Request for Applications (RFA)

Out-of-School Youth

Year-Round Workforce Development Programs

Issued by

The District of Columbia Workforce Investment Council, Office of the Deputy Mayor for Planning and Economic Development & The Department of Employment Services

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Workforce Investment Act Title I Formula Funds

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I. Program Summary

The recent economic downturn and sluggish recovery has had a disproportionately severe impact on younger workers in the District of Columbia: compared to an overall unemployment rate of 9.2 percent in 2010, the unemployment rate for youth aged 20 to 24 was 16.5 percent, and the rate for youth age 16 to 19 was a staggering 49.9 percent.[1] These disparities in employment for younger workers are troubling because research indicates that youth unemployment can have lasting impact in the form of lower lifetime wages and increased risk of unemployment later in life.[2]

At least part of the challenge facing many younger workers in the District is limited educational attainment. In a labor market where as many as 71 percent of all jobs will require at least some form of post-secondary education by the year 2018,[3] younger workers with a high school diploma or less are likely to face substantial difficulties finding and keeping jobs that lead to self-sufficiency, even after the overall employment outlook in the District improves. It is therefore critical for the District to identify at-risk youth and youth adults, especially those not currently involved with the K-12 system, and develop interventions that help connect or reconnect those individuals to educational or occupational pathways.

According to a recent report from the Brookings Institute, in 2009 approximately 28,000 District residents between the ages of 16 and 24 were living at or below 200 percent of the federal poverty threshold and had missed, or were at risk of missing, key educational and employment milestones that would place them on a path to future success.[4] Of that group, nearly 9,000 – one out of every ten District residents between the ages of 16 to 24 – were not in school and were not currently working. It is this population – disconnected from education and employment, and with no certain path before them – that is the focus of this Request for Applications.

The District of Columbia receives federal formula funds under Title I-B of the Workforce Investment Act to serve the education and employment needs of low-income youth, with a particular emphasis on serving the needs of out-of-school youth (OSY). The DC Workforce Investment Council is responsible for establishing policies and priorities with respect to the use of these funds, in collaboration with the Department of Employment Services. Given the obstacles facing the OSY population, the WIC and DOES seek 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 OSY participants. Supported programs will assist youth in obtaining education and training that will lead to self- and family-sustaining wages through achieving key benchmarks including:

- Attainment of a high school diploma, GED, and an industry-recognized credential;
- Preparation for, and enrollment and retention in, post-secondary education or training; and
- Proficiency in core workplace competencies, including work preparedness skills.

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[1] Bureau of Labor Statistics, Employment Status of Civilian Noninstitutional Population in States by sex, race, Hispanic or Latino ethnicity, marital status, and detailed age – Annual Averages 2010.
[2] Mroz, Savage. "The Long-Term Effects of Youth Unemployment." University of North Carolina, July 2003.
[3] Georgetown University Center on Education and the Workforce, "Help Wanted: Projections of Jobs and Education Requirements through 2018." June 2010.
[4] Ross, Martha. "Strengthening Educational and Career Pathways for D.C. Youth." Metropolitan Policy Program at the Brookings Institute, October 2011.

The WIC and DOES seek to adopt and build upon promising practices in the delivery of OSY services to help ensure grantees have the capacity to assist targeted youth in meeting desired employment and education outcomes.[5] Accordingly, applications under this RFA must include strategic partnerships and targeted program elements under one of two program models: Occupational Skills Training and GED to College. Respondents may apply to deliver programs under more than one model, but must submit a separate application for each program proposed.

To ensure that OSY participants are able to access programs and services within a reasonable distance of their home or workplace, this RFA also targets two distinct geographic service delivery areas:

- Region 1: Wards 1-4
- Region 2: Wards 5-8

Respondents may apply to deliver programs in more than one region, but must submit a separate application for each region. To deliver a program in a particular region, the respondent must have a facility located in that region and provide services in that region, although respondents may propose activities or services offered outside the designated region if they are offered under a partnership agreement with an employer or post-secondary institution.

Respondents may submit a maximum of four (4) applications under this RFA:

- Occupational Training - Region 1;
- Occupational Training - Region 2;
- GED to College - Region 1;
- GED to College - Region 2.

The initial term of the grants awarded under this RFA will be one year from the date of execution of a grant agreement with the District, with three optional one-year extensions based on performance and funding availability.

II. Eligible Applicants

Organizations that are eligible to apply for this grant include public or private non-profit or 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 institutions of higher education;
- Public or charter secondary schools;
- Trade associations or chambers of commerce;
- Private, for-profit service providers; or
- Labor unions, labor-management partnerships, or registered apprenticeship programs.

Respondents must demonstrate the existence of a partnership with an appropriate industry partner or post-secondary institution, as described in Section V, “Model Descriptions.”

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[5] The WIC would like to thank the staff from the Philadelphia Youth Network, Southwest Ohio Region Workforce Investment Board, and New York City Department of Youth & Community Development for sharing information, materials, and lessons learned regarding their WIA Out-of-School youth programming.

Priority will be given to respondents that:

- Have a proven track record of meeting performance requirements of federal, District and/or private funders;
- Have diverse funding sources supporting their operating expenses;
- Are positioned to offer continuous and relevant programming from October 15, 2012 to October 14, 2013 with three optional one-year extensions based on performance and funding availability;
- Employ proven service strategies to:
    - recruit, assess, enroll, engage, and retain out-of-school youth;
    - prepare out-of-school youth to gain credentials and to enter and succeed in the workplace and post-secondary education;
    - provide contextualized and integrated educational, occupational and placement programming, as appropriate by model;
- Demonstrate strong partnerships with accredited higher education institutions, employers in high-growth industries, and other relevant organizations and service providers;
- Provide multi-disciplinary case management with comprehensive social support services and connections, where appropriate; and
- Maintain sound youth tracking and program performance management systems.

Respondents are required to demonstrate that they have adequate staff capacity to successfully accomplish the requirements described in this RFA, including through the development of a program staffing plan as part of the application. Program staffing plans should propose a ratio of not more than 15 participants for each youth service professional (defined as a staff member whose job is focused on providing direct services to youth). Applications that exceed the 15:1 staffing ratio may be considered if the respondent provides an explanation for how participants will receive the individualized attention and support required under this RFA.

Grantees shall send a request for approval of any changes in key personnel to the grant administrator within 30 days of the proposed change. In addition, if the grantee anticipates a change in service location, the grantee shall send a request for approval and for a pre-approval site visit to be conducted to the grant administrator no later than the 30th day in advance of the proposed change.

III. Youth Eligibility Requirements

A. Youth Eligibility Criteria

To receive these WIA-funded services, youth must provide documentation to verify that they:

1) Are between ages of 16 and 21;
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:
    a. basic skills deficient (defined as testing below 9th grade level in reading or math);
    b. a school dropout;
    c. a homeless, a runaway, or a foster child;

d. a pregnant or a parent;
e. an offender; and/or
f. require assistance to complete an educational program or to secure and hold employment (including assistance for youth with disabilities).

B. Income Guidelines

Income eligibility is determined by comparing the annual family income and family size 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.)

Household Size	Annual Income Limit[6]
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 requirement 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.
- Youth is homeless.

See Attachment c for a list of acceptable documents for verifying youth eligibility.

IV. Performance and Reporting Requirements

The WIC and DOES are committed to ensuring that OSY participants receive high-quality education, training, 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 the WIC and DOES to identify obstacles to success for grantees, and work with grantees to make necessary process or program improvements to reduce disruptions for youth participants.

Grantees shall produce regular and timely documentation of program activities and participant progress to the WIC and DOES. To meet this requirement, grantees shall submit both monthly reports and quarterly narrative reports.

[6] 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.

The monthly report will consist of quantitative information, including:

- Youth outcome measures, as described in Section IV.A;
- Interim program measures, as described in Section IV.B, which assess the progress the grantee is making in the implementation of service delivery; and
- Interim participant measures, described in Section IV.C, which assess the progress that participants are making toward youth outcome measures. This information will enable the WIC and DOES 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 youth outcome measures.

The reported measures shall be used to assess the success of the program's implementation, and will be considered by the WIC and DOES in evaluating whether to approve grant renewals during subsequent option years.

The quarterly report will consist of a narrative report describing the grantee's activities, achievements, and challenges over the preceding quarter. The required elements of the quarterly report are described in Section IV.D.

The grantee shall maintain electronic and hard copies of all reports and supporting materials for not less than three (3) years following completion of the grant period. Reports and supporting materials include, but not limited to, eligibility documents, achievement measures, and performance measures documentation. In addition, the grantee shall maintain electronic and hard copies of financial records that clearly document all funds received and expenditures.

A. Outcome Measures

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

- Placement in employment, advanced training or post-secondary education
- Attainment of a Degree/Certificate
- Literacy and Numeracy Gains
- Retention in Employment, Advanced Training, or Post-secondary Education

A brief overview and definition of each measure follows.

1. Placement in Employment, Advanced Training, or Post-secondary Education

This measure evaluates whether participants are enrolled in and engaged in coursework at an accredited post-secondary training program or institution, or attached to employment with an employer that pays Unemployment Insurance, in the first quarter after the program exit quarter.[7]

Positive outcomes include placement in:

- Post-secondary education;

[7] 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.

- 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 post-secondary or advanced training institution; or
- Official letter from accredited post-secondary or advanced training institution, including dates of enrollment

2. Attainment of a Degree or Certificate

This measure evaluates whether participants have attained a high school diploma or equivalent, such as a GED, and/or a post-secondary credential, prior to program completion. A qualifying post-secondary credential generally refers to an attestation of qualification or competence issued to an individual by a third party with the relevant authority or assumed competence to issue such a credential. Qualifying credentials can include educational degrees such as associate's or bachelor's degrees, educational diplomas and certificates, registered apprenticeship certificates, industry-recognized or professional association certifications, or similar credentials.

Qualifying credentials must be awarded or approved by one of the following:

- State educational or career and technical educational agencies;
- Institutions of higher education;
- Professional, industry or employer organizations;
- Registered apprenticeship programs;
- Public regulatory agencies;
- Programs approved by the Department of Veterans Affairs;
- Office of Job Corps; or
- A tribal college or similar entity.

It is anticipated that youth will attain the targeted credential during the 12-month grant period. If the program seeks to prepare youth to obtain an interim credential that is articulated with, or provides credit toward, attainment of a longer-term degree, certificate, or credential, respondents should include this information in the application. The WIC encourages incorporation of these types of interim credentials, when applicable.

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

- High School Diploma;
- GED Certificate; or
- Qualifying post-secondary credentials.

3. Literacy and Numeracy Gains

The Literacy and Numeracy Gains measure is only applicable to out-of-school youth who are basic skills deficient (i.e., test below 9th grade level in reading or math at program entry) and whose educational level increases by at least one level within one year of program participation.

This measure evaluates whether participants have gained one or more educational functioning levels (EFLs) within one year of program participation. The measure is based on documented pre- and post-tests using the same approved assessment instrument. The current approved testing instrument in the District for literacy/numeracy skills is the Comprehensive Adult Student Assessment Systems (CASAS) Survey Achievement Tests.

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) Educational Functioning Level within one year of program participation.

4. Retention in Employment, Advanced Training, or Post-secondary Education

This measure evaluates whether participants are in an accredited post-secondary training program or institution, or attached to employment with an employer that pays Unemployment Insurance, during the third quarter after the exit quarter. The placement does not have to be the same as the first.

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 post-secondary or advanced training institution;
- Official report card from accredited post-secondary or advanced training institution; or
- Official letter from accredited post-secondary or advanced training institution, including dates of enrollment.

5. Performance Goals

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

Performance Measure	DC Performance Goal
Placement in Employment, Advanced Training or Post-secondary Education	70% of participants
Attainment of a Degree/Certificate (State/Industry recognized) prior to program completion	65% of participants
Literacy and Numeracy Gains	55% of participants who are basic skills deficient at enrollment
Retention in Placement	50% of all participants

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

B. 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 respondent shall propose a performance target appropriate for the program and youth to be served.

MEASURE	INDICATOR(S)	HOW DOCUMENTED
Recruitment	*Number of youth reached through recruitment activities*	*Program records of numbers of youth reached through each activity*
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 enrolled*
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 graduate from the program*	*Program records including graduation requirements, enrollment date and graduation date*

C. 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.

Interim participant measures will vary based on program model and the proposed program design. At a minimum, respondents must report on one indicator for each of the five program areas identified below, relating to program participation, work readiness, job search, preparation for a secondary credential, and preparation for entry into post-secondary education. Respondents are permitted to propose interim participant measures in addition to the required measures, if it is believed that such measures will enable respondents to more effectively serve youth participants. For each of the interim participant measures, the respondent shall propose a performance target appropriate for the program and youth to be served. The WIC and DOES shall take into account the proposed performance targets, and make any necessary adjustments before approving final performance targets for each grantee

MEASURE	INDICATOR	HOW DOCUMENTED

Program Participation	*Number of youth who complete at least 80% of assignments and tests.*	*Program records tracking completed assignments and tests*
	Number of youth who complete key milestone(s) evidencing progress toward well-articulated and measurable goals outlined in the ISS	*Identification of key milestones appropriate to the program and requirements for completing each milestone. Program records of enrollment date and start and completion dates of each milestone*

MEASURE	INDICATOR	HOW DOCUMENTED
Work Readiness	*Number of youth who complete work experience(s). (The type of experience will vary based on the program; examples could include job shadows, work-based learning projects, or internships)*	*Program records to include type of experience; date(s), location(s), and names and contact information of employer supervisor; and if possible/appropriate, assessment of the youth performance by the supervisor*
	Number of youth who demonstrate proficiency in work readiness skills by: *- Assessment through a pre- and post-measurement tool provided by DOES (based on a national USDOL tool DOES adapted and used in the Summer Youth Employment Program)* *-Obtaining a National Work Readiness Credential (offered through UDC-CC and other testing sites throughout the city)*	*Pre-and post-assessments using the DOES tool OR copy of National Work Readiness Credential certificate*

MEASURE	INDICATOR	HOW DOCUMENTED
Job Search	*Number of youth who complete a resume and/or cover letter*	*Copy of the resume or cover letter*
	Number of youth who submit job application(s)	*Confirmation of bona fide application submission reviewed by program staff, or copy of application*
	Number of youth who complete mock job interview(s)	*Program records to include name organization and contact information of interviewer, date and time of interview, and copy of thank you note sent by youth to interviewer*
	Number of youth who complete job interview(s)	*Program records to include name of interviewer, date of interview, and copy of thank you note sent by youth to interviewer*

MEASURE	INDICATOR	HOW DOCUMENTED
Preparation for Secondary Credential	*Number of youth who increase Educational Functioning Level(s) (EFL) in addition to the first EFL level increase (the first EFL level increase is considered a literacy/numeracy gain outcome measure)*	*CASAS testing records*
	Number of youth passing a GED practice test	*Copy of confirmation that youth passed the practice test*
	Number of youth passing one or more of the GED section tests	*Copy of confirmation that youth passed the section test*

MEASURE	INDICATOR	HOW DOCUMENTED
Preparation for Entry into Post-secondary Education	*Number of youth completing post-secondary entrance test preparation (depending on the post-secondary institution this could include preparing for the Accuplacer, SAT/ACT, apprenticeship exam, or other)*	*Program records to include preparation curriculum; requirements of completion; and dates of start and completion*
	Number of youth taking post-secondary entrance test (depending on the post-secondary institution this could include preparing for the Accuplacer, SAT/ACT, apprenticeship exam, or other)	*Copy of receipt/confirmation that the youth has taken the test*
	Number of youth who submit application to a post-secondary institution	*Copy of receipt/confirmation that the youth has submitted the application*
	Number of youth who submit application for financial aid or scholarship	*Copy of receipt/confirmation that youth has submitted application*
	Number of youth who complete an interim credential (applies if an interim credential is built into the program)	*Copy of certificate/credential*
	Number of youth who place into credit bearing post-secondary coursework (rather than developmental education)	*Copy of test results or class registration list*

D. Quarterly Narrative

The quarterly report will consist of a narrative report describing the grantee's activities, achievements, and challenges over the preceding quarter. The quarterly narrative report should reflect any lessons learned by the grantee during the course of program implementation, and identify any modifications to service delivery based on those lessons. Grantees will submit the quarterly narrative report along with the appropriate monthly report.

CATEGORY	NARRATIVE

Accomplishments	*Description of the grantee's significant accomplishments*
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 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*
Partnerships	*Description of the partner collaboration has been developed, strengthened or utilized to improve the services provided to the youth*
	Description on how Industry has been engaged to improve programs outcomes (including employers throughout the program such as advising curriculum development and delivery, hosting youth or presenting to youth, reaching out to other employers, hiring graduates)

E. 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; services; and participant demographics, progress, and outcomes. As part of the application, respondents 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. Respondents should explain whether funds provided under this RFA will be used to support the purchase or maintenance of the data management system. Finally, respondents 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.

The WIC and DOES aim to support programs in their efforts to continuously improve their work with youth. The WIC and DOES will offer technical assistance and capacity-building activities in a variety of subjects related to professional development. These will include 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 attend these sessions.

F. Monitoring

In addition to the monthly reports and quarterly narrative reports, the WIC and DOES will engage in monitoring activities that may include, but are not limited to, site visits to grantee and partner facilities, interviews or surveys of program participants, and learning group meetings among grantees. Monitoring activities may also be carried out by the US Department of Labor's Employment and Training Administration (ETA). Grantees shall make all reasonable efforts to accommodate such monitoring activities. The WIC and DOES will make all reasonable efforts to ensure that such monitoring activities are not unduly disruptive of grantee's normal course of programs and activities.

G. Technology Requirements

At a minimum, the grantee shall provide the following technology to accommodate the time and attendance and other reporting requirements of the program, as well as to receive correspondences from participants, the WIC and DOES related to the program. Respondents 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)

V. Model Descriptions

This RFA includes two program models: Occupational Training and GED to College. Respondents may propose to deliver one or both of these models, but must submit a separate application for each model. Respondents 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 20 hours per week.

A. Occupational Training

1. Goals

The occupational training model is designed to support eligible out-of-school youth who are seeking the occupational and work readiness skills necessary for immediate entry into unsubsidized employment or advanced occupational training. Participants will receive academic instruction and occupational skills training that leads to the attainment of a high school diploma, GED, and/or a post-secondary credential. In addition to obtaining a credential, successful participants will enter into employment or advanced occupational training during or after completion of the program, and will maintain employment or enrollment following completion of the program. Partnerships with employers, industry associations, or similar stakeholders will be integral to the success of these programs.

Grants awarded under this program model are not meant to support general youth development or career exposure programming.

2. Targeted Industry Sectors

The WIC and DOES have analyzed labor market information in the region and identified the following sectors and occupations as the ones most likely to provide career pathway opportunities for eligible out-of-school youth:

Targeted Industries	Occupations

Business, Management & Administration	Executive Secretaries and Administrative Assistants; Administrative Services Managers; Bookkeeping, Accounting, and Auditing; Management Analysts; Public Relations Specialists; Financial Managers; General and Operations Managers
Government, Public Administration & Human Services	Administrative Services Managers; Political Scientists; Social and Human Service Assistants; Elementary School Teachers; Public Relations Specialists; and Child Care Workers
Healthcare	Home Health Aides; Medical Assistants; Medical Office Assistants, Medical Coding & Billing Specialists, Dental Assistants; Patient Care Technician; Registered Nurses
Hospitality & Tourism	Cooks; Food Service Managers; Hotel Administrators and Managers; Bartenders; Catering Events, Restaurant Servers; and First-Line Supervisors of Housekeeping and Janitorial Workers
Information Technology	Computer and Information Systems Managers; Computer Support Specialists; Computer Systems Analysts; Network Systems and Data Communications Analysts; Audio and Video Equipment Technicians; Desktop Publishers
Marketing, Sales & Service	Customer Service Representatives; Retail Salespersons; Market Research Analysts; and Sales Managers
Law, Public Safety, Corrections & Security	Paralegals and Legal Assistants; Legal Secretary; Security Guards; Police and Sheriff's Patrol Officers; Correctional Officers; Detectives and Criminal Investigators
Public Utilities and Transportation	Maintenance and Repair Workers; Electrical and Electronic Engineering Technicians; Aerospace Engineering and Operations Technicians

In the application, respondents must identify the industries and/or occupations that will be targeted through the program, including an explanation of how the respondent selected the industry and/or occupation, and any particular qualifications of the respondent that make it likely that the respondent can effectively deliver occupational training and academic instruction to prepare participants for success in that industry or occupation. Respondents must also identify the specific secondary or post-secondary credentials that participants will attain through participation in the program, and describe how those credentials will help support participants in finding employment and advancing along career pathways within the target industry or occupation.

Additional industries or occupations not listed in the table above may be considered if respondents demonstrate, for that occupation or industry:

- 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 such 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. Strategic Partners

The success of this model will rely on the development of a strong working partnership between the respondents and at least one strategic partner – an employer, labor union, trade association, or similar entity - with a demonstrated connection to and expertise in the selected industry or occupation.

As part of the application, respondents should clearly describe the roles and responsibilities of the strategic partner in the program, which may include (but are not limited to) assisting 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; providing work experiences to program participants and hiring graduates.

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

Respondents must submit letters of support from strategic partners affirming the existence of the partnerships prior to implementation of the grant, and the expected roles and responsibilities of the strategic partner and respondent in developing and implementing activities and services supported under this grant. See Attachment b for a sample letter of support.

If the respondent is an employer, trade association, labor union, or similar entity, the strategic 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 youth participants to ensure that all required program services are available.

4. Target Youth and Number of Youth Served

In addition to the general WIA youth eligibility requirements identified in Section III, youth participants in projects utilizing the Occupational Training program model meet the following requirements:

- Test at or above the 6th grade Educational Functional Levels in literacy and numeracy, as determined through CASAS;
- Aspire to obtain a secondary and/or post-secondary credential that will help them to obtain employment in the targeted industry or occupation; and
- Aspire to enter into employment or advanced training in the targeted industry or occupation upon program completion.

Respondents must commit to serving a minimum of 30 youth per year under the Occupational Training program model.

If grantees assess any potential participants as testing below the required literacy or numeracy levels, those participants should be referred to DOES for alternative programming.

5. Program Services

The Occupational Training 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 respondents will clearly demonstrate how their proposed program will:

a. Offer occupational skills training – including work-based learning experiences – that provides participants with the knowledge, skills and competencies necessary to obtain employment in the targeted industry or occupation.
b. Offer work readiness training that prepares participants for entry into and success in the labor market.
c. Provide academic instruction and other training that prepares participants to earn a secondary or post-secondary credential.
d. As needed, incorporate appropriate instructional strategies to help students increase literacy and numeracy skills.
e. Provide placement services designed to help participants apply for and obtain in-program or post-program employment, including assistance in resume building, completing job applications, and preparing for job interviews.
f. Provide the other program services and components required across models (see Section VI).

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 respondent must demonstrate through a letter of support that the other entity or entities have committed to providing such services to program participants.

B. GED to College

1. Goals

The GED to College model is designed to support out-of-school youth who are seeking to obtain a high school diploma or GED and successfully transition to college. Participants will receive academic support and other services that enable them to obtain a secondary credential (high school diploma or GED) and prepare them to successfully enroll – and persist - in post-secondary education leading to a degree, certificate, or other post-secondary credential. Partnerships with institutions of higher education are an integral component of this model.

2. Post-secondary Partners

The success of this model will rely on the development of a strong working partnership between the respondent and at least one community college or other institute of higher education.

Applications must clearly define the roles and responsibilities of the community college or other institute of higher education under the grant, which may include (but are not limited to) 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 post-secondary education upon program completion.

Respondents must submit letters of support from post-secondary partners affirming the existence of the partnerships prior to implementation of the grant, and the expected roles and responsibilities of the post-secondary partner and respondent in developing and implementing activities and services supported under this grant.

If the respondent is a community college or other institute of higher education, the post-secondary 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 youth 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 III above), youth participants in GED to College programs also must meet the following requirements:

- Test at or above the 6th grade equivalent in literacy or numeracy on the CASAS;
- Aspire to obtain a high school diploma or GED;
- Aspire to enroll in an accredited institution of higher education upon completion.

Respondents are asked to commit to serving at least one cohort of no more than twenty-five (25) youth per year as part of the GED to College program model. However, respondents may propose to serve more than one cohort of youth per year under the grant.

If grantees assess any potential participants as testing below the required literacy or numeracy levels, those participants should be referred to DOES for alternative programming.

4. Program Services

The GED to College model focuses on providing participants with a combination of academic instruction and other supportive services that enable participants to obtain a secondary credential and successfully transition into post-secondary education. Successful respondents will clearly demonstrate how their proposed program will:

a. Provide academic instruction and other training that prepares participants to successfully obtain a high school diploma or GED.
b. Provide college readiness activities and services to enable participants to successfully transition, enroll in, and persist in post-secondary education, including services relating to obtaining financial aid and completing college applications.
c. As needed, incorporate appropriate instructional strategies to help students increase literacy and numeracy skills.
d. Provide participants with placement services that enable participants to find part-time or full-time employment, both before and after post-secondary transitions.
e. Provide all other program services and components required across models (see Section VI).

5. Anticipated Credentials

It is expected that participants in GED to College programs will earn a high school diploma or GED through participation in the program. Respondents are strongly encouraged to ensure that, in addition to a secondary credential, participants are eligible to obtain post-secondary credentials or instruction that are can be aligned with the educational requirements for an associate's or baccalaureate degree. These certifications must be integrated into the curriculum and scaffold student achievement toward identified outcomes relevant to student learning and post-secondary aspirations.

VI. Required Program Elements Across Models

In addition to the program model-specific elements outlined in Section V, all grantees must provide the core set of services described below as part of their overall program design. As mentioned above, respondents 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 20 hours per week.

A. Outreach and Recruitment

All grantees shall provide outreach and recruitment services designed to identify appropriate youth participants and enroll them in the proposed program. In the application, the respondent shall identify where recruitment and outreach activities will be conducted, the engagement strategies that will be used to recruit youth, and any criteria (other than the general and program model-specific eligibility requirements) that will be used to ensure that the program will meet participant aspirations and needs.

Outreach and recruitment strategies may include partnering with schools, agencies and organizations that can identify targeted youth and connect them to the program; employing dedicated staff and/or peer outreach workers; participating in relevant school and community events or information fairs; and others.

As part of the recruitment process, each grantee shall provide prospective youth information about the program, its activities, and expectations.

Grantees may receive participant referrals from DOES under a referral process that will be agreed to as part of any final grant agreement. In the event that such a referral is made, grantees shall be expected to enroll the participant in the funded program, and provide all activities and services required under this RFA, unless the grantee demonstrates to the WIC and to DOES that enrolling or serving such participant would be impracticable.

B. Assessment, Enrollment, and Orientation

All grantees must provide assessment, enrollment, and orientation services to program participants. In the application, respondents 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 pre-requisite or barrier to entry into the program.
- The process used to enroll youth participants in the program, including the means by which the grantee will collect and maintain eligibility documentation.
- The orientation process that will be utilized to prepare participants for successful entry into the program, which must include a minimum five-day "trial" or "probationary" period incorporated at the beginning of the program to ensure that participants are a good fit for the program.

In cases where DOES provides referrals to grantees, grantees will not be required to provide assessment or enrollment services that would duplicate services already provided to the participant by DOES prior to referral; however, grantees will still be responsible for providing orientation services, including the trial or probationary period. Respondents may elect to provide assessment or enrollment services in addition to any services provided by DOES, but such services must not duplicate services provided by DOES and must be consistent with processes and services that would be used for any other participant seeking to enroll in 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 refer the participant back to DOES and provide a written explanation to the WIC and DOES of how that determination was reached with respect to each participant. If the WIC and DOES agree with the grantee's determination with respect to a participant, DOES shall make reasonable efforts to place the participant in another program funded through this RFA. If the WIC and DOES disagree with the grantee's determination made with respect to a participant, the grantee will be required to provide services and activities to the participant, but the WIC and DOES shall provide technical assistance to the grantee to enable the grantee to address the 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 program 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 post-secondary or employment success.

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

- A description of how the respondent proposes to use written Individual Service Strategies (ISS) to help participants establish well-articulated and measurable personal, academic, and career goals and determine appropriate program activities and services that will help the participant 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 respondent must describe how the ISS will be updated to reflect participant progress, evolving goals, and service needs.
- A description of the case management services that will be provided daily to each program 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 respondent must also describe how case management will be used to assist participants in addressing any requirements imposes 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 (but are not limited to):

- 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 (uniforms, supplies, tools, etc.)

As part of the application, grantees must identify supportive services that will be provided, and indicate whether those services will provided directly through a partner organization (see Section VI.G., “Partnerships,” below). Grantees should identify any additional eligibility requirements or documentation needs that participants must meet in order to qualify to receive that supportive service.

E. Youth Engagement & Positive Relationships

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

- Assist participants in making meaningful contributions to the program and to the community, which may include such activities as providing youth with access to volunteer opportunities, leadership development activities, cultural enrichment opportunities, or other activities identified by the grantee.
- Promote the development of positive relationships with caring adults who will assist the participant in meeting life, career, or educational goals. This should include strategies for developing strong relationships between program staff and participants. In addition, this may include (but is not limited to) such activities as parent/guardian engagement strategies and mentoring relationships.
- Support the development of positive relationships with peer group members, which may include peer discussion groups, teambuilding exercises, or other activities.

F. Post-placement Follow-up Services

All grantees are required to provide post-placement follow-up services for the twelve month period following program completion, which at a minimum must include regular contact with program participants and maintenance of data on participant progress and status toward educational or occupational outcomes identified under the Individual Service Strategy. The application must include a description of how the grantee will provide post-placement follow-up services, either directly or in partnership with other organizations. The application must describe the full range of post-placement follow-up services that will be provided, and describe how those services will enable participants to better achieve their stated employment or post-secondary educational goals.

G. Partnerships

In addition to the required partnerships 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 provide a description of the additional partners that will provide activities or services as part of the proposed program, a description of the activities or services to be provided, and a letter of support documenting of the partnership between the grantee and partner organization (see Attachment b for a sample letter of support).

Respondents are strongly encouraged to partner with other organizations to ensure the fullest possible range of services and activities is 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 make all reasonable efforts to identify alternative means of service delivery and minimize any disruptions in services for participants.

VII. Costs and Payment Structure

A. Cost Per Participant

Respondents may apply for up to $7,500 per participant. This $7,500 should include:

- Program operations: DOES will remit grant funds to the grantee via a hybrid performance-based structure
- Youth payment allocations (incentives or wages): Must be not less than $1,000 per participant over the twelve month period of the grant. DOES will remit these funds directly to participants.

Youth will also receive a transportation stipend, paid directly to each youth by DOES.

See below for more details on each of these elements.

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

In the budget (see Budget Form, Attachment e), the respondent will break out how much will be allocated to program operations and how much will be allocated to youth incentives or wages.

B. Hybrid Performance-Based Structure for Grantee Payment

DOES will enter into a one-year hybrid fixed price, performance-based grant agreement with all successful respondents.

Under this grant, performance measures are based on 100% enrollment. To that end, successful respondents 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, placement retention, and literacy/numeracy skills gains.

Youth transportation stipends and incentive/wage allocations are excluded from the performance-based grant. Those dollars are administered directly to youth by DOES.

Understanding the Hybrid Performance-Based Structure

The base amount is paid in 12-month installments over the life of the grant. 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.

Base Amount	Performance-Based Allocation				
	Enrollment & Program	Credential Attainment	Placement	Retention in	Literacy/Numeracy Gains

	Retention			Placement	
50%	20%	10%	5%	5%	10%

As an example, under the structure laid out above, if a provider has a grant with a $100,000 operating budget:

- $50,000 is available through invoicing (50% of the total award). Grantees will invoice one twelfth of this base amount to DOES every month. $50,000 divided by 12 = $4,166.67. Therefore, the grantee in this example would invoice DOES $4,166.67 each month for this portion of the award.
- $20,000 is available by meeting the enrollment & program retention goal (20% of the total grant award).
- $10,000 is available by meeting the credential attainment goal (10% of the total grant award).
- $5,000 is available by meeting the placement goal (5% of the total grant award).
- $5,000 is available by meeting the retention in placement goal (5% of the total grant award).
- $10,000 is available by meeting the literacy/numeracy gains goal (10% of the total grant award).

C. Payment Options for Participants

Respondents must designate a youth payment allocation in the form of incentive payments or wages, as applicable. The total youth payment allocation must not be less than $1,000 per participant over the twelve month period of the grant. Programs are encouraged to create incentive structures that promote youth progress and program goals or outcomes. Wages are not required; whether or not a proposed program incorporates wages will depend on the work experience(s) appropriate for youth to achieve the outcomes the program is designed to achieve. See below for more information on incentives and wages.

Note that youth may only receive one form of payment during any two-week period; they may not receive wages and incentives concurrently. Respondents will complete the Incentive/Wage Plan (Attachment f) to outline what incentives or wages would be included. The WIC and DOES will finalize the type and frequency of youth payment, as well as the process and documentation required for payment, at the point of the grant award.

1. Incentives

Incentives are performance-based payments tied to successful attainment of benchmarks or progress made by each youth participant. Incentives should go beyond payment for attendance in the program. Respondents shall propose a program approach to incentives in the application, which the WIC and DOES will finalize with grantees at the point of grant award. The WIC recommends that the incentives tie to youth interim measures, process performance measures, or completion/attainment of key program milestones. An individual incentive plan must be submitted to the grant administrator for each youth participant to substantiate payment.

2. Wages

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

If a respondent is unsure whether a work experience is eligible for a wage, the respondent shall consider the following six criteria, which help establish whether a participant is an employee or a trainee of an employer site. If any of the six criteria are not met, a youth would receive wages. If all of the criteria are met, the experience may be considered a training position which could merit an incentive payment instead:[8]

- 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 or a wage. A program wage plan must be submitted to DOES for approval, and time records must be submitted to substantiate payment.

D. Transportation Stipend for Participants

Each participant shall receive $30 per week as a transportation stipend. DOES shall administer this stipend and remit the funds directly to participants. Respondents are <u>not</u> required to include these stipends as part of their program budget.

VIII. Review Process

A. Initial Review

DMPED grants personnel will review each application to determine whether they are responsive or nonresponsive to the requirements of this RFA. Applications determined to be ineligible or nonresponsive will be discarded.

B. Team Review

Each application determined to be responsive will be evaluated by a team of reviewers. Team members will represent a range of expertise in youth workforce development and may include WIC and DOES staff; other DC agency staff; and professionals from national and local organizations. Teams will evaluate and score applications based on the points assigned to each section of the application. Applications will be ranked accordingly.

C. Final Selection

The review team will make recommendations regarding the selection of grantees and will present the findings to the WIC Executive Committee, which will make the final determination of awards. Any person, including any member of the Executive Committee, with a potential conflict of interest will be recused from participating in the selection process.

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[8] 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.

Awards will be made to the highest rated respondents whose applications are technically viable and whose prices per participant fall within the range set forth in the RFA. However, the WIC reserves the right to make awards to ensure:

- Distribution of services within and across geographic areas with significant populations of target youth as described in Section III.
- Distribution of services among various populations of target youth as described in Section III.
- Program diversity to ensure that programs vary by factors such as type of occupational training, or educational offerings.
- Alignment with other public funding and/or initiatives.

The WIC also reserves the right to award less than the full amount of funding requested and to modify the allocation of funds among grantees in the best interest of the District. In the case that a respondent is eligible for more than one grant award from this RFA, the WIC reserves the right to determine, based on the respondent's demonstrated organizational capability and the best interests of the District, respectively, how many and for which program(s) the respondent will be awarded grants, and at what level of services and dollar value.

The grant award shall be subject to:

- Demonstration that the respondent has, or will have by the conclusion of negotiations, site control of an appropriate program facility.
- Timely completion of grant negotiations between DOES and the selected respondent.

IX. Application Process

Respondents must follow the procedures outlined in this RFA. The RFA is available on the Office of Partnerships and Grants Services at www.opgs.dc.gov, under District Grants Clearinghouse.

A. Award Period

Proposals submitted under this Request for Grant Applications should be ready to commence 30 days after award notification. The grant period will be for twelve months from the date of execution of a grant agreement with the District. At the discretion of the WIC, three optional one-year extensions may be granted based on performance and the availability of funding.

B. Questions Regarding the Application

Any questions regarding development and submission of this RFA should be submitted via e-mail to LaToyia Hampton, Grants Manager of the Office of the Deputy Mayor for Planning & Economic Development, at latoyia.hampton@dc.gov. The deadline for submission of written questions is August 1, 2012 at 4:30 pm. Questions and answers will be reviewed at the RFA Informational Meeting and will be posted on the following website: www.dmped.dc.gov.

C. Application Timeline

RFA Released	July 27, 2012
RFA Informational Meeting	August 3, 2012, 10:00 am Department of Employment Services Headquarters Community Room 4058 Minnesota Avenue NE

	Washington, DC 20019
RFA Responses Due	August 24, 2012, 4:30 pm to To: LaToyia Hampton Grants Manager, Office of the Deputy Mayor for Planning & Economic Development 1100 4th Street SW, Suite E500 Washington, DC 20024
Applicant Notification	September 28, 2012
Grant Start Date	Within 30 days of grant award

D. RFA Informational Meeting

An Informational Meeting on the RFA will be held on August 3, 2012, at 10:00 am at the DOES Community Room located at 4058 Minnesota Avenue NE, Washington, DC 20019. Attendance is strongly encouraged.

E. Application Submission

Two hard copies and one electronic copy (flash drive or CD) must be submitted. Hard copies should be binder clipped and not stapled.

For a check list of all required elements, see Attachment a.

All applications must be received by 4:30 pm on August 24, 2012. Applications mailed in advance must be sent via certified mail and received by 4:30 pm on the due date.

Submit applications to LaToyia Hampton, Grants Manager, Office of the Deputy Mayor for Planning & Economic Development, 1100 4th Street SW, Suite E500, Washington, DC 20024.

No incomplete, faxed, e-mailed or late applications will be considered. Applications that do not follow the required format will not be reviewed.

F. Equal Opportunity

All grantees must submit the Equal Employment Opportunity (EEO) Compliance Statement, and comply with the requirements of that statement while receiving funds awarded under this RFA. The EEO Compliance Statement can be found in Attachment g.

G. Grantee Qualifications

Eligible respondents must be able to demonstrate fiscal and administrative capacity by responding to the grantee qualifications and responsibilities listed below. All awards are contingent upon fiscal and administrative qualification and successful grant execution. All applicants must provide the following documentation of qualifications:

- Documentation proving status as a legal entity and IRS tax status.
- IRS Form W-9 (Attachment i).
- Certificate of Good Standing from Department of Consumer and Regulatory Affairs (DCRA) (Attachment j).
- Certificate of Good Standing from Office of Tax & Revenue (OTR) (Attachment k).

- Applicant’s most recent audited financial statements
- Proven fiscal capacity for fund accounting, including a copy of the organization’s most recent independent annual audit report with all related attachments and the most recent Form 990. For a sole proprietor or for profit entities, include copies of the two (2) most recent year’s federal income tax returns and the most recent year-end balance sheet and income statement. If no audited statements are available, provider must supply equivalent financial statements certified by provider to fairly and accurately reflect the provider’s financial status

Respondents selected for funding will need to provide the following additional documents:

- Proof of child abuse clearance and criminal background checks for staff.
- A completed accessibility checklist (signed by authorized agency representative).
- Proof of insurance.

X. Grant Application

Application responses should provide reviewers with a clear understanding of the organization’s capacity and approach to deliver the services as outlined in the Request for Grant Applications.

As noted in Section I, respondents may apply to deliver more than one model and/or provide services in more than one geographic region, but must submit separate proposals for each model and each region. The maximum number of proposals that a respondent may submit in response to this RFA is four: Occupational Training - Region 1; Occupational Training - Region 2; GED to College - Region 1; GED to College - Region 2.

A. Formatting Instructions & Requirements

Portions of the application are formatted as a Word template form. The following tips should assist you in completing those parts of the application:

- Before you fill out the application, copy and paste the Grant Application portion of this document, Section X, into a new Word document and save it to your computer.
- For text responses, please type information in the highlighted area.
- For check boxes, simply point and left click your mouse to add or delete X.
- To change an entry, use your mouse to navigate backwards and then click the left mouse button to select the appropriate field

The submitted grant application must address all questions and meet the following specifications:

- Formatted using a 1” margin and no smaller than a 12 point font
- Include a table of contents
- Typed
- Cannot exceed 40 single spaced pages, with the exception of required attachments and budget information
- Pages should be numbered and include a header or footer identifying the respondent’s name, program model, and region
- Identify each section and sub-section

B. Application Questions

1. Basic Information (5 points)

Name of Organization (applicant): ______________________________

Contact Name: ______________________________

Title: ______________________________

Address: ______________________________

____

City: ______________________________

State: ______________ Zip: ______________

Phone: ______________ FAX: ______________

Email: ______________

Proposed Program Name: ______________________________

Program Model (select one): ☐ Occupational Training ☐ GED to College

Service Delivery Area (select one): ☐ Region 1 (Wards 1-4) ☐ Region 2 (Wards 5-8)

Brief Description of Program *250 words or less*

Total grant amount requested: $______________ Per participant cost: $______________

2. Target Population (5 points)

Number of out-of-school youth to be served: ______________

Target age range of youth to be served (must be between 16-21): ______________

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

☐ School dropout
☐ Basic skills deficient (tests below 9th grade level in reading or math)
☐ Working
☐ Unemployed
☐ Underemployed
☐ Homeless or runaway
☐ Persons with a disability
☐ Pregnant or parenting
☐ TANF recipients
☐ In foster care, aging or aged out of foster care
☐ Limited English Proficiency
☐ Involved in the juvenile justice or criminal justice system
☐ 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 (15 points)

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 or charter 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? ______________________________ How many total FTEs will be allocated to this program? ______________________________

Please attach an organizational chart depicting the management and staffing structure of your organization or division. Indicate on an attached organizational chart where the proposed program will fit (the attached chart will not count toward the page limit).

Provide a program staffing plan, including positions, areas of responsibility, and the ratio of youth service professionals (staff whose job focuses on working directly with youth) to participants for each component of the proposed program. If the ratio exceeds the recommended range (see Section II), explain how the proposed ratio will enable youth to receive the individualized attention and support needed to achieve the outcomes specified in this RFA. Please include a job description for each position as attachments, including the selection criteria the organization will use to hire or place staff in each role (the attached job descriptions do not count towards 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)? $______________________________

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 including location 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 Models (20 points)

Answer ONLY those questions that correspond to the Model you are applying for in this application – either Occupational Training OR GED to College.

a. Occupational Training 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 V.

Target industry

What occupation(s) will the program focus on (for each occupation, also list typical starting wage & benefits upon placement)?

Occupation	Wage	Benefits
		☐ Yes ☐ No
		☐ Yes ☐ No
		☐ Yes ☐ No
		☐ Yes ☐ No
		☐ Yes ☐ No

If you are proposing an industry and set of occupation that is not on the list of targeted industry sections in Section V, 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 occupation(s) is a potential match for the target population and how the services provided will meet the talent needs of 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 business, that make it likely that you can effectively prepare participants for success in that industry or occupation.

(2) Credential.

Describe the secondary and/or post-secondary credential(s) youth will obtain through this program. 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) Strategic Partners

An occupational training program must have a formal relationship established with at least one strategic partner in the targeted industry sector.

Please indicate expected activities of strategic 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 strategic partner(s) that will work with the program, how the strategic 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 (letters of support will not count toward the page limit).

(4) Program Services

Describe the services the program partners plan to provide to youth. Please include:

(a) Occupational Skills Training. Occupational skills training is training designed to provide participants with the skills and competencies required to successfully perform in a specific occupation, and which leads to a post-secondary credential (including intermediate credentials) valued by employers as evidence of job skills. Provide a detailed description of the occupational skills training that will be offered, including the mix of learning strategies that will be employed and how those will be tailored to the needs of specific learners. Include the total hours of training to be provided, and the average hours per week that participants will spend in occupational skills training.

(b) 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 occupational skills training 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.

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

(d) Career Counseling and Placement Services. Career counseling and placement services are services designed to help participants plan and prepare for entry into employment or post-secondary education or training following program completion. Describe the career counseling and placement services that will be offered by the program, including, any career aptitude and interest assessments, resume building, job search assistance, direct placement assistance, interviewing skills, and preparation for post-secondary education or training. Include the total hours of career counseling and placement services to be provided, and the average hours per week that participants will spend on these activities.

(e) Program Outline or Timeline.

Provide a month-by-month outline of the entire course of study for a group of young people.

b. GED to College Model

(1) Credential.

All GED to College programs must prepare participants to earn a high school diploma or GED. In addition, programs are strongly encouraged to ensure that, in addition to the secondary credential, participants are able to obtain post-secondary credentials or instruction that can be aligned with the educational requirements for an associate's or baccalaureate degree.

Participants will be eligible to earn:

☐ A high school diploma or GED
☐ A post-secondary credential
☐ Credit-bearing post-secondary instruction not resulting in a post-secondary credential
☐ Other (please describe)

Describe the secondary and/or post-secondary credential(s) or instruction youth will obtain through this program.

(2) Post-Secondary Partner(s)

A GED to College program must have a formal relationship established with at least one community college or other institution of higher education. Please indicate expected activities of post-secondary partner(s) (check all that apply):

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

Please describe the strategic partner(s) that will work with the program, how the strategic 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 (letters of support will not count toward the page limit).

(3) Program Services

Describe the services the program partners plan to provide to youth. Please include:

(a) Academic Instruction. Academic instruction is instruction designed to increase participant literacy and numeracy skills (as needed) and to prepare participants to obtain their high school diploma or GED and any post-secondary credentials.

Describe the academic instruction services that will be offered through the program, including how the program will address the needs of participants who are basic skills deficient, and how the program will ensure participants obtain a secondary credential. Include the total hours of instruction to be provided, and the average hours per week that participants will spend in academic instruction.

b) College Readiness. College readiness services are designed to help participants successfully enroll in and transition into post-secondary education including "soft skills" like communication and time management skills as well as "life skills" like financial literacy. Describe the services the program will provide to support the college readiness of participants, including study skills, assistance with college applications, assistance 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.

c) Job Placement Services. Job placement services are services that enable participants to obtain part-time or full-time employment so they can earn an income and contribute to household support while participating in the program and following transition into post-secondary. Describe the jobs placement assistance that will be provided to participants, including job search assistance, direct employment with program partners using the wage option, direct placement with local employers, work study opportunities, etc. Please include any strategies that will be employed to ensure that participants can effectively balance academic instruction and work responsibilities. Include the total hours of job placement services to be provided and the average number of hours per week that participants will spend on these activities.

(d) Program Outline or Timeline.

Provide a month-by-month outline of the entire course of study for a group of young people.

5. Required Program Elements (25 points)

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 to the target population you proposed serving in Section B and the program model you described in Section A.

a. Outreach and Recruitment

Describe the strategy for recruiting youth into the program. Where will the organization look for youth? How will the program engage youth? 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 education level or ability prior to service or entry into your program?

☐ Yes
☐ No

Is there a required basic skill or grade level?

☐ Yes (describe)
☐ No

In addition, do you screen or assess 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?
☐ 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 orientation process and explain how this approach will prepare youth to succeed in the program.

c. Individual Planning & Case Management

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

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 its 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 this program? Use column 1 to indicate that your organization provides the service and/or column 2 to indicate it is provided by a partner organization. Leave the field blank if you do not currently offer the service.

Case management	☐	☐
Tuition, training expenses	☐	☐
Child care	☐	☐
Transportation	☐	☐
Driver license obtainment/driving record remediation	☐	☐
Child support arrears	☐	☐
Drug testing	☐	☐
Health insurance	☐	☐
Legal assistance	☐	☐
Housing	☐	☐
Mental health	☐	☐
Mentoring	☐	☐
Work expenses, e.g., supplies, fees, testing, dues	☐	☐
Other (specify)	☐	☐

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. Youth Engagement & Positive Relationships

Describe how the program will provide opportunities for participants to make meaningful contributions to the program and the community.

Describe how the program will seek to promote the development of a positive relationship with a caring adult on behalf of each youth. Include strategies to engage parents/guardians or other significant individuals outside 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-Placement Follow-up Services

Describe the support services you anticipate youth will need during the mandatory 12 months of follow-up following program completion. 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) will play a specific role or provide a service related to the any of 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 (letters of support do not count toward the page limit).

6. Outcomes & Performance Management (20 points)

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,

b. Outcome Measures

Complete the following chart, indicating the number and percent of youth that you anticipate will achieve the four youth outcome measures. For definitions of these measures, see Section IV.

Outcome Measure	Number of youth targeting this outcome	Number of youth attaining this outcome	% of youth you attaining this measure
Placement in Employment,	(Number of youth		

Advanced Training or Postsecondary Education	you proposed to serve in section B)		
Attainment of a Degree/Certificate (State/Industry recognized) prior to program completion	(Number of youth you proposed to serve in Section B)		
Retention in Employment, Advanced Training, or Post-secondary Education	(Number of youth you proposed to serve in Section B)		
Literacy and Numeracy Gains	(Number of youth you anticipate will be basic skills deficient at enrollment)		

If the performance goals proposed for any of the four outcome measures are lower than the established DC Performance Goals (see Section IV), 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 IV.

Interim Program Measure	Number of youth proposed to serve	Number of youth…
Recruitment		reached through recruitment activities:_____
Eligibility Determination		assessed for eligibility:___
Youth enrolled		enrolled in the program: ___
Individual Service Strategy		with a complete Individual Service Strategy (ISS):_______
Retention		who have at least an 80% record of program attendance:______
Completion		who graduate from the program:______

d. Interim Participant Measures

Complete the following five charts. Note, you must select or suggest ONE indicator in each of the five areas. If you choose to propose an alternate indicator, you must specifically define the indicator and fully complete the chart for that indicator. Grantees will report on the five chosen indicators on a monthly basis. For more information on interim participant measures, see Section IV.

(1) Program Participation

Indicator	Select	Number of	Number of	% of youth you

	ONE (mark with X)	youth participants proposed to serve	youth attaining this measure	attaining this measure
Number of youth who complete 70% or more of their assignments and tests.				
Number of youth who complete key milestone(s) within a course of study outlined in the ISS				
OTHER: Number of youth who: (fill in)				

(2) Work Readiness

Indicator	Select ONE (mark with X)	Number of youth participants proposed to serve	Number of youth attaining this measure	% of youth you attaining this measure
Number of youth who complete work experience(s) (e.g., internship, job shadowing, work-based learning project)				
Number of youth who demonstrate proficiency in work readiness skills demonstrated by: - Assessment using a pre- and post- measurement tool provided by DOES. -Obtaining a National Work Readiness Credential				
OTHER: Number of youth who: (fill in)				

(3) Job Search

Indicator	Select ONE (mark	Number of youth participants	Number of youth attaining this measure	% of youth you attaining this measure

	with X)	proposed to serve		
Number of youth who complete a resume and cover letter				
Number of youth who submit job application(s)				
Number of youth who complete mock job interview(s)				
Number of youth who complete job interview(s)				
OTHER: Number of youth who: (fill in)				

(4) Preparation for Secondary Credential

Indicator	Select ONE (mark with X)	Number of youth participants proposed to serve	Number of youth attaining this measure	% of youth you attaining this measure
Number of youth who increase Educational Functioning Level(s) (EFL) in addition to the first EFL increase				
Number of youth passing a GED practice test				
Number of youth passing one or more of the GED test sections				
OTHER: Number of youth who: (fill in)				

(5) Preparation for Entry into Postsecondary Education

Indicator	Select ONE (mark with X)	Number of youth participants proposed to serve	Number of youth attaining this measure	% of youth you attaining this measure
Number of youth completing postsecondary entrance test preparation				

(e.g., Accuplacer, SAT/ACT, apprenticeship exam, or other)				
Number of youth taking postsecondary entrance test				
Number of youth who submit application(s) to a postsecondary institution				
Number of youth who submit application(s) for financial aid or scholarship				
Number of youth who place into credit bearing postsecondary coursework				
OTHER: Number of youth who: (fill in)				

e. Past Performance

Describe the applicant's experience providing the proposed services, including the outcomes achieved through the provision similar services (e.g., education or training for out-of-school youth) through your partnership, 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 Workforce Investment Act (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 d) should be used to demonstrate the respondent's performance in the delivery of similar services in one (1) of the last three (3) completed program years. Respondents must submit at least one (1) Past Performance Form and may submit up to three (3). If you have served as youth contractor to DOES over the past three years, one of the Past Performance Forms you submit must cover your DOES-funded program.

C. Application Budget (10 points)

1. Budget Overview

Please provide the following information:

Operating Budget (detailed in Attachment e)	$	Operating cost per participant	$
Youth incentive/wage expense (Detailed in Attachment f)	$	Incentive/wage expense per participant	$
Grand total requested	**$**	**Grand total per participant**	**$**

(cannot exceed $7,500)

2. Incentives/Wages

To indicate the mix of incentives and/or wages appropriate to your proposed program, complete the Incentive/Wage Plan (Attachment f). DOES will administer all payments directly to youth. All grantees will be responsible for recording hours worked or benchmarks achieved by participants for purposes of the incentive/wage payments, and providing this information to DOES on a monthly basis.

3. Budget Form

Complete and include the Budget Form (Attachment e). On this worksheet, respondents will indicate the organizational operating budget for the proposed program. This budget will not include the youth payments, which will be administered directly by DOES. A few notes:

a. Administrative and Programmatic Costs

Respondents must provide cost information for two 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 material).

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.

b. Staffing

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

c. Total Budget

This amount is equal to the cost per participant multiplied by the number of participants. As detailed in Section VII, the proposed cost per participant cannot exceed $7,500.

4. 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:

a. 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.

b. Provide evidence that the budget includes sufficient and appropriate resources, including staff, equipment and supplies, to meet 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.

c. 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.

5. Audit

Attach a copy of the respondent's most recent fiscal audit.

6. Grantee Certification

An authorized representative of the applicant organization must sign the Grantee Certification Form provided in Attachment h. The signed form should be included in the application in front of the budget page

D. Application Attachments

1. Forms & Templates

The following documents are included as attachments to this RFA and, with the exception of Attachment c, should be completed and returned as part of the proposal package:

a. Proposal Checklist
b. Letter(s) of Support
c. List of Required WIA Enrollment Documents
d. Past Performance Form
e. Budget Form
f. Incentive/Wage Plan
g. Equal Employment Opportunity (EEO) Compliance Statement
h. Grantee Certification Form
i. IRS Form W-9
j. Certificate of Good Standing from the Department of Consumer and Regulatory Affairs (DCRA
k. Certificate of Good Standing from the Office of Tax & Revenue (OTR)

2. Additional Attachments

The following supplements to the proposal narrative documents should also be included by the respondent as part of the proposal package:

a. Organizational chart
b. Staff position descriptions
c. Program outline or timeline

Finally, the following evidence of grantee qualifications should be included by the respondent as part of the proposal package:

a. Documentation proving status as a legal entity and IRS tax status
b. Recent audited financial statements or the equivalent. See Section IX.G.

Attachment a: Proposal Checklist

Please make sure that you submit a complete application package. Proposals with incomplete or missing information will not be considered. To ensure you have included all the required elements, please include a completed copy of the checklist below with your application package.

Name of Organization (applicant): ____

(1) Hard Copies

Two hard copies of the proposal must be submitted. Each hard copy must include the following, in the order listed:

- ☐ Proposal checklist
- ☐ Grant application, responding to all application questions & complying with the formatting guidelines
- ☐ Organizational chart
- ☐ Staff position descriptions
- ☐ Program outline or timeline
- ☐ Letter(s) of support from partner(s)
- ☐ Past performance form
- ☐ Budget form
- ☐ Budget narrative
- ☐ Incentive/wage plan
- ☐ Equal Employment Opportunity (EEO) compliance statement
- ☐ Documentation proving status as a legal entity and IRS tax status
- ☐ IRS Form W-9
- ☐ Certificate of Good Standing from Department of Consumer and Regulatory Affairs (DCRA)
- ☐ Certificate of Good Standing from Office of Tax & Revenue (OTR)
- ☐ Recent audited financial statements or the equivalent
- ☐ Grantee certification form

(2) Electronic Copy

In addition, one electronic copy (flash drive or CD) must be submitted. The electronic submission must include:

- ☐ A complete PDF document or portfolio with all documents listed above.
- ☐ In Word – the proposal checklist, grant application, organizational chart, staff position descriptions, course outline, sample class schedule, and budget narrative.
- ☐ In Excel – the Budget Form and Past Performance Form.

Attachment b: Sample Letter of Support

< Partner's Letterhead >

[DATE]

[NAME] (of individual at the respondent's organization submitting the proposal)
[TITLE]
[ORGANIZATION]
[ADDRESS]

[SUBJECT]: Letter of Support for [respondent's] application for RFA XX (FILL-IN RFA#)

Dear [NAME]:
The opening paragraph expresses support for the respondent and to the grant application.

The second paragraph provides a brief overview of the partner – what type of organization, its goals, etc.

The body of the letter should include, but is not limited to:

- *A description of the partnership prior to implementation of the grant – why did the partner and respondent choose to work together? How long have the partner and the respondent worked together? In what capacities? What activities have the partners undertaken together, or been involved with?*

- *The roles and responsibilities of the partner in developing and implementing the activities and services proposed under this grant. How will the partner contribute to the proposed program? What specific activities and/or services will the partner provide or be involved with? Why is the partner suited to be involved in this fashion (how the partner's involvement enables the proposed program to help youth achieve the desired outcomes)?*

Finally, the closing paragraph should include the partner's contact information for future reference.

Sincerely,

[NAME AND TITLE]

DEPARTMENT OF EMPLOYMENT SERVICES
OFFICE OF YOUTH PROGRAMS

Out-of-School Youth
Year-Round Workforce Development Program

LIST OF REQUIRED ENROLLMENT DOCUMENTS

To verify program eligibility, the Office of Youth Programs will require one of the approved documents in each category below prior to enrollment of eligible WIA youth under the Out-of-School Youth Year-Round Workforce Development Program:

DATE OF BIRTH		
Birth Certificate	Military ID	Selective Service Card
Driver's License or Non-Driver's ID	Passport	TANF Record
Hospital Record of Birth	School Record	Veteran's Medical Card
Military Discharge DD-214	State, Federal, or Govt. issued ID	

PROOF OF CITIZENSHIP OR LEGAL STATUS	
Alien Registration Card or Green Card	Naturalization Certificate
Birth Certificate	Foreign Passport (stamped "Eligible to Work")
Birth Abroad Certificate	U.S. Passport
Military Discharge DD-214 (if birthplace is listed)	

SOCIAL SECURITY NUMBER	
Driver's License or Non-Driver's ID	Social Security Card
Department of Humans Services Letter	TANF Record
Military Discharge DD-214 or Veteran's Medical Card	

SELECTIVE SERVICE REGISTRATION (For Males 18 and Older)	
Selective Service Registration Card	Selective Service Verification Form or Printout

PROOF OF RESIDENCY (Document must include the Applicant's Name)	
Department of Human Services Letter listing the names and social security numbers of all household members	Notarized Tax Form 1040 or D-40 listing the names and social security numbers of all household members (most Recent Tax Year)
If **h**omeless**,** a letter from a shelter or the Department of Human Services	School Record
Driver's License or Non-Driver's ID	TANF Record
Government Agency Letter or Printout	Recent Utility Bills (mobile bills not accepted)
Rental lease that contains the names and social security numbers if all family members residing in the household	

FAMILY SIZE (Document must list or identify all family members)	
Department of Human Service Letter, listing the names and social security numbers of all family members	Rental Lease, with the names and social security numbers of all family members residing in the household
If homeless**,** a letter from the shelter or the Department of Human Services	Notarized Tax Form 1040 or D-40 (most Recent Tax Year) listing the names and social security numbers of all household members.

Government Agency Letter or Printout	TANF Record
DCHA Housing Letter	

FAMILY INCOME & LOW-INCOME INDIVIDUALS **Low-income individual** means an individual who (1) receives, or is a member of a family that receives TANF cash assistance; (2) received income, or is a member of a family that received a total family income that does not exceed the poverty line or 70 percent of the lower living standard income level for the 6-month period prior to program application, (3) is a household member for 6-months that received food stamps or is eligible for them, (4) is verifiably homeless, (5) is a foster child, or (6) is disabled and whose verifiable income does not exceed family income restrictions.	
Alimony Statement	Notarized Tax Form 1040 or D-40 and W2 (most Recent Tax Year) listing the names and social security numbers of all household members.
Compensation Award Letters	Pension Statement
Copy of Public Assistance Check	Refugee Assistance Records
Court Award Letter	Social Security Benefits Statement
Earnings Statement or Pay Stubs	TANF Cash Benefit Statement
Food Stamps Award Letter	Unemployment Insurance Statement
Medical Card Showing Cash Grant Status	Veteran's Administration Award Letter

<u>REFERENCES:</u>

- Department of Labor, Training and Employment Guidance Letter 22-04, Serving Military Service Members and Military Spouses under the Workforce Investment Act Dislocated Worker Formula Grant, March 22, 2006
- Workforce Investment Act (WIA) of 1998, Public Law 105-220, August 7,1998, Section 101 (25)
- Workforce Investment Act (WIA), 20 Code of Federal Regulations, Final Rules, August 11, 2000, Sections 663.220, and 664.200.

Attachment d: Past Performance Form

Respondents must provide performance information relating to a grant or contract for the provision of services similar to those proposed under this RFA during at least one of the previous three years. Respondents may submit no more than three past performance forms. If the respondent has received a year-round youth contract from the Department of Employment Services in the last three Program Years 2009-2011), respondent must at a minimum include performance for the most recent year in which such funding was received.

Name of Organization (applicant): ____

Name of Funding Agency/Organization: ____

Type of Funding Year (Calendar/Program/Fiscal: ___________________________

Award Start Date: ___________________________

Award End Date: ___________________________

Award Amount: $__________________________

Program Summary (brief description of services and activities provided under the grant or contract). *250 words or less*

Number of Participants enrolled in program: __________________________

Number of participants completing (or on track to complete) program:
____

Performance Outcomes – include all performance outcomes measured and reported under grant or contract in the chart below.

Performance Measure (e.g. entered employment, credential attainment, average earnings, etc.)	**Proposed Outcome**	**Actual Outcome**	**Outcome Documentation**	**Comments**

Proposed Organizational Operating Budget

Name of Organization (applicant):	
Budget Dates:	

Position (& FTE)	Administrative Expenses	Programmatic Expenses	Total
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
Total Salaries:	$0.00	$0.00	$0.00

Fringe Benefits	Administrative Expenses	Programmatic Expenses	Total Budget
(% of Salary)			$0.00
Total Fringe Benefits:	$0.00	$0.00	$0.00

Operating Costs	Administrative Expenses	Programmatic Expenses	Total Budget
Facilities			$0.00
Telephone			$0.00
Postage			$0.00
Occupancy			$0.00
Utilities			$0.00
Other (specify):			$0.00
Other (specify):			$0.00
Other (specify):			$0.00
Other (specify):			$0.00
Other (specify):			$0.00
Total Operating:	$0.00	$0.00	$0.00

Equipment	Administrative Expenses	Programmatic Expenses	Total Budget:
Lease			$0.00
Purchase			$0.00
Other (specify):			$0.00
Other (specify):			$0.00

Total Equipment:	$0.00	$0.00	$0.00

Supplies	Administrative Expenses	Programmatic Expenses	Total Budget
Office Supplies			$0.00
Training Supplies			$0.00
Curriculum/Books			$0.00
Other (specify):			$0.00
Other (specify):			$0.00
Total Supplies:	$0.00	$0.00	$0.00

Contractual	Administrative Expenses	Programmatic Expenses	Total Budget
Accounting			$0.00
Audit			$0.00
Insurance			$0.00
Other (specify):			$0.00
Other (specify):			$0.00
Total Contractual	$0.00	$0.00	$0.00

Participant Supports & Other Costs	Administrative Expenses	Programmatic Expenses	Total Budget:
			$0.00
Other (specify):			$0.00
Other (specify):			$0.00
Total Travel	$0.00	$0.00	$0.00

Staff Travel	Administrative Expenses	Programmatic Expenses	Total Budget
Mileage			$0.00
Other (specify):			$0.00
Other (specify):			$0.00
Total Contractual	$0.00	$0.00	$0.00

Totals	**Total Administrative Expenses**	**Total Programmatic Expenses**	**Total Budget**
	$0.00	$0.00	$0.00

Attachment f: Incentive/Wage Plan

Please complete the information below. See Section XX for further details about incentives and wages.

(1) Incentive Structure

How many incentives will you offer? ______________________________

Please provide the following information for each incentive (add additional lines to the chart as needed):

Type of incentive	How will participants qualify for incentive?	How will qualification be documented?	Is incentive a cash reward? If not, please indicate how incentive will be awarded.	Value of incentive
(Incentive)				$
(Incentive)				$

What is the maximum amount a participant could receive in incentives through the program? $0

(2) Wage Structure

Will youth participate in work experiences for which they will qualify for a wage? ☐Yes ☐No.

If yes, how many types of work experience are available for participants?
____

Please provide the following information for each work experience (add additional lines to the chart as needed):

Type of work experience	Estimated total hours per participant	Estimated total wage (estimated total hours x $7.25)

What is the maximum amount a participant could receive in wages through the program? $0

(3) Total Youth Payments

Total amount a youth could receive in Incentives + Wages: $0

Attachment h: Grantee Certification Form

The undersigned certifies that the information provided in this application is true and complete and has been provided for the purpose of obtaining grant funding from the District of Columbia government through the Out-of-School Youth Year-Round Workforce Development Program under the Workforce Investment Act, as described herein.

The Applicant hereby assures and certifies compliance with all Federal statutes, regulations, policies, guidelines and requirements, including OMB Circulars No. A-21, A-87A-110, A-122, A-128, A-133; E.O. 12372 and Uniform Administrative Requirements for Grants and Cooperative Agreements - 28 CFR, Part 66, Common Rule, that govern the application, acceptance and use of Federal funds for this federally-assisted project.

We hereby attest to the following:

(1) We are able to maintain adequate files and records and can and will meet all grant reporting requirements.

(2) Our fiscal records are kept in accordance with Generally Accepted Accounting Principles (GAAP) and account for all funds, tangible assets, revenue, and expenditures whatsoever; that all fiscal records are accurate, complete and current at all times; and we give the Department of Employment Services, or the District of Columbia through any authorized representative, the right to audit and inspect all records, books, papers, or documents related to the grant.

(3) We are current on payment on all federal and District taxes, including Unemployment Insurance taxes and Workers' Compensation premiums. (This statement of certification shall be accompanied by a Certificate of Good standing from the District of Columbia Office of Tax & Revenue (OTR) stating that the entity has complied with the filing requirements of District of Columbia tax laws and has paid taxed due to the District of Columbia, or is in compliance with any payment agreement with OTR).

(4) We have demonstrated administrative and financial capability to provide and manage the proposed services and ensure an adequate administrative performance and audit trail.

(5) We are not proposed for debarment or presently debarred, suspended, or declared ineligible, as required by Executive Order 12549, —Debarment and Suspension, and implemented by 2 CFR 180, for prospective participants in primary covered transactions and are not proposed for debarment or presently debarred as a result of any actions by the District of Columbia Contract Appeals Board, the Office of Contracting and Procurement, or any other District contract regulating Agency.

(6) We have the financial resources and technical expertise necessary for the completion of the project. In addition, we have the equipment and facilities adequate to perform the grant or sub grant, or the ability to obtain them.

(7) We will insure that the facilities under our organization's ownership, lease or supervision, which shall be utilized in the accomplishment of the program are compliant with all District statutes, codes, and regulations.

(8) We possess legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the Applicant's governing body, authorizing the filing of the

application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the Applicant to act in connection with the application and to provide such additional information as may be required.

(9) We will comply with provisions of Federal law which limit certain political activities of employees of a State or local unit of government whose principal employment is in connection with an activity financed in whole or in part by Federal grants. (5 USC 1501, et. seq.).

(10)We will comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act, if applicable.

(11)We will comply with all requirements imposed by the Federal-sponsoring agency concerning special requirements of law, program requirements, and other administrative requirements.

(12)We will comply with the provisions of the Code of Federal Regulations Title 28, Chapter 1: Part 22- Confidentiality of Identifiable research and Statistical Information; Part 42- Nondiscrimination; Equal Employment Opportunity; Policies and Procedures; Part 66- Uniform Administrative Requirements for Grants and Cooperative.

(13)We will provide an Equal Employment Opportunity Program, if required to maintain one, where the application is for $500,000 or more.

(14)We and all contractors will comply with Title VI of the Civil Rights Act of 1964, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, Subtitle A, Title III of the Americans with Disabilities Act (ADA), Title IX of the Education Amendments of 1972, and the Age Discrimination Act of 1975.
(15)In the event a Federal or State court or Federal or State administrative agency makes a finding of discrimination after a due process hearing on the grounds of race, color, religion, national origin, sex, or disability against a recipient of funds, the recipient will forward a copy of the finding to the Office for Civil Rights, U.S. Department of Justice.

Finally, should the applicant organization and its partners receive funding under this grant, we agree to do the following:

(1) Comply with monthly and quarterly reporting requirements;
(2) Inform the DOES Office of Youth Programs regarding of any major events affecting performance under and/or changes to the proposed project;
(3) Complete the project within the grant period

If at any point the above information is determined to be false, the Workforce Investment Council may deny the application, rescind funding award offers, or revoke an award.

Signature of Authorized Representative: ______________________________
Name: ______________________________
Title: ______________________________
Name of Organization (applicant): ______________________________
Date:______________________________