

6 Major Components of the Application

In your Program Narrative you must provide a full description of how the program will be carried out. This attachment is a Word template and must be used to respond to the RFA. The Applicant must ensure that application submitted responds to all requirements of the RFA in addition to the responses submitted under this attachment.

This attachment is numbered according to Table 2: Scoring Criteria found in Section D.4. The Scoring Criteria includes the Applicant Profile as number “1” and then the six (6) major components of the Application are listed (numbered 2-7). This attachment starts with the number “2” intentionally to coincide with the Scoring Criteria.

2. Target Population

Number of in-school youth to be served:

Target age range of youth to be served (must be no younger than 16 and no older than 20):

What are the characteristics of the youth you expect to serve as a part of this program (check all that apply)?

- | | |
|--|---|
| <input type="checkbox"/> Basic skills deficient (defined as testing below grade level, but at or above 8th grade level in reading or math) | |
| <input type="checkbox"/> Involved in the juvenile justice or criminal justice system | |
| <input type="checkbox"/> Working | <input type="checkbox"/> Unemployed |
| <input type="checkbox"/> Homeless or runaway | <input type="checkbox"/> Persons with a disability |
| <input type="checkbox"/> TANF recipients | <input type="checkbox"/> In foster care, aging or aged out of foster care |
| <input type="checkbox"/> Limited English Proficiency | <input type="checkbox"/> Pregnant or parenting |
| <input type="checkbox"/> Underemployed | <input type="checkbox"/> Other (specify) |

Please describe the demographics and any other characteristics of the youth targeted by your proposed program. Why was this target population selected?

3. Organizational Capacity & Staffing

a. Background Information

Please indicate your organizational type (check all that apply):

- Nonprofit, community- or faith-based organization
- Community college or institution of higher education
- Public, charter, or alternative secondary school
- Trade association or chamber of commerce
- Private, for-profit service provider
- Labor union, labor-management partnership, or registered apprenticeship
- Other (please describe)

Briefly summarize your organization’s history and mission.

b. Staffing

How many staff does your organization (or division of a very large organization) employ? **0**

How many total FTEs will be allocated to this program? **0**

On Attachment M indicate where the proposed program will fit (the attached chart will not count toward the page limit).

Describe how your organization conducts staff training and development. Include how you will orient and train staff to operate this program, the ongoing professional development or training program staff will receive, and your organization's approach to staff retention.

If your organization has not previously provided employment or training services to youth, describe any staffing changes or training provided to ensure that your organization is prepared to deliver the services and activities required under the grant.

c. Financial Management

What is the annual operating budget of your organization (or division of a very large organization if appropriate)? **\$0**

Discuss the organization's fiscal management systems and staff's grants accounting experience, particularly as it pertains to working with government funds. Document any relevant experience administering performance-based grants, as well as the organization's capacity to manage financial risk due to poor performance.

Describe how program staff will coordinate with fiscal management staff to ensure proper tracking and documentation of participant and program performance, including all information required to support incentive or wage payments to participants and performance-based payments to the organization.

d. Program Facilities

Describe the facilities that will be used at the host secondary school and any other locations, including the locations of classes and other services, total square footage of training/school site, accessibility to target youth, including those with disabilities, and equipment or resources that will be available to youth.

4. Program Model

Answer ONLY those questions that correspond to the Model you are applying for in this application – either Industry Awareness OR Postsecondary Preparation.

a. Industry Awareness Model

(1) Target Industry and Occupation

For what specific industry will the program train young people? Please note the list of approved industry sectors in Section E.2.a.(2), "Targeted Industry Sectors."

If you are proposing an industry that is not on the list of targeted industry sectors in Section E, please include labor market information (with supporting citations) and any other relevant

information that demonstrates local job opportunities emerging in the field and the career paths paying a family sustaining wage that youth could pursue in the industry over time.

Describe why you selected the target industry and/or occupation(s), including why you believe that this industry and/or occupation(s) are a potential match for the target population and how the services provided by your program will meet the talent needs of targeted businesses.

Describe your organization's experience working in the target industry, including length of time working with the industry, meaningful business relationships, and services provided to businesses that make it likely that you can effectively prepare participants for success in that industry and/or occupation(s).

(2) *Credential*

Please describe any occupational or postsecondary credential(s) youth will obtain through this program, in addition to a secondary diploma or recognized equivalent. Please include name and type of credential, average length of time to obtain credential, requirements that must be satisfied to qualify for the credential, and the rationale for the credential(s) to be offered. If the credential provides credit toward, or articulates with, a longer-term credential, please describe.

(3) *Industry Partners*

An Industry Awareness program must have a formal relationship established with at least one industry partner in the targeted industry. At a minimum, the industry partner must provide paid or unpaid summer or after-school work experiences for youth participants. The application should indicate the expected number of opportunities available with each partner, and describe the nature of those opportunities.

Please indicate expected activities of industry partner(s) (check all that apply):

- Hire graduates
- Assist with and/or provide input on curriculum
- Serve on industry advisory or programmatic boards
- Provide instructors
- Provide job shadowing, mentoring, or internship opportunities
- Provide materials, equipment, meeting space or other in-kind resources
- Make financial contributions
- Offer tuition reimbursement or other benefits that facilitate training and education
- Other (specify)

Please describe the industry partner(s) that will work with the program, how the industry partner(s) will help shape and deliver program services, and how the partnership will be managed. Attach a letter of support from each partner listed (see Attachment N for a sample letter of support; letters of support will not count toward the page limit).

(4) *Program Services*

Describe the services that the program will provide to youth participants. Please include:

- (a) Work Readiness Training.* Work readiness training is training designed to provide participants with general skills and competencies required to enter into and succeed in any occupation or industry, including “soft skills” like communication and time management

skills, as well as “life skills” like financial literacy. Provide a detailed description of the work readiness training that will be offered, including how such training will be contextualized with work experience and academic instruction activities. Include the total hours of training to be provided, and the average hours per week that participants will spend in work readiness training.

(b) Career Planning. Career planning activities are activities designed to help participants identify career pathways within the target industry, and plan and prepare for entry into employment or advanced occupational training following secondary school graduation. Describe the career planning activities that will be offered by the program, including any career aptitude and interest assessments to be provided. Include the total hours of career planning services to be provided, and the average hours per week that participants will spend on these activities.

(c) Academic Instruction. Academic instruction is instruction designed to increase participant literacy and numeracy skills (as needed) and to prepare participants to obtain their secondary school diploma or recognized equivalent. Describe the academic instruction services that will be offered through the program, including how such instruction will be aligned with regular instruction provided through the host secondary school, how the program will address the needs of participants who are basic skills deficient, and how the program will ensure participants obtain a secondary school diploma or recognized equivalent. Include the total hours of instruction to be provided, and the average hours per week that participants will spend in academic instruction.

(d) Service Learning Projects. Service learning projects are projects and activities that provide youth participants with opportunities to serve their school and community while helping them gain life skills such as leadership, teamwork, and communication. All youth participants must engage in a service learning project during the first year of program participation. To the extent possible, time spent on the service learning project should apply toward the District’s community service requirements for secondary school graduation. Describe the service learning project(s) that will be offered through the program, including the total number of hours that participants will spend on the project(s), and the average hours per week that participants will spend on these activities.

(e) Work Experiences. For the purposes of this RFA, work experiences under the Industry Awareness model include paid internships or similar employer-based experiences that enable participants to gain practical skills and experience in the target industry. Programs must propose two work experience components:

- (1) A summer work experience that provides no less than 25 hours per week of direct activities (may be combined with academic or other relevant activities). Youth participants will be co-enrolled in the Summer Youth Employment Program and will receive payments under that program; and
- (2) An after-school work experience offered during the school year.

Describe the work experiences that will be offered through the program, including how work experiences will be aligned with academic instruction and other program components, and

how employer partners will support the availability of work experiences. Describe total number of hours that participants will engage in work experience activities, and the average hours per week that participants will spend in work experience.

(f) *Placement Services.* Placement services are services offered to enable youth participants to enter into, and succeed in, post-graduation employment or advanced training. Placement services may include resume building, job search assistance, and similar activities. Describe the placement services that will be provided through the program, and how those services will be aligned with post-graduation follow-up services.

(g) *Program Outline or Timeline.* As an attachment, provide a month-by-month outline of the entire program for a cohort of youth participants.

b. Postsecondary Preparation Model

(1) Credential

All Postsecondary Preparation programs must prepare participants to earn a secondary school diploma or recognized equivalent. Programs are strongly encouraged to ensure that, in addition to the secondary credential, participants are able to obtain postsecondary credentials or instruction that can be aligned with the educational requirements for an associate's or baccalaureate degree.

Participants will be eligible to earn (check all that apply):

- A secondary school diploma or recognized equivalent
- A postsecondary credential
- Credit-bearing postsecondary instruction not resulting in a postsecondary credential
- Other (please describe)

Describe the postsecondary credential(s) or instruction youth will obtain through this program.

(2) Postsecondary Partner(s)

A Postsecondary Preparation program must have a formal relationship established with at least one accredited community college or other institution of higher education. Please indicate the expected activities of postsecondary partner(s) (check all that apply):

- Assist with and/or provide input on curriculum
- Provide instructors
- Provide concurrent enrollment, dual enrollment, or similar opportunities
- Develop articulation agreements
- Provide materials, equipment, meeting space or other in-kind resources
- Make financial contributions
- Other (specify)

Please describe the postsecondary partner(s) that will work with the program, how the postsecondary partner(s) will help shape and deliver program services, and how the partnership(s) will be managed. Attach a Letter of Intent as Attachment W (the attachment will not count towards your page limit).

(3) Program Services

Describe the services that the program will provide to youth participants. Please include:

(a) *College Readiness.* College readiness services are designed to help participants successfully enroll in and transition into postsecondary education, including “soft skills” like communication and time management skills, as well as “life skills” like financial literacy. Describe the services that the program will provide to support the college readiness of participants, including assistance with developing study skills, completing college applications, and applying for financial aid, college entrance exam preparation, campus visits, and other services. Include the total hours of college readiness to be provided and the average number of hours per week that participants will spend on college readiness activities.

(b) *Academic Instruction.* Academic instruction is instruction designed to increase participant literacy and numeracy skills (as needed) and to prepare participants to obtain their secondary school diploma and any postsecondary credentials. Describe the academic instruction services that will be offered through the program, including how such instruction will be aligned with regular instruction provided through the host secondary school, how the program will address the needs of participants who are basic skills deficient, and how the program will ensure participants obtain a secondary school diploma or recognized equivalent. Include the total hours of instruction to be provided, and the average hours per week that participants will spend in academic instruction.

(c) *Dual or Concurrent Enrollment.* In coordination with the postsecondary partner, Grantees must offer participants an opportunity for dual enrollment, concurrent enrollment, or a similar model that exposes youth to college-level courses during the second year of program participation. To the extent possible, such enrollment strategies should be coordinated with regular instruction provided by the host secondary school, and should provide opportunities for participants to earn postsecondary credit that may be applied toward a postsecondary credential. Describe the dual or concurrent enrollment strategies that will be offered, including the total hours of instruction to be provided.

(d) *Service Learning Projects.* Service learning projects are projects and activities that provide youth participants with opportunities to serve their school and community while helping them gain life skills such as leadership, teamwork, and communication. All youth participants must engage in a service learning project during the first year of program participation. To the extent possible, time spent on the service learning project should apply toward the District’s community service requirements for secondary school graduation. Describe the service learning project(s) that will be offered through the program, including the total number of hours that participants will spend on the project(s), and the average hours per week that participants will spend on these activities.

(e) *Work Experiences.* For the purposes of this RFA, work experiences under the Postsecondary Preparation model include paid internships or similar employer-based experiences that enable participants to gain practical skills and experience that align with their postsecondary and career interests. Programs must propose two work experience components:

- (1) A summer work experience that is offered during the summer between the first and second years of program participation, and which provides no less than 25 hours per week of direct activities (may be combined with academic or other relevant activities). Youth participants will be co-enrolled in the Summer Youth Employment Program and will receive payments under that program; and
- (2) An after-school work experience offered during the school year.

Describe the work experiences that will be offered through the program, including how work experiences will be aligned with academic instruction and other program components, and how employers will be engaged to support the availability of work experiences. Describe total number of hours that participants will engage in work experience activities, and the average hours per week that participants will spend in work experience.

(f) Program Outline or Timeline. As an attachment, provide a month-by-month outline of the entire program for a cohort of youth participants.

5. Required Program Elements

Please describe how the program partners will deliver each of the required program elements outlined below. Where applicable, describe how the services provided will be tailored according to the needs of the target population you propose to serve and the program model you propose to deliver.

a. Secondary School Partnership

What roles and responsibilities will the secondary school partner undertake as part of the funded project (check all that apply)?

- Allowing use of school space
- Allowing use of school equipment or resources
- Supporting dual, concurrent enrollment, or similar models (with postsecondary partners)
- Providing release time for youth participants
- Providing academic counseling
- Other (please describe)

Describe the strategy that the Applicant and the secondary school partner will utilize to identify appropriate candidates for this program. What criteria will the program look for beyond WIA eligibility requirements to identify whether or not the program fits the young person's aspirations and needs?

b. Assessment, Enrollment, and Orientation

Do you assess or screen for educational level or ability prior to service or entry into your program?

- Yes
- No

Is there a required basic skill or grade level for entry into your program?

- Yes (describe)
- No

In addition, do you screen or assess youth candidates for any of the following (check all that

apply)?

- Valid driver's license
- Legal status (e.g., citizenship or permanent residency)
- Criminal background
- Reliable childcare
- Reliable transportation
- Drug use
- Physical aptitude
- Disability
- Other (describe)

Are there particular needs or issues that youth may experience that are a bar to entry into your program?

- Yes (describe)
- No

Describe the methods or tools used to provide an objective assessment of the academic levels, skills, personal assets, and service needs of each participant.

Describe the process you will use to collect eligibility documentation from and enroll targeted youth.

Describe your five-day orientation process and explain how this approach will prepare youth to succeed in the program.

c. Individual Planning and Case Management

Describe how the program will provide case management services to each youth participant.

Describe how the Individual Service Strategy (ISS) will be used to set goals, document services for each youth, and measure progress during the program and transition. Include the steps that will be taken to ensure that the ISS is an active document that reflects a participant's progress, evolving goals, and service needs.

Describe how the program will work with other systems and providers with which participants are involved to ensure that services are delivered in a coordinated way.

d. Supportive Services

Which of the following supportive services are provided by your program? Use column 1 to indicate that your organization provides the service and/or column 2 to indicate that the service is provided by a partner organization. Services that will be provided by a partner organization must be documented by a letter of support or other document that clearly identifies the partner commitment to provide such services (see Attachment N for a sample letter of support, letters of support do not count toward the page limit). Leave the field blank if you do not currently offer the service.

	Applicant	Partner
Case management	<input type="checkbox"/>	<input type="checkbox"/>

Tuition, training expenses	<input type="checkbox"/>	<input type="checkbox"/>
Child care	<input type="checkbox"/>	<input type="checkbox"/>
Transportation	<input type="checkbox"/>	<input type="checkbox"/>
Driver license obtainment/driving record remediation	<input type="checkbox"/>	<input type="checkbox"/>
Child support arrears	<input type="checkbox"/>	<input type="checkbox"/>
Drug testing	<input type="checkbox"/>	<input type="checkbox"/>
Health insurance	<input type="checkbox"/>	<input type="checkbox"/>
Legal assistance	<input type="checkbox"/>	<input type="checkbox"/>
Housing	<input type="checkbox"/>	<input type="checkbox"/>
Mental health	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring	<input type="checkbox"/>	<input type="checkbox"/>
Work expenses, e.g., supplies, fees, testing, dues, uniforms, tools	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>

Describe the personal characteristics, assets, and needs of the youth you are proposing to serve and how the proposed program will provide quality supportive services, activities, and opportunities designed to build upon those assets and/or meet those needs.

e. Leadership Activities and Mentoring

Describe how the program will provide opportunities for participants to make meaningful contributions to the program and the community through service learning projects and activities.

Describe how the program will seek to promote the development of mentoring relationships with a caring adult on behalf of each youth. Include strategies to engage parents/guardians or other significant individuals outside of the program, as well as how staff, volunteers and/or other adults involved with the program will develop and maintain strong youth-adult relationships.

Describe how the program will provide opportunities for youth to develop positive peer-to-peer and peer group relationships.

f. Post-Graduation Follow-Up Services

Describe the support services you anticipate youth will need during the mandatory twelve (12) months of follow-up after graduation from secondary school. How will the program provide this follow-up? What methods will you use to contact, collect information from, and support youth?

g. Partnerships

If a partner or partner(s) (other than the host secondary school or a required employer or postsecondary partner) will play a specific role or provide a service related to any of the required program elements, describe the nature of the partnership, any services that will be offered, how those services will lead to desired outcomes, and how service delivery will be managed across partners. Please provide a letter of support from each partner listed (see Attachment N for a sample letter of support, letters of support do not count toward the page limit).

6. Outcomes & Performance Management

a. Data Collection and Evaluation

Describe the data management system that your organization will use to track participant and program activities and outcomes. What types of quantitative and qualitative data will be collected regarding individual youth and program activities? How will this information be collected?

Describe how the program will use this data for planning, implementation, evaluation and improvement efforts. Provide at least one specific example of how data from a prior experience with similar programming was used to improve program performance.

Who in your organization is responsible for maintaining and evaluating the data system? Who in the program will be responsible for data entry, and who will be responsible for reporting? How will the program ensure that all service and outcome data is submitted in an accurate and timely manner?

Will grant funds received under this RFA be used to support data collection, including the purchase or maintenance of the data management system? If so, please describe.

b. Outcome Measures

Complete the following chart, indicating the number and percent of youth that you anticipate will achieve the three (3) youth outcome measures. For definitions of these measures, see Section F.3.

Outcome Measure	Number of youth proposed to serve	Number of youth attaining this outcome	% of youth attaining this outcome
Attainment of a Secondary School Diploma or Recognized Equivalent	(Number of youth Applicant proposes to serve)		
Placement in Employment, Advanced Training, or Postsecondary Education	(Number of youth Applicant proposes to serve)		
Literacy and Numeracy Gains	(Number of youth Applicant proposes to serve)		

If the performance goals proposed for any of the three (3) outcome measures are lower than the established DC Performance Goals (see Section F.3.b.), provide specific information explaining why the proposed goals are more appropriate for the target population.

c. Interim Program Measures

Complete the following chart, indicating the number of youth you anticipate serving at each program stage. For more information on these measures, including how they are documented, see Section F.4.

Interim Program Measure	Number of youth proposed	Number of youth...
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	to serve	
Eligibility Determination	(Number of youth Applicant proposes to serve)	assessed for eligibility: ____
Youth Enrolled	(Number of youth Applicant proposes to serve)	enrolled in the program: ____
Individual Service Strategy	(Number of youth Applicant proposes to serve)	with a complete Individual Service Strategy (ISS): ____
Retention	(Number of youth Applicant proposes to serve)	who have at least an 80% record of program attendance: ____
Completion	(Number of youth Applicant proposes to serve)	who complete the program: ____

d. Interim Participant Measures

Complete the following chart. Applicants must select at least five (5) indicators, and will report on the five chosen indicators on a monthly basis. For more information on interim participant measures, see Section F.5.

Interim Participant Measure	Number of youth proposed to serve	Number of youth...
Program Participation	(Number of youth Applicant proposes to serve)	<i>completing at least 80% of assignments and tests: ____</i>
Completion of Service Project	(Number of youth Applicant proposes to serve)	<i>successfully participating in, and completing, service projects: ____</i>
Completion of Specific Courses Identified in Individual Service Strategy	(Number of youth Applicant proposes to serve)	<i>successfully completing courses or sequences of courses identified in the ISS: ____</i>
Completion of Credit Recovery Program	(Number of youth Applicant proposes to serve)	<i>successfully completing a school credit recovery program: ____</i>
Promotion to Next Grade Level	(Number of youth Applicant proposes to serve)	<i>advancing one grade level from starting grade: ____</i>
Completion of Summer Work Experience	(Number of youth Applicant proposes to serve)	<i>successfully completing summer work experience between first and second years of program participation: ____</i>
Completion of After-School Work Experience	(Number of youth Applicant proposes to serve)	<i>successfully completing after-school work experience during second year of program</i>

		<i>participation: ____</i>
Completion of Postsecondary Entrance or Credentialing Exam (ACT, SAT, apprenticeship, other)	(Number of youth Applicant proposes to serve)	<i>taking and completing postsecondary entrance or credentialing exam: ____</i>
Completion of Two (2) Employment Applications (for Industry Awareness youth) or College Applications (for Postsecondary Preparation youth)	(Number of youth Applicant proposes to serve)	<i>submitting required applications: ____</i>

e. Past Performance

Describe your experience in providing the proposed services, including outcomes achieved through the provision of similar services (e.g., education or training for in-school youth) through your partnership(s), organizations or program(s) during any one (1) year within the past three (3) years. In particular, provide information on the number enrolled, number completing the sequence of services, and number placed in employment, advanced training or postsecondary education. Where applicable, indicate experience working with WIA funds or other programs funded by the federal government or the District of Columbia. Base your estimate on the set of services and “year” that makes most sense to your program (e.g. calendar year 2011, fiscal year, etc.)

The Past Performance Form (Attachment J) should be used to demonstrate your performance in the delivery of similar services in one (1) of the last three (3) completed program years. Applicants must submit at least one (1) Past Performance Form and may submit up to three (3). If you have served as a youth contractor to DOES over the past three (3) years, one of the Past Performance Forms you submit must cover your DOES-funded program. Applicants may include past performance for partner organizations on the Past Performance Form, but this information should be provided in addition to, and not in lieu of, the applicant’s past performance documentation.

7. Application Budget

a. Budget Overview

Please provide the following information:

Operating Budget (detailed in the Budget Form - Attachment e)	\$	Operating cost per participant	\$
Youth incentive/stipend expenses (detailed in	\$	Incentive/stipend expense per participant	\$

the Incentive/Stipend
Plan - Attachment f)

Grand total requested	\$	Grand total per participant requested (cannot exceed \$4,500)	\$
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b. Incentives/Stipends

To indicate the mix of incentives and/or stipends appropriate to your proposed program, complete the Incentive/Stipend Plan (Attachment G). DOES will remit these funds directly to youth participants. All Grantees will be responsible for recording hours worked or benchmarks achieved by participants for purposes of the incentive/stipend payments, and for providing this information to DOES on a monthly basis.

c. Budget Form

Complete and include the Budget Form (Attachment F). On this worksheet, applicants will indicate the organizational operating budget for the proposed program. The Budget Form reflects funds that will be received by the Grantee under the grant; this budget will not include the youth payments (e.g., incentives and/or stipends), which will be administered directly by DOES. A few notes:

(1) Administrative and Programmatic Costs

Applicants must provide cost information for two (2) categories of expenses: administrative and programmatic. Administrative costs are typically associated with the operational activities of programs and organizations (e.g., insurance, utilities, office supplies, postage). Programmatic costs are associated with the provision of program services to participants (e.g., salaries and fringe for staff working directly with youth, books and materials).

All dollars must be allocated to one of these categories and administrative costs may not exceed 10% of the total budget. Budget line items may be allocated to more than once category, as appropriate.

(2) Staffing

For every position noted in the budget, attach a job description. If the position is currently filled, also attach a resume.

(3) Total Budget

This amount is equal to the cost per participant multiplied by the number of participants. As detailed in RFA, the proposed cost per participant cannot exceed \$4,500.

d. Budget Narrative

Attach a budget narrative. The narrative should provide a brief and concise explanation of the information included in the budget form, and must:

(1) Include each budget item in the same order as presented in the Budget Form. Include method and/or formula for estimating each line item figure.

(2) Provide evidence that the budget includes sufficient and appropriate resources, including staff, equipment and supplies, to meet the proposed program's goals and objectives. The budget narrative must reflect an understanding of the hybrid performance-based nature of the grant, providing estimates of when the program will meet performance goals and plans for maintaining program operations prior to receipt of performance-based payments.

(3) If financial resources from other source(s), in addition to funds from this RFA, will support the program, please describe those funding sources and approximate amount of funding.

e. Audit/Grantee Certification – Attachments C and V

Attach a copy of the applicant's most recent fiscal audit or equivalent documentation.