

DELAWARE WORKFORCE INVESTMENT BOARD (DWIB)
PROPOSAL REVIEW SCHEDULE
REQUEST FOR PROPOSAL

ADULT

Program Year July 1, 2009 – June 30, 2010

Issued: January 2, 2009

January 7, 2009
Adult Training
Time 9:00 A.M.

PRE-ORIENTATION (Open to interested non-current providers)

(Note Location)

Delaware Technical & Community College
Conference Room 414
100 Campus Drive. Dover, DE
(302) 857-1000

A Pre-Orientation for Interested Potential Proposers not currently operating a training program for the DWIB. Interested individuals should contact the DWIB at 302-761-8160. **Snow Date if Necessary January 8, 2009**

January 14, 2009
Adult Training
9:00 A.M.

ORIENTATION **(Note Location)**

Delaware Technical & Community College
Conference Room 400A
100 Campus Drive. Dover, DE.
(302) 857 - 1000

(SNOW DATE if necessary, January 15, 2009)

February 6, 2009

PROPOSALS DUE (3 COPIES)

(Note Location)

NO LATER THAN 4:00 P.M

Delaware Workforce Investment Board (DWIB)c/o DE Dept of Labor,
Division of Employment & Training, 1st Floor
4425 N. Market Street
Wilmington, DE. 19802

Please note that the Proposals must be delivered to the DWIB office no later than 4:00 p.m. on February 6, 2008 and that no proposal is considered a complete proposal without a scheduled Proposal Development Session, as described in the R.F.P. Incomplete Proposals will not be considered.

February 9, 2009 – March 5, 2009

PROPOSAL DEVELOPMENT

March 6, 2009

BEST AND FINAL OFFERS DUE (ONE COPY)

NO LATER THAN 4:00 P.M.

DWIB c/o DE Dept of Labor,
Division of Employment & Training, 1st Floor
4425 N. Market Street
Wilmington, DE. 19802

March 31, 2009

PROPOSAL PRESENTATIONS

(Note Location)

Sheraton Dover Hotel & Conference Center
1570 North DuPont Hwy
Dover, Delaware 19901

April 7, 2009

DWIB APPROVAL OF FUNDING AWARDS

EQUAL OPPORTUNITY EMPLOYER/PROGRAM

Auxiliary aids and services are available upon request to individuals with disabilities.

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EO Assurance

As a condition to the award of financial assistance from the Delaware Workforce Investment Board and the Department of Labor under Title I of WIA, the grant application assures that it will comply fully with the nondiscrimination and equal opportunity provisions of the following laws:

Section 188 of the Workforce Investment Act of 1998 (WIA), which prohibits discrimination against all individuals in the United States on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief, and against beneficiaries on the basis of either citizenship/status as a lawfully admitted immigrant authorized to work in the United States or participation in any WIA Title I financially assisted program or activity;

Title VII of the Civil Rights Act of 1964, as amended, which prohibits discrimination on the bases of race, color and national origin; Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against individuals with disabilities;

The Age Discrimination Act of 1975, as amended, which prohibits discrimination on the basis of age; and

Title IX of the Education Amendments of 1972, as amended, which prohibits discrimination on the basis of sex in educational programs.

The grant applicant also assures that it will comply with 29 CFR Part 37 and all other regulations implementing the laws listed above. This assurance applies to the grant applicant's operation of the WIA Title I financially assisted program or activity, and to all agreements the grant applicant makes to carry out the WIA Title I financially assisted program or activity. The grant applicant understands that the United States has the right to seek judicial enforcement of this assurance.

I. PURPOSE

The Delaware Workforce Investment Board (DWIB) with the issuance of this Request for Proposal (RFP) is requesting proposals for the following type of training:

- Adult Training Programs funded with Blue Collar funds

The source of funds that will fund this solicitation is the following:

- 1) Delaware Blue Collar Jobs Development Act ("Blue Collar")

The purpose of programs funded under the Blue Collar Jobs Development Act is to provide services to Dislocated Workers, to provide school to work transition sites, and to provide other innovative training programs.

II. SOLICITATION

- 1) The funding level identified is an estimate, based on historical information. The estimate is subject to change without notice. This estimate will be used to fund this Adult solicitation in addition to partially funding the in-school and out-of-school contract extensions.

- A maximum of 50% of Blue Collar Funds may be used to fund In-School and Out-of-School youth programs.

Blue Collar (\$ 2,687,176)

- 2) Proposals are competitive. Competitive elements to be considered are (a) the minimum number of participants, (b) the percentage of those participants who will achieve the outcome (90 day retention in entered employment or other specified outcome is required), (c) the services to be delivered, (d) the cost and quality of the services, (e) program completion rates for all participants, (f) percentage of all participants placed into unsubsidized employment in occupations related to training received, (g) wages at placement into unsubsidized employment for all participants, and (h) the types of credentials participants will obtain, and (i) description of methodology used in determining the data.

III. SPECIFIC PROGRAM SOLICITATION

A. Adult Training (Blue Collar Funds)

- 1) Proposals are specifically solicited that provide adult training. Training Programs that combine classroom training with internships, actual work experience, On the Job Training (OJT) and/or mentoring will be given priority for funding.
- 2) Blue Collar Proposers are expected to provide training that will allow trainees to earn a Diploma, GED, or Certificate as defined in USDOL TEGL 17-05 attachment B (<http://wdr.doleta.gov/directives/attach/TEGL17-05.pdf>).
- 3) Preference will be given to proposals, in the proposal rating criteria, that demonstrate the ability to operate quality, cost effective training programs that result in high placement rates, increased wages, long term job retention and credential attainment
- 4) Skills training programs will assess reading and math skills. Basic Language and numeric skills will be incorporated into skills training programs where appropriate. Stand-alone language and math remediation programs are not solicited and will not be funded. Participants who need additional Adult Basic Education and/or English as a Second Language training will be referred to Department of Education, Adult Education Division contractors for services.
- 5) In recognition of the increasing use of computers in the workplace, Delaware Workforce Investment Board (DWIB)

seeks occupational skill training that provides computer training appropriate to the intended placement opportunity. Evidence of such labor market demand computer training will be a key factor in selecting occupational skills training proposals.

- 6) Skills training programs will provide substance abuse training. (appropriate to the expected outcome of the training)
- 7) Skills training programs whose targeted outcomes are job placements will provide instruction on the use of the Internet, as a resource in obtaining employment.
- 8) Skills training programs will provide training/experience in analyzing and solving problems, working productively with others, being considerate, listening and following instructions, accepting responsibility, and demonstrating good attendance. These skills will be taught and reinforced continually as interrelated parts of skills training.
- 9) Skills training programs will provide placement retention and replacement services for all placements for the maximum amount of time under the contract. Retention services will be provided, as necessary in the day and evening in order to meet the performance measures, for three full quarters following the exit quarter for Adults and 12 months following exit for youth.
- 10) The DWIB requires all proposals for job training to include job placement as an integral part of the program.
- 11) DWIB requests training programs to report any participant who has excelled in their respective training and who may be considered candidates for more intensive training, in the event such programs become available in the workforce development community.
- 12) Retention Services will be provided, as necessary in the day and evening in order to meet the performance measures, for six months following exit.
- 13) The following are targeted training / skill areas solicited:

WIA Targeted Training Areas

(Additional information will be provided in the Questions and Answers issued following the Request for Proposal Orientation on the training areas identified as high growth/high demand that have career growth potential.)

SOC Code	Job Title	Annual Openings
41-2031	Retail Salespersons	948
41-2011	Cashiers	636
35-3031	Waiters and Waitresses	547
43-9061	Office Clerks, General	462
29-1111	Registered Nurses	405
43-4051	Customer Service Representatives	363
35-3021	Combined Food Preparation and Serving Workers, Including Fast Food	334
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	266
11-1021	General and Operations Managers	204
35-3022	Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	198
13-2011	Accountants and Auditors	196
53-7062	Laborers and Freight, Stock, and Material Movers, Handlers	192
35-2021	Food Preparation Workers	187
43-6011	Executive Secretaries and Administrative Assistants	185

31-1012	Nursing Aides, Orderlies, and Attendants	165
25-2021	Elementary School Teachers, Except Special Education	163
53-3032	Truck Drivers, Heavy and Tractor-Trailer	159
43-5081	Stock Clerks and Order Fillers	157
43-3031	Bookkeeping, Accounting, and Auditing Clerks	153
43-4171	Receptionists and Information Clerks	149
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	148
43-1011	First-Line Supervisors/Managers of Office and Administrative Support Workers	134
43-3011	Bill and Account Collectors	134
51-9198	Helpers--Production Workers	134
13-1111	Management Analysts	133
25-9041	Teacher Assistants	131
47-2031	Carpenters	128
39-9011	Child Care Workers	116
43-3071	Tellers	113
41-1011	First-Line Supervisors/Managers of Retail Sales Workers	113
49-3023	Automotive Service Technicians and Mechanics	113
37-3011	Landscaping and Grounds keeping Workers	112
49-9042	Maintenance and Repair Workers, General	112
13-1199	Business Operations Specialists, All Other	109
35-2014	Cooks, Restaurant	107
47-2061	Construction Laborers	99
37-2012	Maids and Housekeeping Cleaners	92
35-1012	First-Line Supervisors/Managers of Food Preparation and Serving Workers	91
51-3022	Meat, Poultry, and Fish Cutters and Trimmers	90
35-9021	Dishwashers	88
15-1081	Network Systems and Data Communications Analysts	86
35-3011	Bartenders	84
47-2111	Electricians	83
47-2152	Plumbers, Pipefitters, and Steamfitters	83
51-2092	Team Assemblers	82
43-6014	Secretaries, Except Legal, Medical, and Executive	81
33-9032	Security Guards	81
35-2011	Cooks, Fast Food	79
33-3051	Police and Sheriff's Patrol Officers	79
53-3033	Truck Drivers, Light or Delivery Services	79
47-2073	Operating Engineers and Other Construction Equipment Operators	72
41-2021	Counter and Rental Clerks	71
31-1011	Home Health Aides	69
35-9011	Dining Room and Cafeteria Attendants and Bartender Helpers	69
15-1031	Computer Software Engineers, Applications	69

45-2092	Farmworkers and Laborers, Crop, Nursery, and Greenhouse	67
39-5012	Hairdressers, Hairstylists, and Cosmetologists	67
41-3021	Insurance Sales Agents	65
21-1021	Child, Family, and School Social Workers	65
15-1041	Computer Support Specialists	65
23-1011	Lawyers	65
35-9031	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	63
29-2061	Licensed Practical and Licensed Vocational Nurses	62
25-2031	Secondary School Teachers, Except Special and Vocational Education	60
53-3022	Bus Drivers, School	60
25-1194	Vocational Education Teachers, Postsecondary	59
19-2031	Chemists	58
47-1011	First-Line Supervisors/Managers of Construction Trades and Extraction Workers	56
35-2015	Cooks, Short Order	56
15-1051	Computer Systems Analysts	54
39-9032	Recreation Workers	52
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	51
43-5071	Shipping, Receiving, and Traffic Clerks	51
31-9092	Medical Assistants	51
25-3099	Teachers and Instructors, All Other	49
13-1073	Training and Development Specialists	46
39-9031	Fitness Trainers and Aerobics Instructors	46
53-7064	Packers and Packagers, Hand	44
41-3099	Sales Representatives, Services, All Other	44
43-6013	Medical Secretaries	43
25-2011	Preschool Teachers, Except Special Education	43
29-2034	Radiologic Technologists and Technicians	43
41-2012	Gaming Change Persons and Booth Cashiers	43
49-1011	First-Line Supervisors/Managers of Mechanics, Installers, and Repairers	43
53-3031	Driver/Sales Workers	43
29-2052	Pharmacy Technicians	42
15-1071	Network and Computer Systems Administrators	42
33-3012	Correctional Officers and Jailers	42
21-1099	Community and Social Service Specialists, All Other	42
37-1011	First-Line Supervisors/Managers of Housekeeping and Janitorial Workers	41
35-3041	Food Servers, Nonrestaurant	41
15-1021	Computer Programmers	41
41-9022	Real Estate Sales Agents	41
13-1051	Cost Estimators	40
25-3021	Self-Enrichment Education Teachers	39
11-9111	Medical and Health Services Managers	38
11-3021	Computer and Information Systems Managers	38

23-2011	Paralegals and Legal Assistants	38
11-9199	Managers, All Other	38
13-1071	Employment, Recruitment, and Placement Specialists	37
19-3021	Market Research Analysts	37
11-9051	Food Service Managers	37
15-1061	Database Administrators	37
49-9052	Telecommunications Line Installers and Repairers	36
11-1011	Chief Executives	36
51-9023	Mixing and Blending Machine Setters, Operators, and Tenders	36
53-7061	Cleaners of Vehicles and Equipment	36
53-7051	Industrial Truck and Tractor Operators	36
11-9021	Construction Managers	35
13-2052	Personal Financial Advisors	35
31-9091	Dental Assistants	35
41-9041	Telemarketers	35
43-5052	Postal Service Mail Carriers	35
47-2141	Painters, Construction and Maintenance	34
43-3021	Billing and Posting Clerks and Machine Operators	34
49-9098	Helpers--Installation, Maintenance, and Repair Workers	33
41-4011	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	33
43-6012	Legal Secretaries	32
25-2022	Middle School Teachers, Except Special and Vocational Education	32
13-1041	Compliance Officers, Except Agriculture, Construction, Health and Safety, and Transportation	32
11-2022	Sales Managers	32
47-3012	Helpers—Carpenters	30
21-1093	Social and Human Service Assistants	30
51-1011	First-Line Supervisors/Managers of Production and Operating Workers	30
17-2112	Industrial Engineers	30
25-2041	Special Education Teachers, Preschool, Kindergarten, and Elementary School	29
13-1031	Claims Adjusters, Examiners, and Investigators	29
43-4081	Hotel, Motel, and Resort Desk Clerks	28
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	28
29-1051	Pharmacists	27
41-3031	Securities, Commodities, and Financial Services Sales Agents	26

14) Proposals for occupational skills training in occupations not targeted here are encouraged with comprehensive documentation supporting the need for training. The supportive documentation must accompany the proposal.

The outcome measures for the Adult programs funded by the DWIB for PY 09 have not been finalized and are impacted by performance outcome negotiations to be conducted with the United States Department of Labor. The standards below are the expected standards at the date of issuance of this Request for Proposal. They are subject to change:

Adult Entered Employment Rate (of terminations)	89%
Adult Employment Retention Rate (30 days)	80%
Adult Employment Retention Rate (90 days) (of terminations)	80%
Adult Employment Retention Rate (180 days) (of terminations)	80%
Training Related/Day 1 Employment Rate	62%
Adult Average Earnings	\$10,815
Adult Employment and Credential Rate (of terminations)	80%

IV. TYPES OF TRAINING

A. Occupational Skills Training to be Funded under Blue Collar

Occupational Skills training is occupational specific training designed to provide individuals with the technical skills and information required to perform a specific job or group of jobs. Occupational skills training shall be designed for occupations for which there is demand in the labor market. Skills training will be provided in a contextual manner and will combine classroom and work-based training. Occupational skills training programs will emphasize long-term, substantive employment through appropriate skills training and remediation to the extent necessary for success.

1) Classroom Training

Classroom Training means any training of the type normally conducted in an institutional setting, including vocational education, which is designed to provide individuals with technical skills and information required to perform a specific job or group of jobs. Such vocational education will include training designed to enhance the employability of individuals by upgrading basic skills, through the provision of courses such as remedial education, or “English-as-a-second - language.”

2) On-the-Job Training (OJT)

OJT means training by an employer in the private or public sector. Training will be given to a participant who, after objective assessment, and in accordance with the ISS, has been referred to and hired by the employer following the development of an agreement with the employer to provide occupational training in exchange for reimbursement of the employer’s extraordinary costs. OJT occurs while the participant is engaged in productive work that provides knowledge and skills essential to the full and adequate performance of the job. This does not preclude a participant who has been trained by one employer from ultimately being placed in a comparable, training-related position with another employer

OJT may be integrated with other types of training such as classroom training or remediation. When utilized with classroom training, OJT may be accomplished either prior to, following, or during the training.

On-the-Job training shall be limited in duration to a period not in excess of that generally required for acquisition of skills needed for the position within a particular occupation, but in no event shall exceed 6 months, unless the total number of hours of such training is less than 500 hours, including time spent in classroom training during

which wages are paid by the employer. In determining the period generally required for acquisition of the skills, consideration shall be given to recognized reference material (such as the Dictionary of Occupational Titles), employer training plans and content, and the participant's education, prior work experience, and ISS. OJT participants will be compensated at the same rates, receive the same benefits, and have the same working conditions as similarly situated employees.

OJT will provide substantive training in higher skill occupations appropriate to the participant's needs and occupational interests. Training plans will be developed which reflect rigorous occupational skill development.

B. Work Readiness

Work Readiness is classroom or on-the-job training, which focuses on specific work behaviors, not occupational skills. The training is provided for individuals who lack actual work experience, or who have unacceptable work behaviors. Work Readiness training will be offered in conjunction with occupational skills training, and/or remediation.

C. Work Experience

Work Experience means a short term or part-time training assignment with a public or private non-profit organization for a participant who needs assistance in becoming accustomed to basic work requirements. It is prohibited in the private for-profit sector.

Suitability - Work experience should be designed to promote the development of good work habits and basic work skills for individuals who have never worked or who have been out of the labor force for an extended period of time.

Duration - Participation in work experience shall be for a reasonable length of time, based on the needs of the participant, which shall be documented in the participant's ISS. Generally, work experience for adults may not exceed the greater of six (6) months or 499 hours if working part time. The ISS shall include a justification in each case where work experience is authorized in excess of these limits for adults.

Combination with other services - Work experience shall be accompanied, either concurrently or sequentially, by other services designed to increase the basic education and/or occupational skills of the participant, as documented in the ISS.

Work experience alone is not an allowable activity.

V. PROPOSAL REVIEW PROCESS AND PROCEDURES

1. Interested potential proposers not currently operating a training program for the Delaware Workforce Investment Board may attend the pre-orientation on January 7, 2009 at 9:00 at the Conference Room 414, at the Delaware Technical & Community College – Terry Campus in Dover. Interested individuals should contact the DWIB at 302-761-8160 for further information.
2. Serious proposers should attend an orientation meeting on January 14, 2009 (or the backup date if cancellation becomes necessary - January 15, 2009) at the Conference Room 400 A, at the Delaware Technical & Community College – Terry Campus in Dover. The orientation for potential proposers will begin at 9:00 for Adult training. Questions regarding this Request for Proposal will be answered at the orientation. Questions will be answered at the orientation and at no other time, and the answers will be posted on www.delawareworks.com/WIB by the close of business on January 21, 2008.
2. When you determine that your organization will submit a proposal, you must schedule your initial Proposal Development session. **The scheduling of the Proposal Development session is required for your proposal to**

be considered a complete proposal. The scheduling will be done via the Internet at www.delawareworks.com/WIB.

3. Three copies of each proposal will be submitted to the Delaware Workforce Investment Board (DWIB) c/o DE Dept of Labor, Division of Employment & Training, 4425 N. Market Street, Wilmington, DE. 19802. This will be accomplished no later than 4:00 p.m. on February 6, 2009.
4. A separate Proposal for type of specific solicitation (i.e., skill area of training such as Welding or Building Maintenance, etc.) is required.
5. Proposals are considered “confidential” information until funding decisions are final.
6. All proposals become the sole property of DWIB.
7. The proposals submitted in response to this Request for Proposal will be processed after submission as follows:
 - A pre-screening will be performed by staff to insure that each proposal is responsive to the Request for Proposal (RFP).
 - Responsive proposers will then enter into and participate in Proposal Development. The purpose of this Proposal Development is to establish the “Best and Final” offer of the proposer. The process allows proposers to make necessary changes in their proposal to make it as clear and competitive as possible. The “Best and Final” offer will be the final revision of the Proposal. The Proposal Development period will begin on February 9 and end no later than March 5, 2009.
8. One copy of the “Best and Final” offer will be submitted to the Delaware Workforce Investment Board (DWIB) c/o DE Dept of Labor, Division of Employment & Training, 4425 N. Market Street, Wilmington, DE. 19802 no later than 4:00 P.M. on March 6, 2009.
 - “Best and Final” offers will be presented by the proposer to a subcommittee of the DWIB. The DWIB will decide based on that presentation, and related data, whether to fund all or part of the offer.
 - Oral presentations will be made to the DWIB proposal review committees on March 31, 2009. Individual appointments will be scheduled.

NOTE: Handouts, promotional materials, videos, overheads, etc., are not permitted at oral presentations.

The “Best and Final” offer will be analyzed by staff. Analysis will include a comparison with other similar offers, provider past performance, and other DWIB performance/contract placement standards. The analysis will be provided to the DWIB, which will make the decision on funding.

Funded proposals will be expected to provide the services specified, at the cost proposed in the “Best and Final” offer unless further Proposal Development is specified by the DWIB.

9. The DOL/DET contract staff may submit a concern to DWIB on matters discussed in Proposal Development. Proposers who decide not to adjust their proposals in light of expressed concerns may comment on their justification in writing or in their oral presentation.
10. Proposers may request an explanation of the basis of the awarding of funds from the Executive Director of the DWIB. The request must be in writing and must be submitted within ten (10) days of the award. Proposers who feel that a protection established in WIA has been violated may file a complaint. Information on the filing of a complaint may be obtained through the DWIB office.

VI. TARGETED POPULATIONS AND ELIGIBILITY CRITERIA

A. Adult Training

1. This training will be funded with Blue Collar funds. The adults served with the Blue Collar funds do not need to meet any specific eligibility criteria. Adults do need to meet the general eligibility criteria (CMPOL 14.8 – Documentation of Program Eligibility).
2. Training is targeted to Dislocated Workers, and other underemployed and unemployed adults in need of training.

VII. POLICIES

- 1) The existence and contents of proposals are confidential and as such will not be discussed with any proposer or outside party by staff or Board members at any time other than designated official proposal review periods. Proposers also should be aware that they are competitors and should not discuss the contents of proposals with others. Proposals received are considered the property of the DWIB and will not be returned.
- 2) All proposals funded through this Request for Proposal (RFP), when viewed in their entirety, will be readily accessible to disabled individuals and will conform with all non discrimination and Equal Opportunity laws and regulations covered by Section 188 of the Workforce Investment Act.
- 3) All proposers must establish linkages with other state and community agencies in order to assure the delivery of services indicated above.
- 4) All proposers must be capable of obtaining supportive services.
- 5) It is the policy of the Delaware Workforce Investment Board that all participants will receive work maturity skills training, which includes job search, and substance abuse prevention skills.
- 6) All service providers will be responsible for recruitment, enrollment, training, job placement, job retention, or other previously stated outcomes. The Contractor is also responsible for determining and documenting eligibility and providing the MIS section with required data.
- 7) Proposals, submitted through this RFP, will describe the entire program to be considered. The Proposal should reflect 100% of services, budget, and participants. Funding may be approved to fund all or any portion of the cost of a training program. Selected proposers may make available on a tuition basis any portion of a program that is not funded.
- 8) All selected proposers, will provide information regarding their training to the “One Stop” offices. The information will include; training type, schedule, entrance criteria, eligibility, and the number of slots available on a tuition basis and their cost, if appropriate.

VIII. COST CATEGORIES, BUDGETING, AND CONTRACTING

- 1) The DWIB reserves the right to write separate contracts for each type of funding awarded to a program.
- 2) Contract Extensions - The DWIB reserves the right to negotiate one-year extensions to contracts funded through this Request for Proposal. The minimum criteria for extension will be satisfactory performance for the review period. The DWIB reserves the right, at its sole discretion, to specify the review period.

- 3) Blue Collar Adult training will be funded as a 100% Performance contract or a hybrid cost reimbursement/performance-based contract. In the Hybrid contract 60% of the funding will be available on a cost reimbursement basis. 40% will be paid to contractors incrementally on a performance for outcomes (includes performance items such as certificates, day 1 outcomes, day 30 outcomes, day 90 outcomes). In cases where proposals result in the funding of a similar program funded in PY 08 into PY 09, outcomes remaining to be achieved in the PY 08 contract may be included in the PY 09 payment structure. Details will be provided at the orientation.
- 4) Tuition fee contracts may be allowed when documentation of the following conditions is provided: Tuition charges or entrance fees are not more than the education institution's catalog price, are necessary to receive specific training, and the training is open to and attended by the general public. Tuition fee contracts will not be written as 100% cost reimbursement contracts.
- 5) Cost Allocation - All budgeted costs must be allocable to one of two categories: (1) administration, (2) program. Administration may not exceed 12% of the total budget. Although the breakout of costs is not a Request for Proposal requirement, proposals that are funded must meet this requirement.
- 6) The following costs are not allowable charges under the WIA program:
 - Costs of fines and penalties resulting from violation or, failure to comply with Federal, State, or local laws and regulations.
 - Back pay, unless it represents additional pay for WIA services performed for which the individual was underpaid;
 - Entertainment costs
 - Bad debts expense
 - Insurance policies offering protection against debts established by the Federal Government
 - Contributions to a contingency reserve or any similar provision for unforeseen events
 - Costs prohibited by 29CFR part 93 (Lobbying)
 - Costs of activities prohibited in 627.205 (Public service employment prohibition); and 627.210 (non-discrimination)
- 7) Profit is an allowable expense for "for profit" trainers. All profit is negotiable. No profit will be allowed until all contracted performance is achieved.

IX. PROPOSAL EVALUATION

All proposals presented for DWIB consideration will be reviewed and evaluated according to the following criteria:

Adult Training

Demonstrated Ability/Performance (40%)

- Proposer demonstrates the ability to operate like or similar high quality, cost effective training programs that result in high placement rates.

Cost (20%)

- Costs are reasonable and competitive as compared to other similar programs.

Program Design and Proposed Results (20%)

- Program design provides adequate training to achieve planned results.
- Design provides training in "soft skills" (problem solving, working with others, etc.) as integrated parts of the training curriculum.
- Linkages are established.

- Planned placement rates are challenging.
- Use of computer training is appropriate to the intended placement opportunity.
- Basic language and numeric skills are incorporated into skills training programs when appropriate

Integration of Training and Work (20%)

Training integrates employment, preferably training related, with skills training (OJT, Work Experience, etc.).

X. DEFINITIONS

ADULT - Except in sections 127 and 132, the term "adult" means an individual who is age 18 or older.

BASIC SKILLS DEFICIENT - The term "basic skill deficient" means, with respect to an individual, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test or a comparable score on a criterion-referenced test.

CASE MANAGEMENT - The term "case management" means the provision of a client-centered approach in the delivery of services, designed

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

COMMERCIALLY AVAILABLE OFF-THE-SHELF TRAINING PACKAGE means a training package sold or traded to the general public in the course of normal business operations, at prices based on established catalog or market prices. To be considered as sold to the general public, the package must be regularly sold in sufficient quantities to constitute a real commercial market to buyers that must include other than WIA programs. The package must include performance criteria pertaining to the delivery of the package, which may include participant attainment of knowledge, skills or a job.

COMMUNITY-BASED ORGANIZATION - The term "community-based organization" means a private nonprofit organization that is representative of a community or a significant segment of a community and that has demonstrated expertise and effectiveness in the field of workforce investment.

COMPETENCY - The term "competency" means a skill or knowledge, accepted by the DWIB, to be achieved by an individual in order to achieve a program credential.

COMPLETER – The term "completer" means a participant who successfully complies with the definition of program credential completion in the Contract.

COMPLETION – The term "completion" means the successful achievement of the requirements of training specified in the contract. Generally this is defined by a combination of hours of attendance and competency attainment.

COST ANALYSIS – The term "Cost Analysis" means the review and evaluation, element by element, of the cost estimate supporting an organizations proposal for the purpose of pricing the contract.

COST REIMBURSEMENT CONTRACT – The term "Cost Reimbursement Contract" means an agreement that provides for the payment of actual costs incurred to the extent prescribed in the agreement. Instead of paying the contractor to meet all the terms and conditions at a specified price, this type of agreement reimburses the awardee for its best efforts to perform up to the total cost and types of costs authorized in the agreement.

CREDENTIAL – Nationally recognized degree or certificate or State recognized credential (H.S Dipl./GED, postsecondary degrees, recognized skills standards, licensure, apprenticeship or industry recognized certificates

DIPLOMA OR RECOGNIZED EQUIVALENT ATTAINMENT RATE - A youth diploma or equivalent attainment rate is calculated for those participants that enroll without a diploma or equivalent. The performance percentage is calculated by dividing the number of participants that achieve a secondary school diploma or equivalent at termination by the total terminated (except those still in secondary school)

DISLOCATED WORKER - The term "dislocated worker" means an individual who

- (A)(i) has been terminated or laid off, or who has received a notice of termination or layoff, from employment;
- (ii)(I) is eligible for or has exhausted entitlement to unemployment compensation; or
- (II) has been employed for a duration sufficient to demonstrate, to the appropriate entity at a one-stop center referred to in section 134 (c), attachment to the workforce, but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an employer that were not covered under a State unemployment compensation law; and
- (iii) is unlikely to return to a previous industry or occupation;
- (B)(I) has been terminated or laid off, or has received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff at, a plant, facility, or enterprise;
- (ii) is employed at a facility at which the employer has made a general announcement that such facility will close within 180 days; or
- (iii) for purposes of eligibility to receive services other than training services described in section 134(d)(4), intensive services described in section 134(d)(3), or supportive services, is employed at a facility at which the employer has made a general announcement that such facility will close;
- (C) was self-employed (including employment as a farmer, a rancher, or a fisherman) but is unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters; or
- (D) is a displaced homemaker.

DIRECT BENEFITS - The term "direct benefits" means services such as transportation, child care, dependent care, housing, and needs-related payments, that are necessary to enable an individual to participate in activities authorized under this title, consistent with the provisions of this title.

DIRECT BENEFITS may include the following:

- (1) Linkages to community services;
- (2) Assistance with transportation costs;
- (3) Assistance with child care and dependent care costs;
- (4) Assistance with housing costs;
- (5) Referrals to medical services; and
- (6) Assistance with uniforms or other appropriate work attire and work-related tool costs, including such items as eye glasses and protective eye gear. [WIA sec. 129(c)(2)(G).]

DISPLACED HOMEMAKER - The term "displaced homemaker" means an individual who has been providing unpaid services to family members in the home and who

- (A) has been dependent on the income of another family member but is no longer supported by that income; and
- (B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

ELIGIBLE YOUTH - Except as provided in subtitle C and D, the term "eligible youth" means an individual who

- (A) is not less than age 14 and not more than age 21;
- (B) is a low-income individual; and
- (C) is an individual who is one or more of the following:
 - (i) Deficient in basic literacy skills.
 - (ii) A school dropout.
 - (iii) Homeless, a runaway, or a foster child.
 - (iv) Pregnant or a parent.
 - (v) An offender.

- (vi) An individual who requires additional assistance to complete an educational program, or to secure and hold employment.

EMPLOYMENT etc. ATTAINMENT RATE - The performance percentage established is calculated by dividing the number of individuals who enter and retain in postsecondary education, advanced training, military service, employment, or qualified apprenticeships by the number of individuals leaving the program (except follow-up services).

ENROLLMENT – The term “enrollment” means the completion of a defined number of hours of training in the core curriculum as specified in the contract.

EXIT– A participant who has been reported in AJLA (management information system) as enrolled in any activity for 90 days.

FAMILY - The term "family" means two or more persons related by blood, marriage, or decree of court, who are living in a single residence, and are included in one or more of the following categories:

- (A) A husband, wife, and dependent children.
- (B) A parent or guardian and dependent children.
- (C) A husband and wife.

FIXED UNIT PRICE CONTRACT – The term “Fixed Unit Price Contract” means an agreement that pays a Contractor a specified price for specified deliverables regardless of the Contractor's actual costs incurred. This contract type places maximum risk and full responsibility on the contractor for all costs and resulting profit/program income or loss.

PERFORMANCE BASED CONTRACT – A “Fixed Unit Price contract where the contractor agrees to be paid for performance based on outcomes.

FOLLOW-UP SERVICES FOR YOUTH –

1. Follow-up services for youth may include:

- The leadership development and supportive service activities;
- Regular contact with a youth participant's employer, including
- assistance in addressing work-related problems that arise;
- Assistance in securing better paying jobs, career development
- and further education;
- Work-related peer support groups;
- Adult mentoring; and
- Tracking the progress of youth in employment after training.

2. All youth participants must receive some form of follow-up services for a minimum duration of 12 months. Follow-up services may be provided beyond twelve (12) months at the State or Local Board's discretion. The types of services provided and the duration of services must be determined based on the needs of the individual. The scope of these follow-up services may be less intensive for youth who have only participated in summer youth employment opportunities.

FULL LEVEL OF STAFF - The term “Full Level of Staff” refers to the employment of individuals and their assignment to work on the Contract at a level sufficient to occupy all the positions found on the Staff section of the Statement of Work, for the hours specified there. An individual is considered to occupy a position when carrying out the duties of the position or on paid leave, consistent with Contractor personnel policies while assigned to that position.

HOMELESS – The term “Homeless” means an individual who lacks a fixed, regular, and adequate nighttime residence; and who has a primary nighttime residence that is:

- a. a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill); or

- b. an institution that provides a temporary residence for individuals intended to be institutionalized; or
- c. a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

IN-SCHOOL YOUTH – A Youth attending any school, including alternative school when the education leads to a High School diploma.

INDIVIDUAL WITH A DISABILITY -

(A) **IN GENERAL** - The term "individual with a disability" means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).

(B) **INDIVIDUALS WITH DISABILITIES** - The term "individuals with disabilities" means more than one individual with a disability.

INDIVIDUAL SERVICE STRATEGY (ISS) – The term “Individual Service Strategy” means an individual plan for a participant which shall include an employment goal (including, for women, consideration of non-traditional employment), appropriate achievement objectives, and the appropriate combination of services for the participant based on the objective assessment.

LEADERSHIP DEVELOPMENT OPPORTUNITIES – The term “Leadership Development Opportunities” means the following activities:

- Exposure to post-secondary educational opportunities;
- Community and service learning projects;
- Peer-centered activities, including peer mentoring and tutoring;
- Organizational and team work training, including team leadership training;
- Training in decision-making, including determining priorities;
- Citizenship training, including life skills training such as parenting, work behavior training, and budgeting of resources;
- Employability; and positive social behaviors [WIA sec. 129(c)(2)(F).]

LEARNING RICH – The term “Learning Rich” means training in which a variety of important basic skills are learned in the context of the functional task required to accomplish the work. Learning may occur in a work or training setting. Training is characterized by high expectations, real challenges, real work, and the real world. The learner is continually involved in problem solving, communication, and critical thinking.

LOWER LIVING STANDARD INCOME LEVEL - The term "lower living standard income level" means that income level (adjusted for regional, metropolitan, urban, and rural differences and family size) determined annually by the Secretary based on the most recent lower living family budget issued by the Secretary.

LOW-INCOME INDIVIDUAL - The term "low-income individual" means an individual who

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

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

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

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

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

- (E) is a foster child on behalf of whom State of local government payments are made; or
- (F) in case permitted by regulations promulgated by the Secretary of Labor, is an individual with a disability whose own income meets the requirements of a program described in subparagraph (A) or of subparagraph (B), but who is a member of a family whose income does not meet such requirements.

NONTRADITIONAL EMPLOYMENT - The term "nontraditional employment" refers to occupations or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

OFFENDER - The term "offender" means any adult or juvenile

- (A) who is or has been subject to any stage of the criminal justice process, for whom services under this Act may be beneficial; or
- (B) who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.

OLDER INDIVIDUAL - The term "older individual" means an individual age 55 or older.

ON-THE-JOB TRAINING - The term "on-the-job training" means training by an employer that is provided to a paid participant while engaged in productive work in a job that

- (A) provides knowledge or skills essential to the full and adequate performance of the job;
- (B) provides reimbursement to the employer of up to 50 percent of the wage rate of the participant, for the extraordinary costs of providing the training and additional supervision related to the training; and
- (C) is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant, as appropriate.

OUT-OF-SCHOOL YOUTH - The term "out-of-school youth" means

- (A) an eligible youth who is a school dropout; or
- (B) an eligible youth who has received a secondary school diploma or its equivalent but is basic skills deficient, unemployed, or underemployed.

PARTICIPANT - The term "participant" means an individual who has been determined to be eligible to participate in and who is receiving services (except follow-up services authorized under this title) under a program authorized by this title. Participation shall be deemed to commence on the first day, following determination of eligibility, on which the individual began receiving subsidized employment, training, or other services provided under this title.

PLACEMENT – The term “Placement” means the act of securing for or by a participant unsubsidized employment for the duration of 1 calendar day, with an anticipated permanent duration. For reporting purposes, a placement may not begin prior to the day of the last leave from any activity in AJLA (management information system) is reported. Full-time placement requires 30 or more hours per normal workweek. Part-time placement requires 24 or more hours per normal workweek.

POSITIVE SOCIAL BEHAVIORS - The outcomes of leadership opportunities, often referred to as soft skills, which are incorporated by many local programs as part of their menu of services. Positive social behaviors focus on areas that may include the following:

- (a) Positive attitudinal development;
- (b) Self esteem building;
- (c) Openness to working with individuals from diverse racial and ethnic backgrounds;
- (d) Maintaining healthy lifestyles, including being alcohol and drug free;
- (e) Maintaining positive relationships with responsible adults and peers, and contributing to the well being of one's community, including voting;
- (f) Maintaining a commitment to learning and academic success;

- (g) Avoiding delinquency;
- (h) Postponed and responsible parenting; and
- (i) Positive job attitudes and work skills.

POSTSECONDARY EDUCATIONAL INSTITUTION - The term "postsecondary educational institution" means an institution of higher education, as defined in section 481 of the Higher Education Act of 1965 (20 U.S.C. 1088).

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

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

SCHOOL DROPOUT - The term "school dropout" means an individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent.

SECONDARY SCHOOL - The term "secondary school" has the meaning given the term in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801).

SIMULATED WORK - The term "Simulated Work" means an activity that takes place in a training situation where a work product is produced for the purpose of learning work maturity skills and/or specific occupational skills rather than for the purpose of producing the work product.

SKILL ATTAINMENT RATE - If a participant is deficient in basic literacy skills, the contractor will establish at a minimum, one participant basic skills goal for the year. A minimum of one participant skill goal must be set for the year with a maximum of three goals per year. Skill goals will fall into the category of basic, work readiness, or occupational skills.

The performance percentage established for Skill Attainment Rate is calculated by dividing the Skills Goals (Basic, Work Readiness, and Occupational) achieved by the number of Skills Goals set.

TRAINING – The term "Training" means a systematic, planned sequence of instruction or other learning experiences on an individual or group basis under competent supervision which is designed to impart skills, knowledge, or abilities to prepare individuals for unsubsidized employment.

TRAINING RELATED JOB – The term "Training Related Job" means a job in which a major vocational skill learned in training, as specified in the training plan or curriculum, is a predominant activity.

TUITION BASED – The term "Tuition Based" means that payments to a vendor educational institution of tuition charges, entrance fees, and other usual and customary fees of an educational institution are not more than the educational institutions catalogue price, necessary to receive specific training, and are for training of participants.

UNEMPLOYED INDIVIDUAL - The term "unemployed individual" means an individual who is without a job and who wants and is available for work. The determination of whether an individual is without a job shall be made in accordance with the criteria used by the Bureau of Labor Statistics of the Department of Labor in defining individuals as unemployed.

VETERAN; RELATED DEFINITION

(A) **VETERAN** - The term "veteran" means an individual who served in the active military, naval, or air services, and who was discharged or released from such service under conditions other than dishonorable.

(B) **RECENTLY SEPARATED VETERAN** - The term "recently separated veteran" means any veteran who applies for participation under this title within 48 months after the discharge or release from active military, naval, or air service.

WORK EXPERIENCES FOR YOUTH -

- Work experiences are planned, structured learning experiences that take place in a workplace for a limited period of time. Work experiences may be paid or unpaid.
- Work experience workplaces may be in the private, for-profit sector; the non-profit sector; or the public sector.
- Work experiences are designed to enable youth to gain exposure to the working world and its requirements. Work experiences are appropriate and desirable activities for many youth throughout the year. Work experiences should help youth acquire the personal attributes, knowledge, and skills needed to obtain a job and advance in employment. The purpose is to provide the youth participant with the opportunities for career exploration and skill development and is not to benefit the employer, although the employer may, in fact, benefit from the activities performed by the youth. Work experiences may be subsidized or unsubsidized and may include the following elements:

- (1) Instruction in employability skills or generic workplace skills such as those identified by the Secretary's Commission on Achieving Necessary Skills (SCANS);
- (2) Exposure to various aspects of an industry;
- (3) Progressively more complex tasks;
- (4) Internships and job shadowing;
- (5) The integration of basic academic skills into work activities;
- (6) Supported work, work adjustment, and other transition activities;
- (7) Entrepreneurship;
- (8) Service learning;
- (9) Paid and unpaid community service; and
- (10) Other elements designed to achieve the goals of work

PART B

PROPOSAL FORMS

PROPOSAL INSTRUCTIONS

- A. A complete, separate proposal will be submitted for each specific program.
- B. Proposers will submit three (3) signed originals copies of the proposal on 8 ½ x 11 inch paper in the designated proposal format, stapled in the upper left hand corner. Please do **not** place in covers, binders or rings.
- C. **Proposals must be received by 4:00 p.m. on February 6, 2009 at:** .

Delaware Workforce Investment Board (DWIB) (**Note Location**)
c/o DE Dept of Labor, Division of Employment & Training, 1st Floor
4425 N. Market Street, Wilmington, DE. 19802

- D. Proposal items should be numbered exactly as indicated on the proposal forms.
- E. No cover sheet should be added to this proposal.

IMPORTANT

When you determine that your organization will submit a proposal, you should schedule your initial Proposal Development session. The scheduling is a requirement for a proposal to be complete, and will be accomplished via the Internet at www.delawareworks.com/WIB. One initial meeting per organization will be scheduled for proposers of Adult Training. The calendar on this site will indicate all of the dates and times available. When you view the calendar, you may choose any of the available dates and times. You will schedule by contacting the web site via e-mail and providing your selection. Every effort will be made to provide your organization the date and time of your choice. When it is not possible, another time and date, as close to the original submission, will be provided. The Delaware Workforce Investment Board will notify you regarding the scheduled time/date.

PROPOSAL FORMAT

- This RFP requires proposers to submit their proposals using a standard and streamlined proposal format (Performance Target Outline). This outline asks proposers to present a clear, concise, and simply stated description of their:
 1. Proposal Data Summary – The summary data for your proposal.
 2. Outcome Statement - the end state they are committed to for customers served by this program.
 3. Customer Description - a presentation of customer conditions and behaviors and relevant demographic information including a customer profile.
 4. Performance Targets - A clearly stated target for the projected number of customers to be served in terms of how many will reach and sustain a high level of success and for how long. The means of verification should also be stated.
 5. Product Steps - A clear presentation of some of the core aspects of your approach. What is unique? Why are you proposing to use this approach over alternatives? And, what are some of the key features of the delivery/ service approach of this proposed program?
 6. Key People - Who are the key persons for this program? What are their qualifications (skills, experience, background, etc), that make them ideally suited to make this program successful. If not known, describe the position, its qualifications and who will be doing the hiring.
 7. Likely Milestones & Verification - What is the logic and sequence of major customer milestones anticipated? How many will likely (projection) reach these milestones toward your Performance Target and what is the corresponding means of verification?
 8. Budget

PROPOSER CHECKLIST

To aid the proposer in putting together their proposal package:

Applicant Submission Checklist

	Page
1. Proposal Data Summary	_____
2. Outcome Statement	_____
3. Customer Description	_____
4. Performance Target(s)	_____
5. Product Steps	_____
6. Key People	_____
7. Milestones	_____
8. Budget	_____

PROPOSAL DATA SUMMARY

1.0 Name and Address of Applicant Organization

(NAME)

(STREET)

(CITY, STATE)

(ZIP CODE)

(CONTACT PERSON)

(TELEPHONE NUMBER)

(FAX NUMBER)

(E-MAIL ADDRESS)

(Website URL)

(LOCATION(S) OF PROGRAM OPERATION - CITY/TOWN, COUNTY)

(GEOGRAPHIC AREA THE PROGRAM WILL SERVE)

2.0 Organization Type:

- Non Profit
 Governmental
 Private for Profit

3.0 Proposed Contract Period

START DATE: _____ END DATE: _____

4.0 Proposed Services:

- Adult Training

4.1 Training Area _____

4.2 Number of Cycles of Training _____

4.3 Total Number of Enrollments _____

Target Outline Question #1 YOUR PROGRAM'S OUTCOME STATEMENT

What is the overall end state that your agency will accomplish for the customers who are served by this solicitation? This statement should clearly indicate the programs responsibility to serve the customer from recruitment through 12 months of post exit follow-up services. All proposals must demonstrate a commitment to developing long-term relationships with individuals served in the proposed program

Outcome Statement: The result that the investor seeks (generally an end state) to which all performance targets must contribute. Examples include: a school with no one being drug-dependent, a community in which no baby has a low birth weight for any preventable reason, etc. Outcomes are specific states or conditions that can be understood to be caused or at least influenced by the achievement of performance targets.

Target Outline Question #2

CUSTOMERS

- A. WHO are the customer for the selected program and HOW MANY customers do you plan to serve in the coming program year? Please provide a description of conditions and behaviors of typical customers as well as demographic information on this customer group. In addition to describing new customers, current vendors who are seeking continued funding should include participants who carry-in from the current program year to the new program year.
- B. Profile-Please provide a profile of one or two customers served by this program.

Customer: Customers are people who directly interact with an organization's product and its implementers. This interaction is intended to result in a change in customer behavior or condition in line with organizational outcomes and mission.

Target Outline Question # 3 PERFORMANCE TARGET

- A. What are your QUANTITATIVE PERFORMANCE TARGETS for these customers for the year and how will you know if you reached them? Proposed programs must include the WIA performance goals that apply to the age group that the proposed program will serve as part of their PERFORMANCE TARGETS.
- B. Verification –Identify the strategies, activities and tools that will be used to monitor performance on a regular basis.

Performance Targets: The specific result that an implementer seeking investment will commit to achieve. It is tangible in the sense that it can be verified and narrow enough to be directly achieved by the implementer. It almost always represents a change in behavior for the customer of a program.

Verification: Establishing that something represented to happen does in fact take place. Verification in Outcome Funding replaces measuring. It is kept as simple as possible and looks more to answer the question yes or no than to measure small differences. Verification typically focuses on milestones and performance target accomplishments.

Target Outline Question # 4 YOUR PRODUCT

What are the CORE FEATURES of your *product*?

- A. Intensity/Duration – Describe the intensity of the service to participants, including hours of participation. In addition identify the enrollment schedule, training schedule and the duration of the program including post-exit follow-up.
- B. Essential Elements: At a minimum the milestones established in Target Question 6 must be described.
- C. Comparative Advantages Over other Products.
- D. Delivery Strategy – In a narrative fashion describe how a specific client will flow through the elements of your program.
- E. Other Core Features (up to one page per item may be used).
 - 1. Identify the program’s outreach and recruitment methods.
 - 2. Describe your criteria for participant selection.
 - 3. Describe the changes and or important aspects of your program that have been included to enable success in the current economic environment.

Target Outline Question #5
KEY PEOPLE

- A. Identify the key people and their qualifications who are primarily responsible for delivering the product, including outreach, assessment, training, coaching/mentoring, fiscal reporting, and project management, as applicable to your specific proposal. If the key people are not known, describe the position, its qualifications and who will be doing the hiring. In addition, please identify the specific, key people and their positions, in schools, or other agencies with whom you are partnering.
- B. Identify the critical intermediaries (other individuals/agencies) that are a part of your delivery strategy and how they benefit your program.
-

Target Outline Question #6 MILESTONES

At a minimum, Milestones must include all mandated Design Components and Program Elements in a manner consistent with the required performance standards. New Enrollments need to be broken out individually (may be done on separate rows or separate Milestone Sheets.)

	Milestones	Total	Verification
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
Performance Target:			

Milestone: A critical point that customers must reach to ensure that a project is on course to achieving its performance target.

Verification: Establishing that something represented to happen does in fact take place. Verification in Outcome Funding replaces measuring. It is kept as simple as possible and looks more to answer the question yes or no than to measure small differences. Verification typically focuses on milestones and performance target accomplishments.

BUDGET SUMMARY

TOTAL

1. Staff Salaries		_____
2. Staff Fringe Benefits		_____
3. SUBTOTAL		_____
4. Direct Benefits To Participants		_____
5. Rent (inc. cost per sq. ft./hr. rates)		_____
6. Custodial Services		_____
7. Utilities (List as a % of Annual Expense)		
a. Heat/AC	_____	_____
b. Phone	_____	_____
c. Electric	_____	_____
d. Other	_____	_____
8. Consumable Office Supplies		_____
9. Postage		_____
10. Equipment and Furniture Purchase: (Itemize on Attached Page)		_____
11. Equipment Rental: (Itemize on Attached Page)		_____
12. Tuition		_____
13. Entrance Fees		_____

BUDGET SUMMARY

14. Training Materials

- A. Books
- B. Software
- C. Videos
- D. Other (specify)

15. Printing/Advertising

16. Travel

- A. Student
- B. Staff

17. Staff Training

18. Participant Payments (Wages, OJT Payments, etc...)

19. Participant Fringes

20. Insurance:

21. Professional Services: (List)

22. Overhead/Indirect for Parent Organization:

BUDGET SUMMARY

23. Profit:

24. Other: (Please specify)

25. Other: (Please specify)

26. TOTAL

BUDGET SUMMARY

EMPLOYEE LISTING
SALARY AND FRINGE EXPENSES

AREA OF TRAINING: _____
ORGANIZATION: _____

YEAR: _____

LIST EVERY EMPLOYEE BY TITLE
(USE ADDITIONAL PAGES TO LIST EACH EMPLOYEE NUMERICALLY)

POSITION	DATES OF EMPLOYMENT HOURS PER WEEK (if seasonal give # of weeks and hourly rate) (If part-time, indicate hourly rate)	SALARY	FRINGE	TOTAL
Person #1		THIS PROGRAM		
		OTHER		
Person #2		THIS PROGRAM		
		OTHER		
Person #3		THIS PROGRAM		
		OTHER		

BUDGET SUMMARY

Organization _____

Type of Training _____

BUDGET BACK-UP PAGE

<u>LINE</u> <u>NUMBER</u>	<u>ITEM</u>	<u>NUMBER</u> <u>OF EACH</u>	<u>AMOUNT</u>	<u>EXPLANATION/</u> <u>REMARKS</u>
------------------------------	-------------	---------------------------------	---------------	---------------------------------------

BUDGET SUMMARY

DIRECT BENEFITS TO PARTICIPANTS

CONTRACTOR: _____

TYPE OF TRAINING _____

TOTAL AMOUNT OF DIRECT BENEFITS: \$ _____

(COMPLETE THE FOLLOWING FOR EACH TYPE OF PAYMENT, IE: TRANSPORTATION, NEEDS BASED, ETC. CLIENTS MUST NOT RECEIVE CASH. VOUCHERS ARE TO BE USED FOR GOODS AND SERVICES)

AMOUNT: \$ _____

TYPE OF PAYMENT: _____

EXPLANATION: _____

_____.

BUDGET SUMMARY

PART C

Additional Required Information is available at http://www.delawareworks.com/wib/rfp_download.shtml. The additional required information is listed below.

1. Funding Guidelines
2. CMPOL 14.8 - Documentation of Program Eligibility
3. CMPOL 17. Documentation for Performance Goal Attainment