to the report, youth training funds appear to be focused on ineffective and duplicative practices, and public money needs to be targeted to where it is most needed. The Task Force identified youth in foster care (particularly those aging out of foster care), youth in the juvenile justice system, children of incarcerated parents, and migrant youth as those most in need of services.

ETA is making investments in a number of new initiatives to focus on and develop new strategies for serving these identified populations.

***Goal: ETA will prioritize investments that serve youth in foster care, those aging out of foster care, youth offenders, children of incarcerated parents and migrant youth.***

- Funds will be used to develop model programs for youth aging out of foster care. Model programs will take a comprehensive approach to serving this population, including basic skills remediation, help staying in school or returning to school, employment, internships, help with attaining a high school diploma or GED, post-secondary vocational training, apprenticeships, and enrollment in community colleges and four-year colleges.
- ETA will continue to make funds available to help returning youth offenders reintegrate into and become productive members of their communities by providing education, job training, and supportive services such as mentoring and life skills training after their release from correctional institutions. In addition to helping youth attain employment or an education credential, this effort seeks to ensure that returning youth offenders remain crime-free. This initiative will build on strategies that have been the focus of previous pilot and demonstration projects. They include: (1) the expansion of partnerships between state and local workforce investment systems and the criminal justice system; (2) the use of faith-based and community-based organizations to train and mentor former prisoners; and (3) the use of intermediary organizations in connecting employers with offenders particularly in high growth industries.
- ETA, in partnership with the Departments of Education and Agriculture, will develop a model program to provide workforce training, placement services and basic education services for high school completion to out-of-school migrant and seasonal farm worker youth ages 16 to 21. Mentoring is expected to be a significant component of this effort to assist migrant students with navigating

education and job training systems and to provide the encouragement, tutoring and assistance these students need to achieve their goals.

- d. **Focus on Improved Performance.** In order to ensure the success of an increasingly at risk youth population in the knowledge economy, the workforce investment system must be committed to utilizing the strategies that lead to higher levels of performance and outcomes. ETA will provide the leadership necessary to make this happen.

***Goal: Key initiatives will be implemented to assure that funding for youth programs is performance-based and that systems and programs are focused on outcomes.***

All youth professionals will be expected to be knowledgeable about their local economy (e.g., current status, future projections, high-growth industries, career paths) and One-Stop Career Center professionals will be expected to make the connection to specialized youth programs for those drop-outs who are using core services and are in need of more intensive assistance.

- ETA will support Regional Forums designed to provide the workforce investment system with an overview of the new policy guidance related to services for youth. The Regional Forums will examine changes in legislation, policy guidance, and operational processes that will form a new strategic response to serving youth through the workforce investment system. The forums will target system leaders from the states and local areas and will work to align state and local practices with Federal policy.
- ETA will lead the way in establishing better "real-time" data and management systems by incorporating investments made in management information systems into the formula program.
- Following the recommendations of the White House Task Force for Disadvantaged Youth, ETA will work with other Federal agencies to improve the Federal role in helping to understand what works. This entails creating a more consistent set of guidelines for assessing the quality of program evaluations. Protocols will be consistent across agencies and will emphasize random assignment evaluations. A cross-agency research agenda will be created based on large, randomized field trials to test different interventions for serving disadvantaged youth.
- ETA will implement a new core set of common performance measures for youth programs that apply across One-Stop system programs. The implementation of common performance measures across Federal job training and employment programs will enhance the ability to assess the effectiveness of the workforce investment system.

The new set of common measures for youth programs will include: placement in employment or education; attainment of a degree or certificate; literacy and numeracy gains; and an efficiency measure. The introduction of these new measures for the workforce investment system places a new emphasis on literacy and numeracy gains for youth. It is important that service strategies for youth participants be directly linked to one or more performance outcomes within these common measures. Also, it is important to note that the certificate measure is a demand-driven measure in which certificates are awarded in recognition of an individual's attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical

or occupational skills are based on standards developed or endorsed by employers.

Attainment of literacy and numeracy gains is viewed as most appropriate for youth with basic skill deficiencies as determined by a basic skills assessment. The increased focus on literacy and numeracy gains for youth provides an impetus to ensuring that state and local WIA programs incorporate high quality adolescent literacy programs.

2. **Action Required.** States should share the information in this TEGl with the local areas.
3. **Inquiries.** Questions should be directed to the appropriate regional office.