



Department of Employment Services - Office of Youth Programs
Workforce Investment Council (WIC)

In-School Year-Round Workforce Development Programs

Request For Applications (RFA)

RFA No.: DOES-WIC-ISY-2013

RFA Release Date: Friday, March 1, 2013

Pre-Application Meeting

Attendance is highly encouraged.

Date: Friday, March 8, 2013

2:00 p.m. to 4:00 p.m.

Location: DOES Headquarters

4058 Minnesota Avenue, NE, Suite 2310

Washington, DC 20019

RSVP: youthjobs@dc.gov

**Application Submission Deadline:
March 15, 2013 at 2:00 p.m. EST**

LATE OR INCOMPLETE APPLICATIONS WILL NOT BE CONSIDERED

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Additional Documents that accompany this RFA but are not attached herein:

Supplement 1: List of Required Workforce Investment Act Enrollment Documents

Attachments A-N (templates and forms)

Section A: Funding Opportunity Description

1. Scope

The Department of Employment Services (DOES), in conjunction with the Workforce Investment Council (WIC), is soliciting applications to provide services to in-school youth (ISY) through high-quality education and training programs. The program's goal is to assist youth in obtaining education and training that will lead to self-sufficiency and family-sustaining wages through achievement of key benchmarks including: attainment of a secondary school diploma, placement in employment, advanced training, or postsecondary education and literacy and numeracy gains.

DOES and the WIC seek to adopt and build upon promising practices in the delivery of ISY services to help ensure that Grantees have the capacity to assist targeted youth in meeting desired employment and education outcomes.¹ Accordingly, applications submitted under this Request For Applications (RFA) must include strategic partnerships with at least one public, charter, or alternative secondary school in the District of Columbia and must include targeted program elements under one of two program models described below:

- a. **Industry Awareness:** provide at-risk in-school youth with a mix of academic instruction and targeted work experiences in a high-demand industry sector that prepares them for secondary school graduation and direct entry into unsubsidized employment or advanced occupational training after graduation. Requires at least one private sector partner to sign on to the application.
- b. **Postsecondary Preparation:** provide at-risk in-school youth with a mix of academic instruction and other supportive services that enable them to obtain a secondary school diploma and prepare them to successfully enroll and persist in postsecondary education leading to a degree, certificate, or other credential. Requires a postsecondary partner to sign on to the application.

Grantees will partner with at least one private sector partner or postsecondary partner to develop and implement programs that assist youth in achieving key benchmarks, including:

- Attainment of a secondary school diploma or recognized equivalent;
- Placement into full-time employment or postsecondary education; and
- Increased literacy and numeracy gains

Applicants may only submit one application under this RFA. If more than one application is submitted, the Applicant will be considered unresponsive and neither application will be reviewed.

¹ The WIC and DOES developed this program design after extensive review of WIA in-school youth program approaches and RFAs in Philadelphia, New York, Hartford, San Diego, Boston, San Francisco, Cincinnati, Baltimore, and Los Angeles. These best practices were adapted based on consideration of the unique factors facing the in-school youth population in the District.

2. Background

Educational attainment is often an indicator of future economic success. Notably, in the second quarter of 2012, District of Columbia residents with at least a baccalaureate degree had an unemployment rate of 3.6 percent, compared to 20.2 percent for individuals with only a secondary school diploma, and 24 percent of residents with less than a secondary school diploma.² In a city where as many as 71 percent of all jobs will require at least some form of postsecondary education by the year 2018,³ younger workers without a secondary school diploma and at least some work experience are likely to face significant obstacles transitioning into postsecondary education or finding and keeping jobs that lead to economic self-sufficiency.

The scope of need for additional educational and supportive services for youth in the District of Columbia is acute. More than one-third of public secondary school students in the District of Columbia – more than 2,000 individuals – failed to graduate on time in 2008-2009.⁴ While some of these students may go on to complete their education in subsequent years, including through adult education programs leading to a GED, many will go on to join the more than 50,000 working-age DC residents who currently lack a secondary school diploma. Without targeted and timely intervention, many more at-risk students in the years ahead will find themselves without the education and experience needed to gain a foothold in today's economy. This RFA is intended to support programs and partnerships that help address these challenges.

3. Source of Grant Funding

The District of Columbia receives federal formula funds under Title I-B of the Workforce Investment Act (WIA) to serve the education and employment needs of low-income youth, including in-school youth with significant barriers to secondary school graduation and entry into postsecondary education or the labor market. The WIC, in collaboration with DOES, is responsible for establishing policies and priorities with respect to the use of these funds. Through this RFA, DOES seeks to award grants to organizations with demonstrated experience in serving the needs of youth to develop and fully implement high-quality education and training programs for participants.

Funding for grant awards is contingent on availability of funds. This RFA does not commit DOES to make a grant award. DOES maintains the right to adjust the number of grant awards and grant award amounts based on funding availability. Grant funds shall only be used to support activities specifically outlined in the scope of this RFA and included in the Applicant's submission.

² DC Fiscal Policy Institute. "[Unemployment Rates Continue to Improve in the District.](#)" August 2012.

³ Georgetown University Center on Education and the Workforce, "[Help Wanted: Projections of Jobs and Education Requirements through 2018.](#)" June 2010.

⁴ National Center for Education Statistics. "The Condition of Education," [Table A-32-1](#). Other assessments place the graduation rate in the District even lower – see Education Week's "[Graduation Rate Trends 1998-99 to 2008-09](#)", downloaded October 18, 2012.

4. Anticipated Number of Awards

DOES intends to award at least one grant in each of the two SDAs as described below in Section A. 7. DOES reserves the right to make additional awards pending availability of funds.

5. Total Amount of Funding to be Awarded

The total amount of funding available for award is \$1,000,000.00, pending availability of funds.

6. Period of Performance

The period of performance shall be twelve (12) months from June 2013 to June 2014. At the discretion of DOES, in conjunction with the WIC, a maximum of three (3) one-year option periods may be granted based on performance and the availability of funding. Option periods may consist of a year, a fraction thereof, or multiple successive fractions of a year.

Applicants should propose to serve two cohorts simultaneously: one cohort of rising 4th year students who will receive sufficient services to enable them to meet required outcomes during the one year grant period; and one cohort of rising 3rd year students who will be served according to a two-year program model, with the second year of services subject to renewal based on performance. Applicants should propose distinct services and assessment plans for each cohort. Students from both cohorts will be considered eligible to participate and receive wages through the SYEP in 2013. Rising 4th year students should participate in a structured employment activity during the school year.

7. Location Requirements

For the purpose of this RFA, the District will be divided into two Service Delivery Areas (SDAs).

SDA 1: Wards 1, 2, 3, and 4

SDA 2: Wards 5, 6, 7, and 8

To be eligible for award, the proposed site where the proposed program will operate must be located within either SDA1 or SDA2. To deliver a program in a particular SDA, the Applicant must have a strategic partnership with a host secondary school located within that SDA. Applicants may propose to deliver some activities or services outside of the designated SDA but must make clear how participants will be able to fully access such services. Programs should specifically target outreach and recruitment efforts toward participants who reside in the SDA where services will be provided. However, participants are eligible to receive services outside of the SDA of residence.

Applicants must include the full address and Ward of their proposed site in Attachment A-Applicant Profile. Each Applicant must provide legal proof of ownership or occupancy of the site where the program will be held to prove that the Applicant is entitled to conduct the program in that space; this must be attached to the application as Attachment S.

Adequate proof of occupancy that may be submitted as Attachment S includes the following:

- Certificate of Occupancy or Home Occupation Permit (HOP) issued by Department of Consumer and Regulatory Affairs (DCRA). If conducting an in-home program, the Applicant must provide the HOP;
- Signed approval letter and building use agreement from the DC Public Schools Office of Out-of-School Time;
- Signed approval letter and permit from the Department of Parks and Recreation; or
- Building lease or rental agreement.

The Applicant must submit written notice of any proposed site changes within 24 hours of the proposed change. Any site changes must be approved by DOES, in consultation with the WIC, prior to the proposed change.

8. Grant-Making Authority

Grant awards are issued by DOES via the “Workforce Job Development Grant-Making Authority Congressional Review Emergency Act of 2013” and “Workforce Job Development Grant-Making Authority Act of 2012.” DOES reserves the right to accept or deny any or all applications. DOES may suspend or terminate an outstanding RFA, pursuant to its own grant-making rules or any applicable federal regulation or requirement. DOES reserves the right to issue addenda and/or amendments subsequent to the issuance of the RFA or to rescind the RFA.

Section B: General Provisions

1. Monitoring

Monthly reports and quarterly narrative reports will be required of Grantees. DOES, in conjunction with the WIC, will engage in monitoring activities that may include: periodic scheduled and unscheduled site visits to Grantee and partner facilities, interviews or surveys of participants, and learning group meetings among Grantees. Monitoring activities may also be carried out by the U.S. Department of Labor's Employment and Training Administration (ETA). Grantees shall make all reasonable efforts to accommodate such monitoring activities. DOES, in conjunction with the WIC, will make all reasonable efforts to ensure that such monitoring activities are not unduly disruptive of Grantee's normal course of business.

During such site visits, the Grantee shall be required to provide access to facilities, records, participants and staff as deemed necessary by DOES, in conjunction with the WIC, for monitoring purposes. Monitoring may involve observation, interviews, and collecting and reviewing reports, documents and data to determine the Grantee's level of compliance with federal and/or District requirements, and to identify specifically whether the Grantee's operational, financial, and management systems and practices are adequate to account for grant funds, in accordance with federal and/or District requirements.

2. Audits

The Grantee shall maintain electronic and hard copies of all reports and supporting materials for a minimum of three (3) years after submission of the final payment. Reports and supporting materials include eligibility documents and documentation of performance measures. In addition, the Grantee shall maintain electronic and hard copies of financial records that clearly document all funds received and expended. At any time before final payment and for three (3) years thereafter, DOES may have the Grantee's invoices, vouchers, and statements of cost audited. Any payment may be reduced by amounts found by DOES not to constitute allowable costs as adjusted for prior overpayment or underpayment. In the event that all payments have been made to the Grantee by DOES and an overpayment is found, the Grantee shall reimburse DOES for said overpayment within 30 days after written notification.

The Grantee shall establish and maintain books, records, and documents (including electronic storage media) in accordance with Generally Accepted Accounting Principles and practices which sufficiently and properly reflect all revenues and expenditures of grant funds awarded by the DOES, pursuant to this solicitation.

The Grantee shall grant reasonable access to DOES, the WIC, the D.C. Auditor, any applicable federal department, the Comptroller General of the United States, or any of their duly authorized representatives to any books, documents, papers, and records (including computer records or electronic storage media) of the Grantee that are directly pertinent to charges to the program, in order to conduct audits and examinations and to make excerpts, transcripts, and photocopies.

This right of access also includes timely and reasonable access to Grantees' personnel for the purpose of interviews and discussions related to such documents.

3. Nondiscrimination in the Delivery of Services

In accordance with Title VI of the Civil Rights Act of 1964, as amended, and the District of Columbia Human Rights Act of 1977, as amended, no person shall, on the grounds of race, color, religion, national origin, sex, age, disability, marital status, personal appearance, sexual orientation, gender identity or expression, family responsibilities, genetic information, matriculation, or political affiliation, be denied the benefits of or be subjected to discrimination under any program activity receiving government funds.

Section C: Applicant and Youth Eligibility Requirements

1. Applicant Eligibility Requirements

Organizations that are eligible to apply for this grant include public and private non-profit and for-profit organizations with demonstrated effectiveness providing the requested services and meeting the needs of the target population, including:

- Non-profit, community, or faith-based organizations;
- Community colleges or other postsecondary institutions;
- Public, charter, or alternative secondary schools;
- Trade associations or chambers of commerce;
- Private, for-profit service providers; or
- Labor unions, labor-management partnerships, or registered apprenticeship programs.

Applicants must demonstrate the existence of a collaborative partnership with a public, charter, or alternative secondary school that will serve as the host school for some or all of the proposed grant activities. If the lead Applicant is a public, charter, or alternative secondary school, the Applicant must demonstrate evidence of a collaborative partnership with at least one other eligible youth-serving organization that will deliver services (such as work experience opportunities or supportive services) that support activities funded under this grant.

Applications must meet all applicable eligibility requirements listed in this RFA. Applications that do not meet the eligibility requirements will be considered unresponsive and will not be considered for funding under this RFA.

Applicants must be responsible organizations possessing the demonstrated ability to perform successfully under the terms and conditions of a proposed grant award. Each Grantee may charge to the grant award only those costs that are consistent with the allowable cost provisions of the respective grant, including the guidelines issued by DOES and all applicable federal and District laws.

All Applicants must demonstrate their fiscal and operational capacity to carry out the proposed program by submitting documentation to verify qualifications. The relevant eligibility documents that must be attached to the application are:

- Attachment K -- IRS Form W-9 (signed and dated);
- Attachment L -- Basic Business License Clean Hands Form – “Clean Hands Self Certification” from DCRA;
- Attachment O -- Certificate of Clean Hands (formerly Certificate of Good Standing) obtained from the Office of the Chief Financial Officer, Office of Tax and Revenue (OTR): request a Certificate of Clean Hands online at: <http://dcforms.dc.gov/webform/certificate-clean-hands-formerly-certificate-good-standing>
- Attachment T -- Valid and current license conferred by DCRA or applicable regulatory body to conduct business in the District (e.g., General Business License or Charitable Solicitation License);

- Attachment U -- Documentation proving IRS tax status (e.g., 501(c)(3) determination letter); and
- Attachment V -- The Applicant shall provide a copy of the organization's most recent and complete set of audited financial statements available. If audited financial statements have never been prepared due to the size or age of an organization, the Applicant must provide, at a minimum, a current and previous year budget, an income statement or Profit and Loss Statement, and a Balance Sheet certified by an authorized representative of the organization, and any letters, filings, etc. submitted to the IRS within the three (3) years before the date of the grant application.

All Applicants must be current on payment of all federal and District taxes, including Unemployment Insurance taxes. Applicants cannot be listed on any federal or local excluded parties list.

At a minimum, the Applicant shall provide the following technology to accommodate the time, attendance, and other reporting requirements of the program, as well as to receive correspondence from participants, DOES, and the WIC related to the program: (Applicants may provide for the purchase of appropriate hardware and software in the application budget.)

- MS Windows XP Professional or Mac OS X
- MS Office Professional Version 2007 or 2010 (recommended) or Mac MS Office 2008 or 2011 (recommended)
- High-speed Internet access through cable, DSL, or fiber-optics
- Processor: 3 gigahertz (GHz) or higher
- Memory: 2 gigabytes (GB) minimum or 4 GB (recommended)
- Hard Drive: 160 GB or 320 GB (recommended) of storage
- Current Anti-Virus and Anti-Spyware software. Recommended: McAfee Virus and Antispyware version 8.8 (Mac 9.1); Webroot AntiVirus with Spy Sweeper; or AVG Anti-Virus version 9.0
- Individual e-mail accounts for staff working on the proposed project
- Adobe Reader Version 9 or higher (free, downloadable online).

2. Youth Eligibility Requirements

To receive these WIA-funded services, youth must be low-income DC Public Schools (DCPS), DC Public Charter School Board (PCSB), or alternative school students aged 16-20 who (1) are currently enrolled in the third year of secondary school or above; (2) have reading, writing, or math skills that are below grade level but at or above the 8th grade level; and (3) would benefit from intensive assistance to obtain their secondary school diploma and advance into employment or postsecondary education. Applicants may propose program models that serve subsets of the eligible participant population.

Youth must meet eligibility requirements as set forth in WIA, including providing documentation to verify that they:

- 1) Meet the age requirements;

- 2) Reside in the District of Columbia;
- 3) Are legally permitted to work in the United States;
- 4) Meet income guidelines (see chart below);
- 5) Are not currently enrolled in a credential-bearing institution;
- 6) Are registered with Selective Service, if a male 18 years old or older; and
- 7) Are one or more of the following:
 - Basic skills deficient (defined as testing below grade level, but at or above 8th grade level in reading or math)
 - Homeless, a runaway, or a foster child
 - Pregnant or a parent
 - An offender
 - Require assistance to complete an educational program or to secure and hold employment (including assistance for youth with disabilities)

3. Youth Eligibility Income Guidelines

Income eligibility is determined by comparing the annual family income and family size of a youth participant to a set of standards. Youth must provide documentation for both income and family size. The total household income must be at or below the following levels. Please note that income limits are adjusted annually, so the income limits for youth enrolled during the second and subsequent years of the grant period may be subject to different income requirements than those enrolled in the initial cohort. DOES and the WIC will share new income guidelines with Grantees as such data becomes available. Please see Supplement 1 for a list of acceptable documents for verifying youth eligibility

Household Size	Annual Income Limit ⁵
1	\$10,994
2	\$18,016
3	\$24,729
4	\$30,524
5	\$36,026
6	\$42,132

Youth who cannot demonstrate that they meet the income and family size requirements may be eligible, if they can provide documentation for one or more of the following:

- Youth has a disability;
- Youth or family receives public assistance benefits or TANF;
- Youth or family receives Social Security benefits;
- Youth is in foster care; and/or
- Youth is homeless.

⁵ Lower Living Standard Income Level (LLSIL) for Washington-Baltimore, DC/MD/VA/WV 2, effective March 28, 2012. Accessed 6/26/12 at <http://www.gpo.gov/fdsys/pkg/FR-2012-03-28/pdf/2012-7377.pdf>.

Section D: Application Review and Scoring

1. Initial Review

Applicants must meet all applicable eligibility requirements listed in the RFA. Applications that do not respond to the requirements of the RFA and/or do not meet the eligibility requirements will be determined to be unresponsive and will not be considered for funding.

2. Review Panel

A review panel will be composed of at least three (3) individuals who have been selected for their unique experiences and expertise in workforce and business development, data analysis, evaluation, and social services planning and implementation. The reviewers will evaluate, score, and rank each application using the Technical Rating Scale in Table 1 against the established Scoring Criteria in Table 2.

3. Table 1: Technical Rating Scale

Technical Rating Scale		
Numeric Rating	Adjective	Description
0	Unacceptable	Fails to meet minimum requirements, (e.g., no demonstrated capacity); major deficiencies which are not correctable; Applicant did not address the factor
1	Poor	Marginally meets minimum requirements; major deficiencies which may be correctable
2	Minimally Acceptable	Marginally meets minimum requirements; minor deficiencies which may be correctable
3	Acceptable	Meets requirements; no deficiencies
4	Good	Meets requirements and exceeds some requirements; no deficiencies.
5	Excellent	Exceeds most, if not all, requirements; no deficiencies.

4. Scoring Criteria

The reviewers will evaluate all applications that pass an initial review of required application components. Responsive applications will be evaluated strictly in accordance with the requirements stated in this RFA.

Each reviewer will independently review and objectively score applications against the specific scoring criteria outlined in Table 2, based on a 100-point scale.

5. Table 2: Scoring Criteria

Major Component of the Application	Points Possible
1. Applicant Profile (Attachment A)	5
2. Target Population	5
3. Organizational Capacity and Staffing	15
a. Background Information (1 point)	1
b. Staffing (6 points)	6
c. Financial Management (6 points)	6
d. Program Facilities (2 points)	2
4. Program Models	20
4a. Industry Awareness Model	
(1) Target Industry and Occupation (3 points)	3
(2) Credential (1 point)	1
(3) Industry Partners (4 points)	4
(4) Program Services (12 points)	12
4b. Postsecondary Preparation	
(1) Credential (3 points)	3
(2) Postsecondary Partner(s) (5 points)	5
(3) Program Services (12 points)	12
5. Required Program Elements	25
a. Secondary School Partnership (4 points)	4
b. Assessment, Enrollment, and Orientation (4 points)	4
c. Individual Planning and Case Management (4 points)	4
d. Supportive Services (4 points)	4
e. Leadership Activities and Mentoring (3 points)	3
f. Post-Graduation Follow-Up Services (4 points)	4
g. Partnerships (2 points)	2
6. Outcomes and Performance Management	20
a. Data Collection and Evaluation (8 points)	8
b. Outcome Measures (4 points)	4
c. Interim Program Measures (3 points)	3
d. Interim Participant Measures (3 points)	3
e. Past Performance (2 points)	2
7. Application Budget (10 points)	10
a. Budget Overview (1 point)	1
b. Incentives/Stipends (2 points)	2
c. Budget Form (1 point)	1
d. Budget Narrative (5 points)	5
e. Audit/Grantee Certification (1 point)	1
Total Points	100

Section E: Program Narrative

1. Basics

Applications should provide reviewers with a clear understanding of the organization’s capacity and approach to deliver the services as outlined in the RFA. This section is where you will be expected to clearly describe your proposed program in detail, including the six (6) major components as outlined below:

1. Target Population
2. Organizational Capacity and Staffing
3. Program Model
4. Required Program Elements
5. Outcomes and Performance Management
6. Application Budget

2. Program Model Descriptions

This RFA includes two program models: Industry Awareness and Postsecondary Preparation. Applicants must ensure that programs are designed in a manner that provides a minimum of 10 hours of academic instruction/enrichment, work readiness training, career exposure activities, and/or work experience per week during the school year, and a minimum of 25 hours per week of work experience through the District of Columbia’s Summer Youth Employment Program (SYEP). Programs may include activities during weekend hours. Applicants should clearly specify how weekend activities will be used as part of the overall program design.

a. Industry Awareness

(1) Goals

The Industry Awareness program model is intended to provide at-risk in-school youth with a mix of academic instruction and targeted work experiences in a high-demand industry sector that prepares them for secondary school graduation and direct entry into unsubsidized employment or advanced occupational training after graduation.

(2) Targeted Industry Sectors

The WIC, in conjunction with DOES, has analyzed labor market information in the region and identified the following high-demand sectors and occupations as the ones most likely to provide career pathway opportunities for eligible in-school youth following graduation:

TARGETED SECTORS	OCCUPATIONS
Business, Management & Administration	Financial analysts; public relations specialists; market research analysts and marketing specialists; administrative services managers; bookkeeping, accounting, and auditing clerks

Government, Public Administration & Human Services	Educational, vocational and school counselors; elementary school teachers; social and human service assistants; social and community service managers; child, family, and school social workers
Health care	Home health aides; medical secretaries; medical assistants; licensed practical and licensed vocational nurses; registered nurses
Hospitality & Tourism	Meeting and convention planners; cooks; hotel and resort desk clerks; sales managers; customer service representatives
Information Technology	Software developers; database administrators; computer software engineers; computer systems analysts; computer hardware engineers; computer programmers
Marketing, Sales & Service	Sales managers; market research analysts and marketing specialists; customer service representatives; marketing managers; retail salespersons
Law, Public Safety, Corrections & Security	Paralegals and legal assistants; security guards; detectives and criminal investigators; correctional officers

In the application, Applicants must identify the industry and occupation(s) that will be targeted through the program, including an explanation of how the Applicant selected the industry and occupation(s), and any particular qualifications of the Applicant that empower the organization to effectively deliver industry awareness activities, work readiness preparation, and academic instruction to prepare participants for success in that industry and occupation(s). Applicants must identify any occupational certifications or credentials that participants may receive through the program that will enable them to more readily advance into employment following graduation and must describe how work experiences offered through the program will prepare youth for entry into target industries.

Additional industries and/or occupations not listed in the table above may be considered if Applicants demonstrate, for each:

- The existence of current or prospective local job opportunities that can lead to careers with family-sustaining wages. This can be demonstrated through the use of labor market data, employer attestations on availability of job opportunities, or other tools;
- The credentials and skills that participating youth will attain through participation in the program, and how such credentials will prepare the youth for entry into and success in the target industry or occupation;
- The position(s) youth would be eligible to pursue following completion of the program, and the wages of these positions; and
- The career paths that youth could pursue in the industry over time.

(3) Industry Partners

The success of this model will rely on the development of a strong working partnership between the Applicant and at least one industry partner – an employer, labor union, trade association, or

similar entity – with a demonstrated connection to and expertise in the selected industry. As part of the application, Applicants should clearly describe the roles and responsibilities of the industry partner in the program, which must include providing work experiences to youth, and may include: assistance with curriculum development or identification of existing curricula; offering staff and youth a thorough understanding of the industry and opportunities within the industry; assisting in delivering work readiness programming and/or occupational training to youth; and hiring participants following secondary school graduation.

Applicants are strongly encouraged to identify multiple industry partners to ensure that program services and outcomes are broadly aligned with employer needs in target industries and occupations and to facilitate placement of program graduates in jobs in the industry and occupations.

Applicants must submit letters of support from industry partners affirming the existence of the partnerships prior to implementation of the grant and outlining the expected roles and responsibilities of the industry partner and Applicant in developing and implementing activities and services supported under this grant. See Attachment N for a sample letter of support.

If the Applicant is an employer, trade association, labor union, or similar entity, the industry partnership requirement shall not apply. However, such entities are strongly encouraged to partner with other organizations or service providers with direct experience in addressing the needs of participants to ensure that all required program services are available.

Applicants must demonstrate the existence of a collaborative partnership with a public, charter, or alternative secondary school that will serve as the host school for some or all of the proposed grant activities. If the lead applicant is a public, charter, or alternative secondary school, the applicant must demonstrate evidence of a collaborative partnership with at least one (1) other eligible youth-serving organization that will deliver services (such as work experience opportunities or supportive services) that support activities funded under this grant.

(4) Target Youth and Number of Youth Served

In addition to the general youth eligibility requirements identified in Section C. 2. participants in Industry Awareness programs must aspire to enter into employment or advanced training in the target industry upon secondary school graduation.

During the grant period Applicants must commit to serving a minimum of 25, and a maximum of 35, eligible youth per cohort under the Industry Awareness program model. Applicants will serve two (2) cohorts during this grant period: one (1) cohort of rising 4th year students and one (1) cohort of rising 3rd year students.

(5) Program Services

The Industry Awareness model focuses on providing participants with a combination of occupational training, work readiness preparation, and academic instruction designed to support employment and career goals. Successful Applicants will clearly demonstrate how their proposed program will:

- a. Provide work readiness training that orients participants to general and industry-specific workplace expectations;
- b. Provide career planning activities to support participants in identifying suitable career pathways within the target industry;
- c. Provide academic instruction to increase literacy and numeracy skills and enable secondary school graduation;
- d. Offer service learning projects that enable participants to develop leadership, teamwork, and other life skills during the first year of program participation;
- e. Connect youth to work experiences in the target industry during the summer between the first and second year of program participation (participants will be co-enrolled in the Summer Youth Employment Program, but the Applicant is required to provide the job experience or other appropriate service or activity that participants will receive);
- f. Provide paid internships or other after-school work experience in the target industry during the second year of program participation;
- g. Provide placement assistance into employment or further education and training; and
- h. Provide the other program services and components required across models (see Section E.3.)

Services may be provided directly by the Grantee, or in partnership with other entities. If services are offered in partnership with other entities, those entities must be clearly identified in the application, and the Applicant must demonstrate through a letter of support that the other entity or entities have committed to providing such services to participants. See Attachment N for a sample letter of support. All activities must be coordinated with the host secondary school to ensure that core academic and other services provided by the secondary school partner are not adversely impacted.

b. Postsecondary Preparation

(1) Goals

The Postsecondary Preparation program model is designed to provide at-risk in-school youth with a mix of academic instruction and other supportive services that enable them to obtain a secondary school diploma or a recognized equivalent and prepare them to successfully enroll and persist in postsecondary education leading to a degree, certificate, or other credential. Partnerships with institutions of higher education are an integral component of this model.

(2) Postsecondary Partners

The success of this model will rely on the development of a strong working partnership between the Applicant and at least one accredited community college or other postsecondary institution.

Applications must clearly define the roles and responsibilities of the community college or other postsecondary institution under the grant, which may include: assistance with curriculum and program development, co-delivery of instructional services, helping participants apply for enrollment and financial aid, and the development of transfer agreements that enable participants to transition into postsecondary education upon program completion.

Applicants must submit letters of support from postsecondary partners affirming the existence of the partnerships prior to implementation of the grant and outlining the expected roles and responsibilities of the postsecondary partner and Applicant in developing and implementing activities and services supported under this grant. See Attachment N for a sample letter of support.

If the Applicant is a community college or other postsecondary institution, the postsecondary partnership requirement shall not apply. However, such entities are strongly encouraged to partner with other organizations or service providers with direct experience in addressing the needs of participants to ensure that all required program services are available.

(3) Target Youth and Number of Youth Served

Beyond meeting the general WIA youth eligibility requirements (see Section C.2) participants in Postsecondary Preparation programs must aspire to obtain a secondary school diploma or a recognized equivalent and to enroll in an accredited postsecondary institution following graduation from secondary school.

During the grant period Applicants must commit to serving a minimum of 25, and a maximum of 35, eligible youth per cohort under the Postsecondary Preparation program model. Applicants will serve two (2) cohorts during this grant period: one (1) cohort of rising 4th year students and one (1) cohort of rising 3rd year students.

(4) Program Services

The Postsecondary Preparation model focuses on providing participants with a combination of academic instruction and other supportive services that enable participants to obtain a secondary school diploma or recognized equivalent and successfully transition into postsecondary education. Successful Applicants will clearly demonstrate how their proposed program will:

- a. Provide college readiness activities that prepare participants to enroll and persist in postsecondary education, including services relating to financial aid and completing college applications;
- b. Providing academic instruction to increase literacy and numeracy skills and enable secondary school graduation;
- c. In coordination with the postsecondary partner, offer dual or concurrent enrollment opportunities that allow youth to experience college-level courses while potentially earning postsecondary credit;
- d. Offer service-learning projects that enable participants to develop leadership, teamwork, and other life skills during the first year of program participation;
- e. Connect youth to work experiences in the target industry during the summer between the first and second year of program participation (participants will be co-enrolled in the Summer Youth Employment Program, but the Applicant is required to provide the job experience or other appropriate service or activity that participants will receive);
- f. Provide paid internships or other after-school work experience during the second year of program participation; and

- g. Provide all other program services and components required across models (see Section E.3.).

(5) Anticipated Credentials

It is expected that participants in Postsecondary Preparation programs will earn a secondary school diploma or recognized equivalent. Applicants are strongly encouraged to ensure that, in addition to a secondary credential, participants are eligible to receive instruction – including through dual or concurrent enrollment models – that allow participants to receive credit or credentials that may apply toward an associate or baccalaureate degree. Instruction should be integrated into the curriculum and scaffold student achievement toward identified outcomes relevant to student learning and postsecondary aspirations.

3. Required Program Elements Across Models

In addition to the program model-specific elements outlined in Section E.2.a and Section E.2.b., all Grantees must provide the core set of services described below as part of their overall program design. As mentioned above, Applicants must ensure that programs are designed in a manner that allows each participant to be directly engaged in program activities, such as training, work experience, or academic instruction, for a minimum of 10 hours per week during the school year and minimum of 25 hours per week during the summer between the first and second year of program participation.

a. Secondary School Partnership

All Grantees shall enter into a partnership with at least one (1) public, charter, or alternative secondary school that will serve as the host secondary school for the funded program. The host secondary school should be the primary location where program activities and services (excluding work experience) will be delivered, although Applicants may propose that some or all program activities or services be delivered outside the host secondary school, as long as participants are reasonably able to access such activities or services with a minimum of disruption to their regular academic responsibilities.

The Applicant and the host secondary school partner must submit a detailed Letter of Intent (Attachment W) as part of the application that clearly spells out roles and responsibilities of the Applicant and the host secondary school, including:

- A description of the process that will be used by the Applicant and the host secondary school to identify and enroll eligible participants in the program funded under this grant (see Section E.3.b. below for further details);
- A description of the process that will be used by the Applicant and the host secondary school to ensure alignment, and prevent duplication, between core services and activities offered by the host secondary school and those offered by the Applicant under this grant, including how the Applicant and the host secondary school will share individual and program data to support improved service delivery; and

- A description of the facilities, equipment, class release time, or other resources that the host secondary school will make available to the Applicant to support activities under this grant.

b. Assessment, Enrollment, and Orientation

All Grantees must provide assessment, enrollment, and orientation services to participants. In the application, Applicants must describe how these services will be provided, including:

- The methods and tools used to assess prospective youth for program eligibility and suitability and the individual characteristics (such as educational attainment, literacy level, criminal background, disability, or other characteristics) addressed as part of the assessment process, including an explanation of any characteristics or needs that would serve as a prerequisite or barrier to entry into the program;
- The process used to enroll participants in the program, including the means by which the Grantee will collect and maintain eligibility documentation; and
- The orientation process that will be utilized to prepare participants for successful entry into the program, which must include a minimum five (5) day “trial” or “probationary” period incorporated at the beginning of the program to ensure that participants are a good fit for the program.

In the event that a Grantee determines, following the trial or probationary period, that a participant will not be a good fit for the program, the Grantee must provide a written explanation to DOES of how that determination was reached with respect to each participant. If DOES disagrees with the Grantee’s determination with respect to a participant, the Grantee will be required to provide services and activities to the participant to the extent practicable, but DOES and the WIC shall provide technical assistance to the Grantee to enable the Grantee to address the challenging factors identified in the written explanation with respect to the participant.

c. Individual Planning and Case Management

All Grantees are required to provide individual planning and case management services to participants. These services are intended to ensure that the program experience and outcomes for each participant are aligned with the unique educational and occupational goals of the participant, and to ensure that services are provided in a manner that addresses the individual needs of each participant, including services designed to help individuals overcome barriers to postsecondary or employment success.

Applications submitted in response to this RFA shall include, at a minimum:

- A description of how the Applicant proposes to use written Individual Service Strategies (ISS) to help participants establish well-articulated and measurable personal, academic, and career goals and to determine appropriate program activities and services that will help participants achieve those goals. The ISS must include a realistic timeframe for achievement of the goals, including interim participant outcomes that will reflect progress toward the goals. The Applicant must describe how the ISS will be updated to reflect participant progress, evolving goals, and service needs; and

- A description of the case management services that will be provided daily to each participant, including how the Grantee will track and document participant progress under the ISS, and how the Grantee will work to coordinate services and activities – including services and activities provided by partner organizations – to support that progress. The Applicant must also describe how case management will be used to assist participants in addressing any requirements imposed by the educational system, criminal justice system, or other agency or systems that may impact participant progress toward the goals.

d. Supportive Services

All Grantees are required to make available to participants any supportive services that are necessary to help participants enter into and succeed in the funded program. These supportive services may be provided directly by the Grantee or through a partner entity. Supportive services may include:

- Tuition or training expenses
- Testing fees
- Child care services
- Transportation assistance
- Driver's license obtainment or driving record remediation
- Assistance in meeting child support arrears
- Drug testing
- Health insurance
- Legal assistance
- Housing assistance
- Mental health services
- Mentoring relationships
- Assistance with work-related expenses (e.g., uniforms, supplies, tools, etc.)

As part of the application, Applicants must identify supportive services that will be provided and indicate whether those services will be provided directly or through a partner organization (see Section E. 3. g.). Supportive services that will be provided through referral to a partner organization must be supported with appropriate documentation, such as a Letter of Intent (Attachment W) or letter of support. See Attachment N for a sample letter of support. Grantees should identify any additional eligibility requirements or documentation needs that participants must meet in order to qualify to receive that supportive service.

e. Leadership Activities and Mentoring

All Grantees must develop and implement program elements that provide opportunities for participants to make meaningful contributions to the program, community, and promote the development of positive relationships with caring adults who will assist participants in meeting life, career, and/or educational goals. Applications should describe how the program will:

- Assist participants in making meaningful contributions to the program and to the community, which may include providing youth with access to volunteer opportunities, leadership development activities, cultural enrichment opportunities, or other activities

identified by the Grantee. Such activities should go beyond the required service learning projects described under the Industry Awareness and Postsecondary Preparation models in Section E.2.a. and Section E.2.b.;

- Promote the development of positive relationships with caring adults who will assist the participant in meeting life, career, and/or educational goals. This should include strategies for developing strong relationships between program staff and participants. In addition, this may include such activities as parent/guardian engagement strategies and mentoring relationships; and
- Support the development of positive relationships with peer group members, which may include peer discussion groups, teambuilding exercises, or other activities.

f. Post-Graduation Follow-Up Services

All Grantees are required to provide post-graduation follow-up services for the twelve-month period following secondary school graduation, which, at a minimum, must include regular contact with participants and maintenance of data on participant progress and status toward educational or occupational outcomes identified under the ISS. Applicants are strongly encouraged to provide additional supportive services during the follow-up period that can assist youth in transitioning to, and succeeding in, employment or postsecondary education. Applications must include a description of how the Grantee will provide post-placement follow-up services for twelve (12) months after participants have completed the program, including how the Grantee will maintain regular contact with participants, collect data on participant progress, and provide needed supportive services, either directly or in partnership with other organizations. Applicants must also describe how these services will enable participants to better achieve their stated employment and/or postsecondary educational goals.

g. Partnerships

In addition to the required partnerships with a host secondary school and an employer or postsecondary institution as specified for each program model, it is likely that many Grantees will seek to enter into additional partnership agreements with other entities or organizations to provide some of the elements or activities required under this RFA. Applications submitted under this RFA must include a description of the additional partners that will provide activities or services as part of the proposed program, descriptions of the activities or services to be provided, and letters of support documenting the partnerships between the Grantee and partner organizations. See Attachment N for a sample letter of support.

Applicants are strongly encouraged to partner with other organizations to ensure that the fullest possible range of services and activities are available to participants. However, Grantees bear ultimate responsibility for ensuring that activities and services are carried out in a manner consistent with the requirements of this RFA. If a Grantee knows, or has reason to know, that a partner organization may not be able to carry out activities and services, it is the responsibility of the Grantee to notify DOES and seek approval to make all reasonable efforts to identify alternative means of service delivery and minimize any disruptions in services for participants.

There is no explicit limit on the number of applications for which an organization may be listed as a secondary partner under this RFA. However, Applicants should include a clear description

of the partnership as part of the application, including specific roles and responsibilities of the partner in implementing the program. Grantees will bear ultimate responsibility for performance outcomes under this RFA.

h. Data Collection and Evaluation

As part of the application, Applicants must describe the specific data management system that will be utilized to track participants and program activities, and identify the staff member(s) who will be responsible for managing the system and submitting required reports. Applicants should explain whether funds provided under this RFA will be used to support the purchase or maintenance of the data management system. Finally, Applicants must describe the process they will use to evaluate performance data on a regular basis and make improvements in program design or service delivery, as needed.

Section F: Grantee Program Compliance

1. Prior to the Start of the Program

Grantees must successfully complete and/or submit the following:

- Fully executed grant agreement;
- Memorandum of Agreement(s) (MOA) between Applicant and postsecondary school partner and, if applicable, Supportive Services provider(s);
- Proof of child abuse clearance and criminal background checks for staff. All employees of the Applicant who will be providing direct supervision to participants under the age of 18 years old will be required to obtain a criminal background clearance through the District of Columbia Metropolitan Police Department (MPD) prior to the start of the program. DOES will provide these clearances free of charge and will work with Applicants to schedule an appointment. Supervisors who have a valid clearance on file with MPD within the last two (2) years do not need to obtain a new clearance;
- A completed accessibility checklist (signed by authorized agency representative);
- DOES site visit inspection;
- All mandatory meetings as scheduled by DOES;
- Non-Disclosure Agreements for each staff person and volunteer working on grant; and
- Proof of Insurance.

2. Grantee Performance and Reporting Requirements

DOES will have sole ownership and control of all deliverables. The Grantee must receive written permission from DOES to use or distribute any product from this program, prior to the proposed use or distribution.

DOES and the WIC are committed to ensuring that participants receive high-quality education, work experience, and other services that support progress toward college and/or career goals. To that end, grants awarded under this RFA will be subject to significant performance and reporting requirements that will help ensure that Grantees are accountable for achieving program outcomes and using grant funds in a responsible manner. The performance and reporting requirements will also enable DOES and the WIC to identify obstacles to success for Grantees and work with Grantees to make necessary process or program improvements to reduce disruptions for participants.

Grantees shall produce regular and timely documentation of program activities and participant progress to DOES. To meet this requirement, Grantees shall submit both monthly reports and quarterly narrative reports. The reported measures shall be used to assess the success of the program's implementation and will be considered by DOES, in consultation with the WIC, in evaluating whether to approve grant renewals during subsequent option years.

a. Monthly Reporting

The monthly report will consist of quantitative information, including:

- Youth outcome measures;
- Interim program measures, which assess the progress the Grantee is making in the implementation of service delivery; and
- Interim participant measures, which assess the progress that participants are making toward youth outcome measures. This information will enable DOES and the WIC to evaluate whether Grantees are likely to meet youth outcome measures and identify any technical assistance requirements for Grantees that appear to be at risk of failing to meet these measures.

b. Quarterly Reporting

The quarterly report will consist of a narrative describing the Grantee’s activities, achievements, and challenges over the preceding quarter and should reflect any lessons learned by the Grantee during the course of program implementation. The report should also identify any modifications to service delivery based on those lessons. The quarterly narrative must cover the topics outlined below.

CATEGORY	NARRATIVE
Accomplishments	Description of the Grantee’s significant accomplishments during the quarter.
Challenges	Description of the challenges encountered during the quarter: programmatic, administrative, and fiscal, including technical assistance requests. Includes description of corrective attempts to resolve challenges, and indication if technical assistance is necessary.
Program Activities	Description of the program activities provided during the quarter.
	Brief description of activities planned for next quarter and how those activities will help youth advance in the program.
Staff	Description of staff development including the skills and knowledge attained for career advancement during the quarter.
Partnerships	Description of how all partnerships are being developed and strengthened to improve services and employment or internship and post-graduation opportunities for youth.

c. Data Collection and Evaluation

The Grantee shall collect, store, review, and report complete and accurate data relating to their program (including operational and program performance data), services, and participant demographics, progress, and outcomes.

DOES and the WIC aim to support programs in their efforts to continuously improve their work with youth. DOES and the WIC will offer technical assistance and capacity-building activities in a variety of subjects related to professional development. These will include training in operational requirements, program practices, and quality standards, including the National Youth Employment Coalition’s PEPNet standards and tools. The Grantee shall ensure that the appropriate staff members from their organization attend these sessions.

3. Grantee Outcome Measures

DOES and the WIC have identified three (3) Youth Outcome Measures that will be used to evaluate whether youth are well-served as a result of their participation in the proposed program:

- Attainment of a secondary school diploma or recognized equivalent;
- Placement in full-time employment, advanced training or postsecondary education; and
- Increased literacy and numeracy gains.

a. Description of Outcome Measures

(1) Attainment of a Secondary School Diploma or Recognized Equivalent

This measure evaluates whether participants have attained a secondary school diploma or recognized equivalent (such as a GED) within two (2) years of entering the program. Applicants will be expected to work with host secondary schools to ensure that the Applicant's academic instruction and other program elements complement regular instruction offered through the host secondary school and address deficits that might prevent the participant's graduation. To demonstrate that a participant has achieved this outcome, the Grantee must present the following documentation to DOES:

- A secondary school diploma or recognized equivalent issued by the District of Columbia; or
- An official secondary school transcript showing date of completion.

(2) Placement in Full-Time Employment, Advanced Training, or Postsecondary Education

This measure evaluates whether participants are enrolled in and engaged in coursework at an accredited postsecondary training program or institution or attached to employment with an employer that pays Unemployment Insurance, in the first quarter after the program exit quarter.⁶ Positive outcomes include placement in:

- Postsecondary education;
- Advanced training and additional occupational skills training;
- Employment with an employer that pays Unemployment Insurance;
- Military service; and
- Registered apprenticeship.

To demonstrate that a participant has achieved this outcome, Grantees must submit one of the following pieces of documentation to DOES:

- Paystub for most recent pay period;
- Official letter of employment, including dates employed and position, from employer;
- Official class schedule from accredited postsecondary or advanced training institution; or

⁶ The term "program exit" means a participant does not receive a service funded by the program or funded by a partner program for 90 consecutive calendar days and is not scheduled for future services, excluding transition/follow-up services. The "exit date" represents the last day on which the individual received a service funded by the program or partner program, excluding transition/follow-up services. "Exit quarter" represents the calendar quarter in which the exit date is recorded for the individual.

- Official letter from accredited postsecondary or advanced training institution, including dates of enrollment.

Participants who achieve a secondary school diploma or its recognized equivalent and successfully transition to employment or postsecondary educational opportunities prior to the end of the grant period (regardless of program length) may be considered as having achieved a positive placement outcome if such placement is consistent with program design and student objectives.

(3) Literacy and Numeracy Gains

All youth served under this RFA must be assessed for literacy and numeracy prior to program entry using the Comprehensive Adult Student Assessment Systems (CASAS) Survey Achievement Tests and must have a minimum scaled score of 231. In order to ensure consistency across programs, DOES and the WIC have determined that only CASAS scores may be used to determine youth eligibility.

For initial CASAS assessments, Grantees have the option to refer potential participants to DOES or administer such testing directly or through a partner organization. After the initial assessment, the Applicant is responsible for administering all subsequent assessments to evaluate literacy and numeracy gains. Applicants should clearly identify how such assessments will be provided as part of the application. There is no charge to Grantees for DOES-administered CASAS testing; if Grantees intend to use grant funds under this RFA to administer CASAS testing, these costs should be incorporated in the budget submissions.

The Literacy and Numeracy Gains measure evaluates whether participants have gained one or more Educational Functioning Levels (EFLs) during the course of program participation, with progress evaluated through CASAS testing at regular intervals. The measure is based on documented pre- and post-tests using the CASAS. To demonstrate that a participant has achieved this outcome, Grantees must submit the following documentation to DOES:

- Pre-test and post-test results from CASAS demonstrating gain of at least one (1) EFL after the first twelve (12) months of program participation.

b. Performance Goals

The District of Columbia is expected to achieve performance goals established with the U.S. Department of Labor (DOL). Based on those goals, the WIC has set local performance goals for the following Outcome Measures:

OUTCOME MEASURE	DC PERFORMANCE GOAL
Attainment of a Secondary School Diploma or Recognized Equivalent	65% of participants
Placement in Employment, Advanced Training or Postsecondary Education	70% of participants
Literacy and Numeracy Gains	80% of participants

The Applicant shall propose performance goals appropriate for the youth to be served. If the proposed goals are lower than the DC Performance Goals listed above, the Applicant shall

provide specific information explaining why the proposed goals are more appropriate for the population of youth to be served.

4. Grantee Interim Program Measures

Interim program measures are designed to assess Grantee progress in planning and implementing service delivery under the proposed program. Interim program measures differ from the youth outcome measures and interim participant measures in that they track activities undertaken by the Grantee to support youth outcomes rather than the outcomes themselves. Grantees shall report monthly on all of the interim program measures laid out in the following table. For each of the measures, the Applicant shall propose a performance target appropriate for the program and youth to be served.

PROGRAM MEASURE	INDICATOR	REQUIRED DOCUMENTATION
Eligibility Determination	Number of youth who were assessed for eligibility	Program records of eligibility assessments
Youth Enrolled	Number of youth enrolled in the program	DOES records of youth enrollment
Individual Service Strategy	Number of youth with a complete Individual Service Strategy (ISS)	Completed ISS document with well-articulated and measurable goals in program records
Attendance	Number of youth who have at least an 80% record of program attendance	Program attendance records
Completion	Number of youth who complete the program	Program records including completion requirements, enrollment date and completion date

5. Interim Participant Measures

Interim participant measures are designed to measure specific milestones during the course of the program that demonstrate participant progress toward youth outcome measures. Interim participant measures are intended to help Grantees evaluate program performance, and make necessary adjustments in program design or service delivery to support participant progress. Applicants should identify no less than five (5) interim measures from the chart below that will be used to measure progress under the grant. For each of the interim participant measures, the Applicant shall propose a performance target appropriate for the program and youth to be served. DOES, in consultation with the WIC, shall take into account the proposed performance targets, and make any necessary adjustments before approving final performance targets for each Grantee.

PARTICIPANT MEASURE	INDICATOR	REQUIRED DOCUMENTATION
Program Participation	Number of youth who complete at least 80% of assignments and tests	Program records tracking completed assignments and tests
Completion of Service Project	Number of youth successfully participating in, and completing, service projects	Program records documenting participation and project completion
Completion of Specific Courses	Number of youth successfully	Host school records

Identified in Individual Service Strategy	completing courses or sequences of courses identified in the ISS	
Completion of Credit Recovery Program	Number of youth successfully completing a school credit recovery program	Host school records
Promotion to Next Grade Level	Number of youth advancing to the next grade level	Host school transcripts
Completion of Summer Work Experience	Number of youth successfully completing summer work experience between the first and second years of program participation	Employer letters
Completion of After-School Work Experience	Number of youth successfully completing after-school work experience during second year of program participation	Employer letters
Completion of Postsecondary Entrance or Credentialing Exam (ACT, SAT, apprenticeship, other)	Number of youth taking and completing postsecondary entrance or credentialing exam	Copy of receipt that participant has taken exam or score report
Completion of Two (2) Employment Applications (for Industry Awareness youth) or College and Financial Aid Applications (for Postsecondary Preparation Youth)	Number of youth submitting required applications	Copies of applications

6. Grantee Payment

If the Grantee does not comply with the provisions of the Grant Agreement, regulations, and terms and conditions, then the Grant Agreement may be terminated in whole or the award amount reduced for under performance or non-performance at the discretion of the Grant Monitor and/or Grants Officer.

7. Costs and Payment Structure

a. Cost Per Participant

Applicants may generally apply for up to \$4,500 per participant per program year. For each year, this \$4,500 should include:

- Program operations: DOES will remit grant funds to the Grantee via a hybrid performance-based structure; and
- Youth payment allocations (incentives and/or stipends): Cannot be less than \$1,000 per participant per year over the twelve (12) month period of the grant. DOES will remit these funds directly to participants.

The total program budget in the application should be equal to the cost-per-participant multiplied by the number of participants that the Applicant is proposing to serve.

In the budget (see Attachment F – Proposed Operating Budget), the Applicant will break out how much will be allocated to program operations and how much will be allocated to youth incentives and/or stipends.

Payments for program services under this RFA will be made by DOES to the Applicant.

Applicants may propose to make sub grants or other payments to partners to cover costs for training or other services.

b. Hybrid Performance-Based Structure for Grantee Payment

DOES will enter into an initial twelve-month hybrid fixed price, performance-based grant agreement with all successful Applicants. The base period of this grant will run from June 2013 to June 2014, with up to three (3) extensions of one (1) year each possible at the District's option.

Under this grant, performance measures are based on 100% enrollment capacity. To that end, successful Applicants will receive a percentage of their grant award via fixed price invoicing and fulfillment of enrollment targets on a monthly basis. The balance of the funds will be accessible upon the achievement of outcomes, including credential attainment, education or employment placement, program retention, and literacy/numeracy skills gains. Youth incentive allocations are excluded from the performance-based grant. Those dollars are administered directly to youth by DOES.

c. Understanding the Hybrid Performance-Based Structure

The base amount is paid in monthly installments over the life of the grant. The base amount is intended to provide Grantees with operational funding to support program activities throughout the grant period, while the performance-based targets are intended to promote and reward successful outcomes for participants. Both the base amount and performance-based targets must be established from total proposed enrollment during the grant period, but are not dependent on the number of participants enrolled at any given time; therefore, a Grantee would be eligible for the full base payment even if the Grantee has not achieved 100 percent of target enrollment in a given month. Grantees do not need to propose or meet specific monthly enrollment targets in order to submit invoices for the base payments; however, failure to make reasonable and timely progress toward overall enrollment targets may result in technical assistance or other corrective action by DOES, in consultation with the WIC.

The amount reimbursed per successful outcome can be determined by the total allocation within a performance area divided by the total number of youth required to meet that particular outcome. The fixed Hybrid Performance-Based Structure is as follows:

Base Amount	Enrollment & Program Retention	Literacy/ Numeracy Gains	Secondary School Graduation	Placement
50%	20%	10%	10%	10%

The base amount is established according to the total number of youth to be served at any one point and should be the same amount each month. However, program enrollment and retention allocations are to be invoiced on a per-person, pro-rated basis for each individual who was

actively participating in the program during the month for which the invoice is submitted. As a result, the allocation for Program Enrollment and Retention may vary based on the number of youth served in any given month but should remain consistent. Exiting participants and new enrollments are reviewed and approved on a limited, case-by-case basis.

Base amounts will be based on a twelve-month payment schedule and the total per participant cost may be no more than \$4,500.00 which includes the \$3,500.00 available directly to the Grantee and \$1,000.00 in youth payment allocations.

8. Payment Options for Participants

Applicants must designate a youth payment allocation in the form of incentive payments or stipends, as applicable. The total youth payment allocation must be a minimum of \$1,000 per participant – all participants must receive, or be eligible to receive, incentive or stipend payments equal to this amount. Programs are strongly encouraged to link incentive payments to youth progress and program goals or outcomes.

Applicants will complete Attachment G - Incentive/Stipend Plan to outline what incentives or stipends would be included in the proposed program. DOES will finalize the type and frequency of youth payment, as well as the process and documentation required for payment, at the point of grant award. Incentive and stipend payments are direct payments to participants for the performance of work or for the achievement of specific goals and will be paid directly to the participants by DOES, at the direction of the Grantee. Any incentive or stipend payments not earned by a participant shall be retained by DOES.

a. Incentives

Incentives are performance-based payments tied to successful attainment of benchmarks or progress made by participants. Incentives should go beyond payment for attendance in the program. Applicants shall propose a program approach to incentives in the application, which DOES will finalize with Grantees at the point of grant award. It is recommended that incentives are tied to interim participant measures, interim program measures, and/or completion/attainment of key program milestones. An individual incentive plan must be submitted to the Grant Officer for each participant to substantiate payment.

b. Stipends

Youth may receive stipends for work experiences in which they perform a job at a public or private workplace during the school year, at the rate of the federal minimum wage of \$7.25 per hour for services rendered.

Work experiences supported through this program should meet the following six criteria:⁷

⁷ In 2009, the South Carolina Department of Commerce requested guidance on this from the U.S. Department of Labor's Wage and Hour Division. South Carolina developed a policy based on the response, which set out six elements that must be met to ensure that a work experience did NOT qualify for a wage. We incorporated that here. This South Carolina policy can be found at http://www.scworks.org/media/3974/wia_instruction_08-03.pdf.

- The training, even though it includes actual operation of the facilities of the employer, is essentially a training experience similar to a vocational school;
- The participant is primarily the beneficiary of the experience;
- Regular employees are not displaced and the experience is closely supervised/observed;
- The "employer" that hosts the experience derives no immediate or significant advantage (and may experience an actual downside);
- The participant is not necessarily entitled to a job at the conclusion of the experience; and
- There is mutual understanding between the participant and the host agency that the participant is not entitled to wages for this time because the activity is essentially a training experience.

DOES shall make the final determination regarding what activities will qualify for a stipend. A program stipend plan must be submitted to DOES for approval, and time records must be submitted to substantiate payment.

Please note that all participants will be co-enrolled in SYEP, and will receive payment for summer employment under this program. Applicants do not need to budget for stipends for summer employment, but will be expected to work with DOES and employers in the target industry to develop placement opportunities for participants during the summer and to provide appropriate services directly to participants during the summer months.

9. Anti-Deficiency Considerations

The Grantee must acknowledge and agree that the commitment to fulfill financial obligations of any kind pursuant to any and all provisions of a grant award, or any subsequent award shall remain subject to the provisions of (i) the federal Anti-Deficiency Act, 31 U.S.C. §§1341, 1342, 1349, 1351, (ii) the District of Columbia Anti-Deficiency Act, D.C. Official Code §§ 47-355.01-355.08 (2001), (iii) D.C. Official Code § 47-105 (2001), and (iv) D.C. Official Code § 1-204.46 (2006 Supp.), as the foregoing statutes may be amended from time to time, regardless of whether a particular obligation has been expressly so conditioned.

Section G: Application Format

1. Technical

Applications must be typed using 12 point Arial or Times New Roman font and using 1.0” margins. The length of the application may not exceed twenty-five (25) double spaced pages. The page limit does NOT include Attachments A-W. Pages should be numbered and include a header identifying the Applicant’s name, program model, and SDA. Each section and sub-section should be clearly identified.

2. Applicant Profile

Each application must include an Applicant Profile, which identifies the Applicant, type of organization, program model, and the amount of funds requested. The Applicant Profile (Attachment A) must be the cover page of the entire application.

3. Table of Contents

Each application must include a Table of Contents. The Table of Contents must list major sections of the application with a quick reference page indexing those sections.

4. Program Narrative

The Applicant must provide a full description of how the program will be carried out by responding to the application requirements in Section E and the questions in Attachment B. The six (6) main components of the program narrative are:

7. Target Population
8. Organizational Capacity and Staffing
9. Program Model
10. Required Program Elements
11. Outcomes and Performance Management
12. Application Budget

5. Required Attachments

Listed on page 38 of this RFA is a description of each attachment that must accompany the complete application. Attachments A-W are required. The attachments do not count toward the 25 page limit.

- Attachments A-N: Forms or templates that the Applicant must complete and submit
- Attachments O-W: Applicant must submit copies of the documentation
- The sequence of attachments should follow the order listed on page 38

Section H: Application Submission Information

1. How to Request an Application Package

- The application package is posted at: <http://opgs.dc.gov/page/opgs-district-grants-clearinghouse>
- Application packages can also be found at: <http://does.dc.gov/page/does-grants>
- If the application package cannot be accessed at the above websites, then Applicants may request the application via email at doesgrants@dc.gov

2. Application Preparation

DOES and the WIC shall not be liable for any costs incurred in the preparation of applications in response to the RFA. Applicant agrees that all costs incurred in developing the application are the Applicant's sole responsibility.

3. Submission Date and Time

In order to be considered for funding, complete applications must be received no later than **March 15, 2013, 2:00 p.m. EST**. Applications received after 2:00 p.m. EST on March 15, 2013 will not be considered for funding.

Three (3) hard copies and one (1) electronic copy (only flash drive or compact disc will be accepted) must be submitted. Applications will not be considered for funding if the Applicant fails to submit the required number of copies and/or electronic copy in the form of a flash drive or compact disc.

Applications that are mailed in advance must be sent via Certified Mail and received by 2:00 p.m. on March 15, 2013. Mailed applications must be sent to:

DOES Grants Office
ATTN: Maryann Carroll
Department of Employment Services
4058 Minnesota Avenue, NW Suite 5000
Washington, DC 20019

Applications may be hand delivered by submitting the complete application at the main lobby of DOES Headquarters located at 4058 Minnesota Avenue, NW, Washington, DC 20019. The Applicant must complete a DOES Acknowledgement of Receipt Form that will serve as verification of submission when the complete application is hand delivered. If the application is delivered by a courier service, the courier service receipt will serve as verification of submission.

No incomplete, faxed, e-mailed, or late applications will be considered. Supplements, deletions or changes to the application will not be accepted after submission. Applications that do not follow the required format will not be reviewed.

Section I: Award Administration Information

1. Award Notices

Each Applicant, whether successful or unsuccessful, will receive notification of the final decision on the application. Letters of notification or any other correspondence addressing selection for award do not provide authorization to begin the program.

2. Grievances

If an Applicant would like to submit an appeal on the final decision of their application, they must do so in writing to rahsaan.coefield@dc.gov and doesgrants@dc.gov within two (2) business days of the notification of final decision. The request must contain the specific reason for the appeal request. A mediator will review the request and make a determination as to whether fair and equal grant processes and procedures were followed. The mediator conducts a review of the matter and may coordinate a meeting with the Applicant to reach a determination. The mediator will make the determination and notify the Applicant in writing within two (2) business days from the date that the appeal of the final decision is received. If an in-person meeting is deemed necessary by the mediator, the mediator's determination and notification to the Applicant within two (2) business days is subject to change per the participating parties' schedule of availability.

3. Grant Agreement

Applicants who are selected for funding may be required to respond in a satisfactory manner to conditions that may be placed on the application before funding can proceed. DOES may enter into negotiations with an Applicant and adopt a firm funding amount or other revision of the application that may result from negotiations.

The Grant Agreement sets forth the amount of funds granted, the terms and conditions of the award, the effective date of the award, the budget period for which initial support will be given, and the total program period for which support is awarded. The Grant Agreement shall be signed by the DOES Director. The Grant Agreement will be sent to the Applicant's contact that is authorized to sign the Grant Agreement and reflects the only authorizing document. The Grant Agreement will be sent prior to the start date and a meeting between the Grantee and DOES will occur shortly after the Grant Agreement is fully executed.

Section J: Contacts

1. Grant Monitor

LaShaun N. Basil
Manpower Development Specialist
Office of Youth Programs
Department of Employment Services
lashaun.basil@dc.gov
202-698-4797

2. Grants Officer

Maryann Carroll
Contract, Grants and Compliance Officer - ACO
Operations
Department of Employment Services
doesgrants@dc.gov
202-671-1900

LIST OF ATTACHMENTS

Supplemental Documents

- **Supplement 1** – List of Required Workforce Investment Act Enrollment Documents

Required Forms (forms attached)

- **Attachment A** – Applicant Profile
- **Attachment B** – 6 Major Components
- **Attachment C** – Statement of Certification
- **Attachment D** – Non-Disclosure Agreement
- **Attachment E** – Budget Narrative
- **Attachment F** – Proposed Operating Budget
- **Attachment G** – Incentive/Stipend Plan
- **Attachment H** – List of Other Funding Sources
- **Attachment I** – List of Partners
- **Attachment J** – Past Performance Form
- **Attachment K** – IRS Form W-9 (must be signed and dated)
- **Attachment L** – Basic Business License Clean Hands Form – “Clean Hands Self Certification”
- **Attachment M** – Staffing Plan
- **Attachment N** – Letter(s) of Support

****Note****

All documents and templates must be clearly labeled according to the list on this page. Attachment letter must be visible on **top right**.

Required Supporting Documentation (no templates; Applicant must provide copy of documents)

- **Attachment O** – Certificate of Clean Hands (formerly Certificate of Good Standing) obtained from the Office of the Chief Financial Officer, Office of Tax and Revenue (OTR), request to obtain Certificate of Clean Hands online at: <http://dcforms.dc.gov/webform/certificate-clean-hands-formerly-certificate-good-standing>
- **Attachment P** – Program Outline/Timeline
- **Attachment Q** – Current Organizational Chart
- **Attachment R** – Packet for each staff person working on grant (job description; resume; brief bio)
- **Attachment S** – Proof of Occupancy must be at least one of the items listed below:
 - Certificate of Occupancy or Home Occupation Permit (HOP) issued by Department of Consumer and Regulatory Affairs (DCRA). If conducting an in-home program, the Applicant must provide the HOP;
 - Signed approval letter & building use agreement from the DCPS Office of Out-of-School Time;
 - Signed approval letter and permit from the DC Dept. of Parks and Recreation; or
 - Building lease or rental agreement.
- **Attachment T** – Valid and current license conferred by DCRA or applicable regulatory body to conduct business in the District (e.g., Basic Business License or Charitable Solicitation License)
- **Attachment U** – Documentation proving IRS tax status (e.g., 501(c)(3) letter)
- **Attachment V** – Audit/Financial Statements: The Applicant shall provide a copy of the organization’s most recent and complete set of audited financial statements available. If audited financial statements have never been prepared due to the size or age of an organization, the Applicant must provide, at a minimum, a current and previous year budget, an income statement or Profit and Loss Statement, and a Balance Sheet certified by an authorized representative of the organization, and any letters, filings, etc. submitted to the IRS within the three (3) years before the date of the grant application.
- **Attachment W** – Letters of Intent from Postsecondary school partners