



REQUEST FOR PROPOSALS

FOR

**Workforce Investment Act Youth Pilot Program
To Serve Out-of-School Youth with Disabilities
ISSUED FEBRUARY 5, 2013**

**Proposal must be received no later than 3:00 P.M.
Pacific Standard Time (PST)
March 15, 2013
NO EXCEPTIONS**

San Diego Workforce Partnership, Inc.
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1. SOLICITATION OVERVIEW

1.1. Request for Proposals Overview

The San Diego Workforce Partnership (Workforce Partnership), guided by the Youth Council is soliciting proposals from qualified organizations to direct federal Department of Labor (DOL) Workforce Investment Act (WIA) Title I Youth funds towards comprehensive workforce services to WIA eligible, youth with disabilities, ages 18-21 in San Diego County. It is the intent of this Request for Proposals (RFP) to fund career pathway models that keep youth engaged by connecting classroom experience to real life work activities. It is expected that all youth will complete a program in their chosen interest area that results in completion of an industry-recognized certificate, diploma and/or postsecondary degree that is a part of their long term career goals.

Specifically, this RFP is seeking programs that provide youth with disabilities, ages 18-21, with access and entry into postsecondary education and/or occupational/technical skills training in partnership with community colleges, local businesses and business organizations, advanced skills training entities, apprenticeship training, employment opportunities, and/or four-year colleges and universities, that lead to postsecondary degrees and/or industry-recognized certifications; as well as unsubsidized paid employment.

Programs should address both education and workforce development strategies that prepare youth with disabilities for ongoing education, long-term careers, as well as entry into the workplace. Programs should be designed to provide seamless pathways to GED/ HS Diploma, postsecondary education and training, enabling students to earn a degree and/or an industry-recognized certification and employment in high growth industries.

Programs should address the needs of youth with disabilities who may have multiple barriers such as: disconnected youth, former foster care youth, gang-involved, and adjudicated youth. These youth may access meaningful careers through multiple pathways such as contextualized basic skills bridge programs, adult education, and similar short-term certification programs, as stepping-stones to further training.

1.2. Background

Organizational Overview

San Diego Workforce Partnership, Inc. is a 501(c)(3) tax-exempt organization, chartered by the County and the City of San Diego, to fund job-training programs in the San Diego region. The organization's primary funding is allocated by the Department of Labor under the provisions of the Workforce Investment Act (WIA). A series of Workforce Partnership boards approve how the funds will be distributed in the community. Upon approval, San Diego public and private agencies, community-based organizations, local businesses, and education institutions receive funding to manage programs benefiting laid-off workers and disengaged youth to alleviate barriers to employment.

The Workforce Partnership serves as a source of information on the region's current and projected labor market. Research specialists analyze workforce needs and trends in San Diego County, offering jobseekers, employers, educators, trainers, and researchers data on topics such as wages and salaries, occupational projections, employment statistics, and San Diego County's economy.

The organization's mission is to foster economic growth and prosperity through education, training and lifelong learning. The vision of the Workforce Partnership is that the San Diego region will be home to the world's most highly educated and skilled workforce; where a corporate and community-wide commitment to lifelong learning will fuel unprecedented innovation, creativity and economic achievement.

For additional information about the Workforce Partnership visit the website at www.workforce.org

The Workforce Investment Act of 1998

On August 7, 1998, President Clinton signed the Workforce Investment Act (WIA) of 1998, replacing the Job Training Partnership Act (JTPA) effective July 1, 2000. WIA reformed federal job training programs and created a new comprehensive workforce system. The reformed system is intended to be customer focused, providing individuals, including youth, access to the tools needed for managing their careers and helping businesses find skilled workers.

The WIA provides funds for the employment and training needs of adults, dislocated workers and youth. Administered by the Department of Labor (DOL), it is one of the largest funding streams that support youth workforce development activities in San Diego County.

WIA Guiding Principles

The key guiding principles embodied in WIA emphasized reform of the workforce system. WIA guiding principles driving employment services include:

- Streamlining services through One-Stop Career Center service delivery systems;
- Empowering individuals through information and access to training services;
- Providing universal access to employment related services;
- Increasing accountability (i.e. improving clients' employment retention and earnings, improving the quality of the workforce, sustaining economic growth, enhancing productivity, and reducing welfare dependency;
- Improving youth programs by linking them more closely to local labor market needs and community youth programs and services, and ensuring strong connections between academic and occupational learning.

New Strategic Vision for the Delivery of Youth Services under the Workforce Investment Act

The DOL's Employment and Training Administration's (ETA) New Strategic Vision for the Delivery of Youth Services under the Workforce Investment Act guides the work of local and state workforce systems. The ETA's "overarching priority" for the whole workforce investment system is as follows: **To meet the demands of business by providing adults and youth with the necessary educational, occupational and other skills training and services needed for high demand occupations in the 21st century.**

The New Strategic Vision acknowledges the importance of providing effective support for the nation's neediest youth so that they are prepared for jobs and careers in the knowledge economy: **WIA-funded youth programs will provide leadership by serving as a catalyst to connect these youth with quality secondary and postsecondary educational opportunities and high-growth and other employment opportunities.**

The ETA has adopted a strategic approach for youth services across four major areas, called the Four Pillars:

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

The terms and conditions of this RFP may change based on WIA Reauthorization. Successful bidders to this RFP will be expected to remain informed on WIA regulations and requirements. Technical assistance on legislative changes will be available from the Workforce Partnership.

The WIA regulations are available for review at the U.S. Department of Labor (DOL) Employment and Training Administration website at www.doleta.gov. In addition, bidders are encouraged to keep track of the federal reauthorization of the WIA legislation located on the California Workforce Association's website at www.calworkforce.org. Bidders should also make themselves familiar with California State Directives that set state policy (accessible at www.edd.ca.gov) and local policy (available on the Workforce Partnership's website at www.workforce.org).

Workforce Partnership Governance

The Workforce Partnership, under the leadership of the Workforce Partnership Board (Corporate Board), Workforce Investment Board (WIB), and the San Diego Consortium Policy Board (Policy Board), is responsible for the fiscal and programmatic administration of federal employment and training funds for the City of San Diego and County of San Diego under a Joint Powers Agreement.

The Workforce Partnership boards provide the framework for administering federal, state, and local funding to provide workforce development activities that increase individuals' earnings and skills, and being responsive to business' needs.

The Policy Board is comprised of two San Diego City Council members, two San Diego County Supervisors, and one business representative appointed by the United Way. The Policy Board oversees funding and policy development under WIA. The Policy Board appoints the members of the WIB.

The Corporate Board represents an array of San Diego's booming industries, including healthcare, life sciences, and technology. This board is responsible for the oversight of Workforce Partnership operations.

The WIB is a federally mandated board, which shares responsibility with the Policy Board for overseeing funding and policy development under the WIA. The board's expertise is in labor market conditions and the development of effective responses to regional economic needs.

There are two other deliberative bodies that oversee the Workforce Partnership's activities. The Youth Council, a sub-committee of the WIB, is the primary body providing expertise in youth policy and is responsible for oversight of the contracted youth workforce development services and programs. The Workforce Advancement Committee, also a sub-committee of the WIB, is responsible for oversight of the Adult and Dislocated Worker programs. The Workforce Advancement Committee oversees the operations and performance of the One-Stop Career Center Network.

Youth Council is the primary body addressing youth issues under the WIA. This council is a collaborative community partnership between business, educators, community-based organizations, parents and youth. The required functions of the Youth Council are straightforward: advise the local WIB on the use of WIA youth dollars (allocated by formula to each workforce area and targeted for eligible disadvantaged youth) and assist in the identification, selection, and monitoring of local service providers. In addition, the Youth Council is responsible for:

- Overseeing the regional youth workforce system;
- Making youth program policy recommendations to the WIB; and
- Developing the Five-Year Strategic Plan for Youth Services.

Roles and Responsibilities of the Workforce Partnership

The roles and responsibilities of the Workforce Partnership are to:

- Oversee and evaluate the management and operations of all programs funded by the Workforce Partnership;
- Allocate funds;
- Monitor Contractors' performance, quality of service, cost effectiveness, and report on performance to the Boards;
- Develop and provide technical assistance to Contractor's staff;
- Establish and maintain working relationships with businesses, business industry associations, and economic development organizations to achieve organizational goals;
- Inform contractors of federal, state and local policies, procedures, and rules that may impact the operations of the program(s), and give assistance as needed to implement them accordingly;
- Prepare grant plans and/or modifications as required for all funding sources;
- Ensure compliance with all rules, regulations, and procedures issued by all funding sources.

The roles and responsibilities may be refined and changed as:

- Federal and State law and requirements are enacted and implemented covering the workforce development system;
- Regulations and procedures are developed or changed by the U.S. Department of Labor;
- The Workforce Partnership's governing boards adopt local direction and procedures.

Regulatory Bodies

The various governmental units that regulate WIA activities on an ongoing basis are:

- Federal and State Legislatures, which enact and implement laws and requirements covering the workforce development system;
- The U.S. Department of Labor's Employment and Training Administration (DOL/ETA), which develops or changes regulations and procedures;
- The Workforce Partnership's governing Boards, which establish local direction and procedures.

1.3. Amount of Funds Available

An estimated amount of \$689,000 dollars will be available for contract award. Due to the funding availability, the Workforce Partnership anticipates awarding no more than two contracts to provide services to out-of-school youth with disabilities throughout San Diego County.

1.4. Population Served

For purposes of this RFP, funds are targeted to serve out-of-school youth ages 18-21 that meet the following characteristics:

Out-of-School Youth with Disabilities - Postsecondary Career Pathways

Successful program designs should provide a seamless pathway(s) to post-secondary education, enabling the ability to earn a post-secondary degree, an industry-recognized certification, and/or placement in unsubsidized employment. Youth targeted in this RFP are 18-21, out-of-school youth with disabilities as defined by the WIA final regulations as:

- A youth who is a high school drop out; or
- Is a high school graduate or holds a GED but is basic-skills deficient, unemployed or underemployed; and
- Meets the WIA definition of having a disability acceptable under WIA guidelines.

All youth must meet WIA eligibility requirements and must qualify as an individual with a disability under WIA definition [See Attachment 1: WIA Youth Program Eligibility Guidelines.](#)

1.5. Outcomes

Bidders will be required to demonstrate in [Form I – Performance Goals Matrix](#) how their programs are able to help all enrolled youth with disabilities meet the following long-term mandatory Department of Labor (DOL) performance accountability standards known as Common Measures:

- Literacy/numeracy skill gains
- Attainment of degree or credential (including at a minimum a high school diploma/GED, as well as occupational/vocational/technical skills certification)
- Placement in unsubsidized employment, apprenticeships, or postsecondary education or training

Bidders must enter the projected intended outcomes youth will achieve anytime during their program participation and/or upon exit.

[See Attachment 2: DOL Common Measures](#) for more information. In addition to Common Measures, funded programs will be required to track enrollments, program activities, demographics and other locally determined data.

1.6. Mandatory Partners

The Workforce Partnership's youth programs are intended to help young people realize their educational and employment goals, and prepare them for college and/or career. In order to provide this continuum of services, bidders will need mandatory partnerships with secondary schools, local businesses and business organizations, advanced skill training entities and postsecondary institutions.

At a minimum, bidders must include the following mandatory partners in their program design:

- Secondary education, adult education, or post-secondary institutions, including community colleges and/or public and non-profit universities, with an emphasis on working with those who offer career pathways/academies.
- Local area businesses and business organizations to provide training, apprenticeships and employment opportunities to participants in growth industries.

The above partners are not required to be the lead fiscal agent when responding to this RFP. Identifying mandatory partners in the proposal does not preclude bidders from conducting an open and competitive procurement process if the partners enter into a financial subcontract. See Section 1.8, subcontracting, for more information.

Bidders are encouraged to identify other partners in order to deliver a full complement of services. These partners may include other youth-serving systems such as the Department of Rehabilitation, San Diego Regional Center, County Probation Department, Public Housing, Child Welfare Services or Health and Human Services Agency, community coalitions, community based organizations, training providers, youth advocacy groups, and One-Stop Career Centers or adult workforce service providers. These partners are not mandatory, however will play an important role in assisting youth to meet their goals. Bidders must demonstrate that a high level of coordination already exists or that formalized linkages are in the process of being established.

Bidders shall also have partnerships with employers and/or business and industry groups, chambers, Economic Development Councils and other business associations. Successful bidders shall engage employers to provide industry based advice on career pathways, program delivery and employment opportunities.

Successful bidders may be required to partner with other Workforce Partnership funded special initiatives, such as the [Introductory Life Sciences Experience](#).

1.7. Contract and Procurement Term

The term of this contract shall be for a 13-month period beginning June 1, 2013 and ending June 30, 2014.

1.8. Subcontracting Requirements

The bidder shall describe its plan to subcontract any portion of the services described in the proposal. All procurement transactions shall be conducted in a manner to provide, to the maximum extent practical, open and free competition. See [Attachment 3: Contract General Provisions](#) § 29.0 - Procurement and Purchases. If a proposal identifies a specific entity to provide services, the Workforce Partnership's award does not provide the justification or basis to sole source the services.

1.9. Applicant Eligibility for Submission of Proposals

The Workforce Partnership is seeking proposals from employers, community-based organizations, nonprofit and public universities, community colleges, faith-based organizations, private training providers, or school districts located throughout San Diego County. The lead applicant will be the fiscal agent responsible for the overall administration and coordination of the grant.

1.10. RFP Timeline

The RFP and all forms and attachments will be available for download from the Workforce Partnership's website at <http://workforce.org/rfps-open>. The timeline with key meeting and deadline dates is as follows:

- RFP Released February 5, 2013
- Bidders' Conference February 11, 2013
- Notice of Intent to Submit (Required) February 22, 2013
- Request for Qualifications February 27, 2013
- Bidders Conflict of Interest Certification March 1, 2013
- RFP Questions Deadline March 7, 2013
- Final Posting of answers to RFP questions March 12, 2013
- Proposals Due March 15, 2013
- Evaluation of Proposals March 21, 2013 – April 10, 2013
- Approval of Contract Award Recommendations:
 - Workforce Investment Board April 18, 2013
 - Youth Council April 29, 2012
 - San Diego Consortium Policy Board May 24, 2013
 - Contract Development and Start-up May 17, 2013-May 31, 2013

1.11. Bidders Conference

An optional bidders' conference for potential applicants will be held on **February 11, 2013 from 1:00-3:00 p.m. PST, at:**

San Diego Workforce Partnership
Julie Benedict Community Room
3910 University Ave, Ste. 300
San Diego, CA 92105

Answers to questions posed at the bidders' conference will be posted on the RFP website: <http://workforce.org/rfps-open>.

1.12. Access to RFP

The RFP can be accessed on the Workforce Partnership website at <http://workforce.org/rfps-open>. The RFP is also available for pick up at the reception desk at the San Diego Workforce Partnership, 3910 University Avenue, Suite 400, San Diego, CA 92105. Any addenda, notices or other pertinent information regarding the RFP will be posted on the Workforce Partnership's website at <http://workforce.org/rfps-open>.

1.13. Notice of Intent to Submit

Potential bidders are required to submit a **[Form A: Notice of Intent to Submit a Proposal](#)** that will be available February 5, 2013 on the Workforce Partnership website at <http://workforce.org/rfps-open>. The notice must be submitted electronically to YouthRFP@workforce.org no later than **5:00 p.m. PST, Friday February 22, 2013. The filing of a Notice of Intent to Submit is required. If a bidder has not filed a Notice of Intent to Submit by the deadline, the proposal(s) will be rejected.** However, submitting a Notice of Intent to Submit a Proposal does not commit the bidder to submitting a

proposal(s). The list of potential bidders will be posted to the Workforce Partnership's website <http://workforce.org/rfps-open>.

1.14. Request for Qualifications

The Workforce Partnership is using a Request for Qualifications (RFQ) to establish a bidder's qualifications to bid for workforce development funds. This is a required step in the process. Organizations establishing their capacity to administer funds are placed on the Qualified Agencies List and are eligible to respond to RFP's and to contract with the Workforce Partnership. The RFQ must be updated annually and filed with the Workforce Partnership.

One (1) **original** and one (1) **copy** of all RFQ documents are due **no later than 5:00 p.m. PST, Wednesday, February 27, 2013** to:

Attn: Jared Palmer, Manager of Administrative Services
San Diego Workforce Partnership
3910 University Avenue, Suite 400
San Diego, CA 92105

Detailed information and the necessary forms are available for download from the Workforce Partnership's website <http://workforce.org/funding-qualifications>.

Note: Successful bidders must secure a full line of business insurance. For further details, refer to the [**Attachment 3: Contract General Provisions, Section 19.0 and 20.0**](#).

1.15. Conflict of Interest

1.15.1. Cooling Off Period

The San Diego Workforce Partnership, Inc., the San Diego Workforce Investment Board and the San Diego Consortium Policy Board shall not approve or contract with, and shall reject any bid or proposal submitted by, an individual or entity who within the preceding twelve (12) months, was themselves or employs anyone who:

1. Is a current, dismissed, separated, or formerly employed person of the San Diego Workforce Partnership, Inc.
 - a. Was employed in any position(s) of substantial responsibility in the area of service to be performed by the contract; or
 - b. Participated in any way in the negotiations, transactions, planning, arrangements, or any part of the decision making process relevant to the proposed contract/service agreement, or was or is employed in a role of substantial responsibility in the same general subject area as the proposed contract; or
 - c. Is an owner, officer, principal, partner, or major shareholder of the proposed contractor.

This prohibition shall apply to any qualified person(s) leaving the employ of the San Diego Workforce Partnership, Inc. after July 27, 2012, and shall apply at all times during the twelve-month period beginning on the date the person left the employment of the San Diego Workforce Partnership, Inc., and

shall apply to any procurement issued or contract executed within that twelve-month period. The San Diego Consortium Policy Board may, upon a showing of special circumstances that would justify the approval of such a contract, waive this prohibition.

1.15.2. Ex-Parte Communication

It is the policy of the Workforce Partnership to prohibit ex-parte communication with any board member (Policy Board, WIB, WAC, Youth Council, or San Diego Workforce Partnership Board), Workforce Partnership staff, consultants or other persons serving as an evaluator during the procurement process. Bidders that directly contact board members or evaluators risk elimination of their proposals from further consideration.

Any written communication to a board member or evaluator from potential bidders will be distributed to all board members and evaluators. Collaboration with members of the various Workforce Partnership boards and committees on or about the proposal is a violation of the ex-parte communication rule. However, recognizing the value that such collaborations may bring to our system, the Workforce Partnership has developed [Form B: Conflict of Interest Disclosure Form](#) to ensure that these types of arrangements do not place bidders in jeopardy. Any bidder who wishes to collaborate with a member of any Workforce Partnership board or committee MUST fill out the attached form and submit with proposal.

NOTE: Under no circumstances may an individual who is part of the proposal review committee collaborate with any bidder. All such individuals will be asked to sign the “Conflict of Interest Certification for Request for Proposal” stating they have not collaborated with any bidder.

Proposals submitted to the San Diego Workforce Partnership, Inc. for consideration/evaluation shall be accompanied by both the “Conflict of Interest Disclosure” form (Form B) and an assurance that the provisions of Section B.14 of the San Diego Workforce Partnership, Inc. Procurement Guidelines have not been violated.

1.16. RFP Process Questions & Addenda

To ensure a fair and objective evaluation, all questions related to the RFP that arise after the Bidders’ Orientation must be submitted via e-mail to: YouthRFP@workforce.org. Questions will be accepted through **5:00 P.M. PST on Thursday, March 7, 2013**, to the Workforce Partnership. Questions received after the March 7, 2013, deadline will not be answered.

Written responses to questions received by the Workforce Partnership will be posted on the website (<http://workforce.org/rfps-open>) within three (3) business days from the day the question was submitted. With all questions being answered by March 12, 2013. **It is the bidder’s responsibility to check the website on a regular basis for updated information and written responses to all questions submitted.** NOTE: with the exception of the Bidder’s Conference, telephone calls and oral questions will NOT be accepted.

Only the responses on the website are considered clarifications to the instructions contained in this RFP. In the event that responses modify any of the terms, conditions, or provisions of this RFP, documentation will be given via a subsequent amendment to the RFP.

No other sources of responses or clarification are considered valid. Bidders are strictly prohibited from contacting members of the Workforce Partnership Board, Workforce Investment Board, San Diego Consortium Policy Board, Workforce Advancement Committee, San Diego Youth Council, Workforce Partnership staff and, or consultants other than as stated in Section 1.15.2 - Ex-Parte Communications.

At the discretion of the Workforce Partnership, if it becomes necessary to revise any part of this RFP, addendum will be posted on the Workforce Partnership's website. Any clarification, including responses to questions raised at the bidder's conference, will become an addendum to this RFP. It is the responsibility of potential bidders to check the website frequently to remain informed about the procurement process, responses to questions, and other information.

2. NEEDS STATEMENT

According to the Department of Labor, Office of Disability Employment Policy, the employment rate for Youth with Disabilities, ages 16-19 in November of 2012 was 13.2% compared to a 25.6% employment rate for youth without disabilities. Youth with disabilities, ages 20-24 held an employment rate of 23.8% compared to a 63.6% employment rate for youth without disabilities. Furthermore, the unemployment rate for adults with disabilities was at 12.7% with labor force participation at 20.7%, compared to a 7.1% unemployment rate and 69.2% labor force participation rate for adults without disabilities. Employment for youth and adults with disabilities is a continuous problem.

Research has shown that particular models of career pathways have proven successful in addressing the challenges faced by youth with disabilities. Furthermore, studies show that work experiences for youth with disabilities, (paid or unpaid) help them acquire jobs at higher wages after they graduate (Colley & Jamison, 1998). Also, students who participate in occupational education and special education in integrated settings are more likely to be competitively employed than students who have not participated in such activities. (Blackorby & Wagner, 1996; Colley & Jamison, 1998; Luecking & Fabian, 2000; Rogan, 1997) For these reasons, this RFP is looking for career pathway models to address the employment and education needs of San Diego County's youth with disabilities.

The Need to Support Career Pathways to Improve High School Graduation Rates

Statistics report that approximately 1 in 5 high school students drop out over the course of high school. According to 2007/08 data from the California Department of Education, the average dropout rate was 18.9%. According to the most recent release in August of 2011 from the California Department of Education¹ the four year drop-out rate was 18.2% for all students of all races. However, the statistics vary significantly for students with different backgrounds and barriers. The dropout rate for boys is higher than girls (20.8% vs. 15.4%). Particular racial or ethnic groups are more likely to drop out: Blacks (30%), Hispanics (23%), Pacific Islanders (21%), socio-economically disadvantaged (22%), English language learners (31%), and students with disabilities (25%). Depending on the school district

¹ <http://www.cde.ca.gov/ds/sd/cb/documents/sbdropoutr911.doc>

and population served, the dropout rate can range as high as 40 percent. Studies show that students who do not complete high school are at increased risk for lower wages, incarceration, and less access to post-secondary education. *Given these startling statistics, it is critical that we engage youth at-risk of dropping out by creating a link between academic learning, work-based experiences, and career pathways.*

The Need to Support Postsecondary Career Pathways for Out-of-School Youth with Disabilities

The average unemployment rate in San Diego County was 8.3% in November, 2012. The national unemployment rate in November, 2012 was 7.7%, however in comparison the unemployment rate was just 3.8% for individuals with bachelor's degrees or higher, 6.5% for individuals with some college or an associate degree, 8.1% for high school graduates with no college, and 12.2% for those with less than a high school diploma. (U.S. Bureau of Labor Statistics (2012):

<http://www.deptofnumbers.com/unemployment/demographics/>.) Additionally one-third of all job openings and nearly half of all new jobs created between 2008 and 2018 will require a postsecondary degree or credential. (U.S. Bureau of Labor Statistics (2009):

<http://www.bls.gov/news.release/ecopro.nr0.htm>) Therefore, it is critical to support career pathway programs that connect youth to postsecondary education and training, and support them through completion.

It is the goal of this RFP to fund industry-linked programs and services that enable youths with disabilities to reach their career goals, achieve economic self-sufficiency, and contribute to San Diego's economic future.

3. STATEMENT OF WORK

3.1. Four Core Program Components

There are four overarching principle program components that must be provided to all youth served under this RFP:

- Educational Services;
- Work Readiness Training;
- Work Preparation and Work-Based Opportunities; and
- Youth Development Services.

It is expected that funded programs will offer youth a clear program package based upon a distinct set of activities and strategies leading to the mandatory DOL outcomes previously described. **All of the WIA and local mandatory activities described below must be available to all enrolled youth, either by the lead bidder or by partner organizations.** How, and by whom, activities will be offered shall be clearly described within proposal.

Educational Services

Services must include innovative and creative instructional approaches that offer a continuum of skill, grade-level, and developmentally appropriate educational options that connect to career pathways. A continuum of educational options may include: literacy and numeracy skills instruction, GED

instruction, alternative secondary education instruction, English as a Second Language (ESL) skills instruction, opportunities for credit retrieval, innovative contextualized learning opportunities such as project based learning and hands-on learning linked to career pathways, educational supports such as those focused on regular attendance, reasonable accommodations, tutoring and support for passing the California High School Exit Exam (CAHSEE). Activities should include the idea of basic skills “bridge/career pathways programs” that prepare individuals for entry into occupational/technical skills training, as well as an integrated set of activities, interventions, and supports that lead youth to the attainment of certificates.

The WIA and local mandated educational activities include:

- Preparation for Postsecondary Education;
- Basic Skills;
- GED preparation;
- Alternative Secondary School;
- Postsecondary School;
- Tutoring;
- Reasonable accommodations.

Work Readiness Training

Work readiness training is an extremely critical activity and therefore must be offered to all youth in the program. Program designs are sought that incorporate work readiness training as an on-going component offered through a sequenced continuum of options. The approach sought should demonstrate a variety of instructional techniques to address “how to get a job and how to keep a job.” This may include:

- Career Assessments;
- Peer and group-based instructional environments that support skill development;
- Assessment methods to evaluate soft-skills, preferably in a work setting;
- Job Search and Interview Strategies specific to population;
- Trainings on specific industries of interest;
- Individual coaching and support;
- Specific curriculum to include Americans With Disabilities Act, accommodations, and disclosure.

Program designs must demonstrate how this training is offered in correlation to any work-based learning opportunities and/or regular employment. Bidders should demonstrate how their work readiness approach is effective in assisting youth with disabilities to gain the appropriate skill levels needed to attain and maintain employment. It is recommended that work readiness curriculums are based on needs and requirements of high growth industry professions.

Work Preparation and Work-Based Opportunities

Successful bidders shall offer a continuum of work-based learning opportunities that are age and developmentally appropriate. These experiences should be used to assist youth to develop “soft-skills”, gain work experience and to influence their decisions about career choices. Based on the trends toward decreasing employment opportunities for youth with disabilities, program designs shall offer youth an opportunity to earn a wage while learning skills. Opportunities shall be provided that offer youth a chance to participate in hands-on, paid, work-based learning opportunities, such as internships, work experiences, job shadows, and community service which add authenticity and relevance to learning

while ascertaining marketable skills that lead to employment. To the extent feasible, programs should offer career opportunities and exposure in the region’s emerging and high growth industries.

The WIA and local mandated work preparation and work-based activities include:

- Work Readiness Skills;
- Occupational Skills;
- Work Experience;
- Summer Work Experience;
- Job Shadowing.

Youth Development Services

Bidders shall demonstrate how they will infuse positive youth development principles into the program that are both the “what” and the “how” of a program design. Peer influence is a central part of creating opportunities to engage youth and help them make positive choices for themselves. Therefore, successful bidders shall provide group activities that support a high level of peer involvement and positive group and/or individual relationships. Bidders shall provide opportunities for youth to contribute to others and their community and to develop a sense of purpose and work cooperatively.

Mentoring programs are an effective tool for enhancing the positive development of youth. Bidders are encouraged to demonstrate the use of long-term mentoring relationships with clear goals to support career development and or educational attainment. The mentoring relationship described is not to be assumed by the same individual as the program staff, i.e., case manager or job coach working with the youth. Additionally, workplace and/or industry mentors are recommended to provide additional one-on-one or small group support during a youth’s work-based learning.

Bidders should demonstrate creative ways to use technology to engage, retain and educate youth. This may include the use of social media, online educational instruction, and exposure to the many career opportunities in the technology industry.

The WIA and local mandated youth development activities include:

- Computer Literacy;
- Financial Literacy;
- Life Skills;
- Mentoring by Adults;
- Leadership Development.

For a complete list of the mandatory WIA program activities see [Attachment 4: WIA Program Elements](#).

3.2. Youth with Disabilities Postsecondary Career Pathways

Bidders should clearly address both education and workforce development strategies to prepare youth and/or young adults for ongoing education, long-term careers, as well as entry into the workplace. Bidders must focus on youth 18-21 who did not complete high school, or who lack basic skills or job skills, and engage them in a pathway to postsecondary education or skills training.

Successful bidders shall provide seamless pathways to postsecondary education and training, enabling students to earn a postsecondary degree or an industry-recognized certification. The career pathway may include a bridge program to provide basic education skills remediation, orientation to occupational skills training, and other necessary supports, and continues through enrollment into a community college or other advanced skills training opportunities that leads to occupational certifications or credentials.

Bidders should demonstrate how programs will keep youth engaged by connecting the classroom experience to real life work activities. Youth shall be provided work experience and/or pre-apprenticeship activities that connect the classroom with career goals. Academics and skills-building should be offered along with paid, unpaid, and unsubsidized work experiences, allowing youth to make the connection between basic skills achievement and career growth and future opportunities. Job placements and work-related experiences should be used as an opportunity for experiential learning. Successful bidders will be expected to work with participants to develop individual career plans that reflect long-term goals, including postsecondary education. **It is expected that youth will attain a postsecondary degree and/or industry-recognized certification/credential, that is part of a career pathway that may lead towards more advanced certifications/credentials, career advancement, and/or employment in a high growth industry.**

Bidders should address the specific needs and barriers of youth with disabilities. Programs shall provide these youth access to meaningful careers through multiple pathways such as contextualized basic education skills bridge programs, adult education, and short-term certification programs as stepping-stones to further education and training.

Key Elements for program designs include:

- Bridge programs providing innovative and developmentally appropriate instructional approaches and remedial education models to prepare students for GED, credit recovery, and post-secondary options.
- Opportunities for occupational skills development that lead to an industry recognized certification/credential or license.
- Clear road maps showing the connections among education and training, jobs at different skill levels, and routes of career progression through skill building.
- Structured student “cohorts” or learning communities to provide mutual peer support and encouragement.
- Flexible course formats that include various learning accommodations that offer training at times and places and by means convenient for both unemployed and working youth.
- Paid work-based experience, apprenticeships, and internships.
- Support for youth through completion of postsecondary program, by providing students with the necessary support to navigate the social, financial, academic, and bureaucratic challenges they may encounter.
- Coordination of ways for youth to orient to postsecondary education and training, such as activities that may include interaction with faculty and staff, assistance with course offerings, and orientation to the general postsecondary culture, student disability services, campus, and systems.
- Comprehensive student supports such as life skills, financial literacy and engagement activities.
- Paid work-based learning/jobs with intensive coaching.
- Connections to unsubsidized employment.

- Access to vocational rehabilitation counselors that can recognize and address employment and education barriers.

See [Attachment 5: Website Resources and Reference Materials](#) list for career pathways best practice models

3.3. Partner Roles and Responsibilities

It is the intent of this RFP to fund comprehensive approaches that maximize available resources and provide an array of services that meet the unique needs of the target population. Bidders must describe how these partner organizations will complement the program design, their roles, program elements they will offer, and leveraged resources in [Form C: Partner Roles and Responsibilities](#).

3.4. Connections to One-Stops

Bidders shall demonstrate how they will partner and collaborate with current One-Stop providers in the region to provide appropriate youth employment services within the One-Stop. This may include providing workshops and classes on-site at One-Stops, technical assistance to One-Stop staff on providing youth friendly services, orientations to the array of adult services offered, and in-kind resources to/from One-Stops.

Often there is a need for older youth 18 and older to continue services after they have transitioned out of the WIA Youth Programs. Thus, the Workforce Partnership is seeking innovative solutions to bridge the gap between youth service providers and the adult system. Bidders must describe a proposed continuum of services that transitions older youth into the adult service delivery system. Examples may include, but are not limited to:

- Specific and intentional referral system between contracting agencies
- Presentations held at the One-Stop
- Site visits to introduce youth to and register them for services at the One-Stop
- Orientations geared towards this population
- Designated staff with expertise in working with youth/young adults with disabilities
- Partnerships with Department of Rehabilitation representatives at the One-Stop

3.5. Labor Market Information and Employer Involvement

Successful bidders shall use a sector strategy approach using regional labor market information that engages employers to provide industry based advice on career pathways, program delivery and employment opportunities. The bidder shall demonstrate a deep understanding of the targeted industry dynamics and the specific workforce needs of the industry's employers.

The attached labor market information report [Attachment 6: Regional Breakdown of Occupations and Industries 2012-2017](#) gives a detailed look at the top five fastest growing occupations and top five fastest growing industries by region for San Diego County. It is important to recognize that certain occupations like "business and financial services" apply across most (if not all) industries. Therefore, even in industries that are not expanding, certain occupations may still be in high demand.

3.6. Other Program Requirements

The following details WIA or local process requirements related to direct service delivery and operational oversight of Workforce Partnership funded programs. The Workforce Partnership will provide technical assistance and training on these processes to successful bidders and their staff prior to contract execution and on an on-going basis.

- **Intake and Eligibility:** Under the WIA legislation for federal funding, all youth must meet WIA eligibility. Certification of eligibility for any WIA funded program must be completed prior to program enrollment. Certification includes low-income determination, documentation of legal immigration or citizenship status, Selective Service registration for males 18 years of age and older as well as barrier criteria meeting federal guidelines. The Workforce Partnership will provide technical assistance on the certification process to determine eligibility.
- **Client Tracking:** Successful bidders will be required to utilize the data management system selected by the Workforce Partnership. This includes the entry of individual participant data such as eligibility determination, demographics, enrollment, activities, case notes, and outcomes data. Timely data entry is required and must be entered within three (3) days after the date of any individual activity. Workforce Partnership Program Specialists will conduct on-going monitoring to evaluate the contractor's use of the data system. Failure to comply with the required use will result in corrective action and may result in the contract being terminated. The Workforce Partnership will provide technical assistance on the data system to successful bidders.
- **Orientation:** An orientation must be provided to each participant. This includes information on the full services that are available through funded program such as activities and expectations. In addition, youth should be given information on other WIA funded providers, including One-Stop Career Center partners.
- **Referral:** Any eligible youth who is not enrolled in services at a contracted program must be provided referral information regarding the full array of applicable or appropriate services available through local programs including One-Stop Career Center partners and WIA funded youth service providers. In addition, youth should be given referrals for further assessment if determined appropriate. Programs are strongly encouraged to link and share information with other youth serving agencies, organizations and training providers in order to meet the individual needs of all youth.
- **Assessment:** Each participant must be provided an assessment in a variety of areas to determine personal, academic and career goals. This assessment must be used to develop the Individual Service Strategy that guides the specific service delivery strategies and activities. Assessment must include a review of literacy/numeracy skill levels, occupational skills, prior work experience, employability, interests, aptitudes (including interest in non-traditional jobs), and supportive service needs.

A variety of assessment tests can be used to determine skill levels and work readiness. **However, the tests listed below must be used to determine literacy and numeracy skill levels.** These are mandated by the Department of Labor, and there are no exceptions to using any of these educational assessments for measuring literacy/numeracy gains. The following are the current

approved testing instruments for literacy/numeracy skills and/or literacy in English–As-A-Second Language levels:

- Tests of Adult Basic Education (TABE)
- CASAS Survey Achievement Tests
- Adult Basic Learning Examination (ABLE)
- Oral BEST and BEST Plus
- Literacy BEST

Any youth assessed below the 9th grade level in math or reading must receive educational services to address their basic skills (literacy/numeracy) deficiencies. These youth must have both a pre and post-test using the same testing instrument. Assessment tools will be paid for by contractors and should be budgeted as appropriate.

- **Individual Service Strategy:** With a youth centered approach based upon assessment results, the program must help each youth set personal, academic and career goals. This should be recorded in the form of an Individual Service Strategy (ISS) that should guide the specific service delivery strategies and activities offered to individual youth.
- **Participant Supportive Services:** Based on assessment results and the documented youth’s needs for supportive services, providers must be able provide supportive services that will assist with the barriers in order to successfully complete their WIA program activities. Please refer to the Workforce Partnership’s, Operations Manual Chapter IV – Part II Program Activities for further allowable details at <http://workforce.org/operation/manual>.
- **Participant Payments/Employer of Record:** Service providers must have the capacity to provide direct monetary payments to youth, including hourly wages, stipends or incentives. This can be done directly by the funded agency or through a subcontract with another agency, such as a payroll-processing agency. The employer of record must adhere to all child labor laws regarding hours of employment, working conditions, etc. Please refer to the Workforce Partnership’s, Operations Manual Chapter IV – Part II Program Activities for further allowable details at <http://workforce.org/operation/manual>.
- **Follow-Up Services:** All youth must be provided with twelve (12) months of documented follow-up services, after the youth is exited from the program, to assist youth in sustaining a successful transition from the program. These activities include, at a minimum, referral to other services, continued guidance in their ongoing education or employment activity and must be documented.
- **Outreach and Communications:** Successful bidders shall work to inform the greater community of services, resources and programs funded by the San Diego Workforce Partnership.
 - **Community Outreach:** Successful bidders shall establish and maintain key community relationships to ensure that their funded programs are known by the general public. These relationships include, but are not limited to, media representatives, elected officials, training providers, professional associations and community organizations.
 - **Online Presence:** Successful bidders shall be visible and proactive with an online presence through an updated website and appropriate social media. The tagline “*Funded by the San*

Diego Workforce Partnership” should appear on any and all communications for funded programs.

- **Special Events:** Successful bidders shall view special events as a viable strategy for increasing the recognition of the services, programs and resources funded by the Workforce Partnership, especially with regional employers. Special events may include, but are not limited to, graduation ceremonies for training participants, open houses, press conferences, media tours, career panels and job fairs.
- **Technology System Requirements:** The Workforce Partnership has technology system requirements with which a contract must comply. At a minimum, contractors must have the following:
 - Internet connectivity (High Speed Internet recommended);
 - Individual E-mail accounts for staff working on the proposed project;
 - Workstation capable of running Microsoft Internet Explorer 8.0 web browser with at least a DSL connection.

Additional Technology System recommendations are listed below:

1. Operating System
 - Recommended: MS Windows Vista Business or Windows 7 Business
2. Internet Capabilities
 - Required: Internet Explorer 8.0 or 9.0
3. Anti-Virus Client
 - Recommended: Symantec Anti-Virus
4. Software Applications
 - Recommended: MS Office Professional Version 2003 or higher and Adobe Acrobat Reader Version X or higher
5. Computer Hardware
 - Recommended brands: Compaq or Dell
6. Recommended Specifications:
 - Processor: Intel Core 2 Duo 2.8 GHz
7. Memory: 4GB
 - Hard Drive: 160 GB or larger
8. USB 20 or higher
 - CD ROM/DVD: 48X or higher

Provisions for the appropriate hardware and software should be included in the equipment budget.

4. PROGRAM STAFF REQUIREMENTS

4.1. Staff Knowledge

All bidders are required to have staff with expert knowledge in the field of employment of people with disabilities as part of their program. Staff knowledge should include:

- Legislation and policies pertaining to employment of people with disabilities including, but not limited to:
 - Americans with Disabilities Act
 - Section 504 of the Rehabilitation Act of 1973
 - Lanterman Act of 1969
 - Schedule A Hiring Authority
- Classroom and Workplace Accommodations
- Discloser of Disabilities
- Interview & Retention Strategies for people with disabilities

5. FINANCIAL PLAN AND BUDGET COMPONENTS

5.1. In Kind and Cash Match

In order to efficiently use WIA youth funding and ultimately reach as many young people as possible, it becomes increasingly important to leverage a wide-range of public and private resources to support youth workforce services. Bidders are encouraged to demonstrate either in-kind or cash match resources from any variety of funding sources. These in-kind or cash match resources must directly support the proposed program activities and must be documented with a Letter of Commitment from supporting agency.

In-kind and cash match resources can support any particular budget item as long as it supports program activities. Cash match is defined as a contribution of funds made available to the bidders to be used specifically for program activities. Bidders are required to assign a monetary value to any in-kind contributions. Additionally, Bidders must be able to track and report in-kind costs as either support or program costs. Examples of in-kind resources include but are not limited to:

- Staff time from lead and/or partner agencies (directly related to services to youth)
- Facilities/Infrastructure (where services occur)
- Participant expenses (e.g. internship/work experience wages, incentives, stipends, supportive services, tuition, books, fees, tools or clothing for employment)
- Equipment (directly related to services to youth)
- Outreach and/or media support

5.2. Financial Management Structure

Bidders are required to describe their financial management structure by completing [Form D: Financial Management Structure](#). The responses requested in this document will serve to evaluate the bidder's experience managing and accounting for state and federal funds as well as their ability to conduct self-monitoring for financial performance and compliance. In the case of a collaborative partnership, this section must also identify the lead agency responsible for the financial activities of the collaborative and the related partner responsibilities.

5.3. Budget Information

Bidders are required to submit an overall line-item detail budget see [Form E: Standard Budget Shell](#), (e.g. personnel, non-personnel, contracts, indirect, profit), a related budget narrative by line-item, and a cost allocation plan. Estimated funding amounts are listed in Section 1.3, Amount of Funds Available. No bidder should exceed the estimated funding amounts for this pilot project. The overall line-item detail budget should provide a high-level snapshot of the bidder's total budget.

All personnel costs must identify the staff position, annual salary, and percentage of annual time spent on the funding sources. Non-personnel costs should also be further outlined into specific line items, such as supplies, equipment, repairs, and mileage. Subcontractor costs should identify the subcontractor, the service to be provided, and the total cost.

The bidder must submit a cost allocation plan describing the methodology that will be used to prorate common operating costs to each funding source. Examples of common operating costs are infrastructure costs (e.g. rent and copier machines), as well as personnel (e.g. receptionist, fiscal staff, senior management) providing benefits to multiple funding sources. Furthermore, the estimated amounts derived from the proposed methodology should be allocated to each budget line item by funding source. All costs should be identified as program or support (administrative) costs.

Each bidder is required to submit a budget narrative and a cost allocation plan that corresponds to its line-item detail. This narrative should justify the need for all costs built into the line-item detail, the methodology used to derive each cost, and the methodology used to allocate the line-item cost. This narrative should not exceed six (6) pages.

Total indirect and profit line items (when considered in aggregate) should not exceed 20 percent of a respondent's budget. **For-Profit organizations' Negotiated Profit line item will not be negotiated at a rate higher than 10 percent of a bidder's budget.** The extent to which a respondent can meet performance objectives while minimizing indirect and profit costs will be a factor in the evaluation process. Any indirect costs budgeted must be supported by an indirect cost rate agreement with a federal or state cognizant agency. If a respondent does not have an approved indirect rate but wishes to include indirect costs in its proposal, it must submit all relevant financial information that outlines how the indirect rate and costs were determined and future steps for required approval by the relevant cognizant agency. If the respondent is not required to obtain an indirect rate, then the cost allocation plan must include the methodology describing how common operating costs are distributed to the different funding sources. All costs should be identified as program or administrative costs. For more information in preparing indirect cost rate agreements, please reference the "Guide for Indirect Cost Rate Determination" issued by U.S. Department of Labor, Office of Cost Determination issued in November 2006. For-Profit organizations should also reference "48 CFR Chapter 1, Part 31."

5.4. Support vs. Program Costs

For the purpose of the RFP, the Workforce Partnership defines administrative costs as support costs. The Workforce Investment Act identifies two cost categories: support and program costs. Respondents may not exceed the cap of 20 percent on support costs. For more information on support and program costs, refer to [Attachment 7: “20CFR, Section 667.200 and 220.”](#) All bidders should follow this rule when classifying budget costs as support or program costs. The Workforce Partnership encourages bidders to use in-kind or other revenue streams other than WIA funding to pay for support costs. The extent to which a bidder can meet performance objectives while minimizing support costs will be a factor in the evaluation process.

6. PROPOSAL SUBMITTAL INSTRUCTIONS AND CONTENT

6.1. Submittal Instructions

The Workforce Partnership must receive the proposal marked “(Name of Lead Applicant) WIA Youth Pilot Program RFP” **no later than March 15, 2013 at 3:00 P.M. PST.** Submit one (1) proposal with original signature, seven (7) copies, and one electronic copy of the entire proposal and all attachments in PDF format on a flash drive, to:

Attn: Jared Palmer, Manager of Administrative Services
San Diego Workforce Partnership
3910 University Avenue, Suite 400
San Diego, CA 92105

Bidders who hand-deliver a proposal will be issued a “Notice of Receipt of Proposal” indicating the date, time and number of proposals submitted. If a commercial carrier (FedEx, UPS, or USPS) is used to submit a proposal, it is the responsibility of the bidder to ensure that they receive a receipt of delivery from the commercial carrier. **LATE PROPOSALS WILL NOT BE ACCEPTED UNDER ANY CIRCUMSTANCES.** No incomplete, faxed, or e-mailed proposals will be considered.

6.2. Proposal Format and Content

Bidders shall submit their proposal in the format described below

- Binding: Proposals may be bound with binder clips, rubber bands, or stapled.
 - Please note: 3-ring binders will **not** be accepted.
- Font size: 12-point
- Font style: Times New Roman
- Margins: At least 1-inch (on all sides of document)
- Pages: Single-spaced
- Page numbering: Centered at the bottom of each page
- Language: English
- Narrative must include question numbers and headings

The proposal should consist of the following information in this prescribed order:

- a) Proposal Cover and Affirmation Form Complete. See [Form F: Proposal Cover and Affirmation Form](#).
- b) Table of Contents – Include a table of contents that shows a clear identification of the material in the proposal by section and by page number.
- c) Executive Summary – Not to exceed one (1) page. In the executive summary please detail:
 - the history and the mission of the organization; and
 - description of how the proposed program is in alignment with the organization’s primary mission and goals.
- d) Narrative – Bidders shall provide a program narrative not to exceed twenty-five (25) pages.
 - [See Section 7.2 and 7.3 for narrative questions](#). Supporting documents, including executive summary, table of contents, flow chart, letters of commitment, and all forms will not be counted as part of the 25-page limit.
- e) Program Flow Chart - Will not be counted as part of the 25-page limit.
- f) Program Outcomes – Complete [Form I: Performance Goals Matrix](#). This shall not be counted as part of the 25-page limit.
- g) Budget Information Complete [Form D: Financial Management Structure](#), [Form E: Standard Budget Shells](#), [Form G: Budget Narrative](#) and include Cost Allocation Plan. [See Section 7.4 for Instructions](#).
- h) Partner Information and Letters of Commitment
 - Complete [Form C: Partner Roles and Responsibilities](#). In addition, Bidders must provide letters of commitment from your collaborative stakeholders identified in the narrative on [Form C: Partner Roles and Responsibilities](#). Letters of commitment shall detail the specific roles and financial commitments of the collaborative stakeholders. Letters of general support will not be accepted. Letters of Commitment will not count toward page limits.
- i) Bidder’s Conflict of Interest Form. [Complete Form B: Bidder’s Conflict of Interest](#) as applicable.

6.3. Past Performance

The bidder must provide at least three (3) complete references from organizations/agencies the bidder has had contracts or direct involvement on projects of similar size and scope. Potential bidders that have had contracts with the Workforce Partnership within the past three years must include the Workforce Partnership as one of the three references.

Each of the bidder’s organization/agency references must complete and mail directly to the Workforce Partnership, under separate cover, the [Form H: Past Performance Questionnaire](#) by the proposal due date. Past Performance Questionnaires received after the proposal due date will not be accepted. References shall be advised by the Bidder to mail the questionnaire to:

Attn: Erika G. Gallardo
San Diego Workforce Partnership
3910 University Avenue, Suite 400
San Diego, CA 92105

7. PROPOSAL NARRATIVE QUESTIONS

Narrative response to the questions in Section 7.2 may not exceed twenty-five (25), single-spaced pages. Include question numbers in your response.

7.1. Executive Summary

The executive summary shall provide a brief overview of the proposal not to exceed one (1) page (will not count as part of the 25-page limit). In the executive summary please detail: 1) the history and the mission of the organization, 2) a description of how the proposed program is in alignment with the organization's primary mission and goals.

7.2. Programmatic Approach/Organizational Capacity - (20 Points)

1. Describe the sub-region and population, specifying the types of disabilities to be served. Include rationale and/or data to support the population and sub-regional/community focus.
2. Give a brief overview of the role for the lead respondent and any partners.
3. Describe the bidders' background; capacity and qualifications that demonstrate the ability to effectively serve the targeted population.
4. Describe the bidders' background, capacity and qualifications (both of the organization and staff) to provide the programmatic components and successfully achieve the described outcomes.
5. How does the overall approach to the program leverage resources, including leadership and partnerships, outside of the funding requested in the proposal?
6. How will any partnerships be coordinated? What mechanisms for communication and information sharing will be used?
7. Describe your approach to continuous improvement.
8. Describe the approach for recruitment, training, staff development and support of all staff involved in the program. Include how the approach to staffing that takes into account the special needs of youth served, such as the various disabilities, Limited English, youth involved in the justice system and/or other vulnerable youth populations to be served. Describe the staffing patterns that support each of the four (4) program components. Include associated staff titles and responsibilities.

7.3. Program Design and Service Delivery (60 Points)

Section I - Program Overview:

1. Briefly describe an overview of your program design. Clearly state the region where the organization will be providing services. Include all partners and their roles, how they came together and how you will maintain ongoing communication.

2. Identify the industry clusters and occupations that will be part of the career pathway(s). Describe why these industries(s)/occupation(s) were chosen. Include the role of employer's play in the program design.
3. Describe how the bidder will continue to maintain employer partnerships and obtain employer feedback.
4. Describe the location(s) for where services will be delivered. Include rationale for why the location was chosen and how the targeted youth with disabilities will access the location. If multiple locations are used, please describe what services are offered in each.
5. Describe how youth's progress will be monitored, including any relevant data, to ensure they successfully complete their training plan and through follow-up services.
6. Describe the plan and any actual steps taken for collaborating with the One-Stop Career Centers to provide a transition for youth to adult services.
7. Attach a chart that illustrates a client flow through the sequence of program components. Note: this will not be counted as part of the twenty-five (25) page limit for narrative.

Section II - Educational Services:

1. Describe the overall approach and philosophy to educational services. Detail the continuum of services.
2. Describe us of non-traditional or innovative approaches/strategies in the delivery of educational services that will engage and retain youths with disabilities who are far below skill level for their age and/or grade level. Include any methods of instruction that provides a contextualized approach to basic skills remediation.

Section III - Work Readiness Training:

1. Describe the work readiness training provided including instructional techniques, curriculum, competencies, assessment methods and standards for completion. Also include the average number of hours an individual youth will participate in training, when and where it will occur and partnerships utilized in the delivery of these services.
2. Describe how work readiness training will be provided in connection to work experiences and job placement services.

Section IV - Work Preparation and Work-based Opportunities:

1. Describe the continuum of work preparation and work-based learning opportunities for youth. Include industry and/or public or private sector employer partnerships in offering work preparation and work-based learning opportunities. Describe any tools used to ensure an agreement between all parties on duties, schedule, learning objectives, contact information, responsibilities and evaluation.
2. Describe the assessments and processes in place to determine the youth's placement in work-based opportunities.
3. Describe what mechanisms are in place to support employers to ensure positive experiences while working with youth.
4. Describe the process for follow-up contact and services including post-exit support to assist youth to maintain their placement in employment, postsecondary education or advanced training (including apprenticeships) or further placement support.

Section V - Youth Development:

1. Describe the continuum of youth development activities offered in the program design.
2. Describe how the program will provide opportunities for participants to make meaningful contributions to program development, decision-making and continuous improvement activities.
3. Describe the opportunities youth will have to participate in community, service learning, and/or civic responsibility.
4. Describe how mentoring programs, and/or how youth will be connected to positive adult mentors that can connect them to and support their educational and career goals.

Section VI - Youth with Disabilities Postsecondary Career Pathways (18-21)

1. Describe the process to identify, recruit and enroll the targeted out-of-school youth with disabilities.
2. Describe opportunities to progress towards a recognized certificate, such as GED, high school diploma, or post-secondary education or training credential.
3. Provide details on the level of commitment from the community college(s), and/or public and non-profit profit universities to support the proposed program. Specifically identify schools that will be partners.
4. Describe the pathway to postsecondary degree and/or industry recognized certifications. Include specific degrees and/or certification which youth will earn.
5. Describe the paid work experiences/internship/apprenticeships and how they will connect classroom experiences
6. Describe the approach to subsidized or supported employment as a strategy to keep out-of-school youth engaged in their educational program
7. Describe how the organization will address the Key Elements in Section 3.2 of this RFP.

7.4. Program Budget (20 Points)

All costs related to the program activities described in the program design must be included on the [Form E: Standard Budget Shell](#) worksheet. See [Attachment 8: Budget Instructions](#) for details on completing Form E. All personnel costs must be included in the Personnel Detail form of the Standard Budget Shell worksheet (see note below for instructions on how to fill out the Personnel Detail form). The line item description must include the type of cost and be representative of the cost category under which the cost is allocated. A Budget Narrative is required to substantiate the costs included in the cost reimbursement section. Providers are required to assign a monetary value to any in-kind/cash match and indicate them on this form in the appropriate in-kind/cash match section. A Budget Narrative is also required for the in-kind/cash match section and must correspond to the amounts and types of support documented by Letters of Commitment, Memorandums of Understanding, or other grant award documents submitted in the proposal program design.

Support versus Program Costs

Support costs are legal, human resources, finance/accounting, property management, and payroll costs. Any costs associated (rent, utilities, phone, etc.) with these aforementioned functions are also deemed support costs. Costs not included in the above description are program costs. For further clarification on support versus program costs, please refer to [Attachment 7: 20CFR, Section 667.200 and 220.](#)

The following budget categories should be used:

- Personnel Costs
- Participant Costs
- Furniture & Equipment Purchase Costs
- Facilities/Infrastructure Costs
- Programmatic Subcontract Costs
- Supplies Costs
- Staff Training and Travel Costs
- Other Costs

How to Use the Personnel Detail Worksheet:

- List all position titles to be funded under this contract.
- List the annualized salary for each position listed in the first column.
- Annualized Salary vs. Annual Salary: Annualized salary is the full time equivalent of an annual salary. For example, if a position is a part-time .5 FTE (20 hours/week with an annual salary of \$15,000), the annualized salary would be \$30,000 ($0.5 \times 2 = 1.0$ FTE; therefore $\$15,000 \times 2 = \$30,000$).
- Insert the full time equivalent percentage in the percentage columns.
- The amount (in last column) charged to the contract will calculate automatically and carry over to the Budget Detail worksheet.
- Insert the appropriate fringe benefit rate. The amount charged to the contract will automatically calculate and carry over to the Budget Detail worksheet.

Categorical Definitions and Instructions for [Form G: Budget Narrative](#)

The Personnel Detail worksheet should be completed prior to the Budget Detail, as this information will automatically fill into the Personnel Costs section of the Budget Detail.

1. Personnel Costs

Personnel costs include staff salaries and associated fringe benefits necessary for direct service delivery. This category does not include subcontracted professional services or staffing (these costs should be allocated to the contractual services category and detailed/described in the line item for each cost). Please note that positions related to fundraising are not allowable under WIA.

Personnel Costs Budget Narrative Detail: List each individual position by title, percentage (%) of full time equivalent (FTE) to be charged to this program, and provide a brief job description including the function and responsibilities of each position. No calculations are to be provided in the Budget Narrative.

2. Participant Costs

Participants costs include costs directly related to individual participants such as subsidized wages, supportive services (e.g. bus passes, day care costs), participant payments (e.g. stipends, incentives), participant supplies (e.g. items/equipment consumable by participants or which become their personal property), tools or clothing related to employment or training, and participant tuition and fees incurred to achieve program objectives.

Participant Costs Budget Narrative Detail: List each type of item with a unit cost x number of units (do not include the total costs in your narrative as it is already represented in the budget detail

worksheet). Number of units should be related to the number of individuals that will receive the item.

- **Subsidized wages:** Indicate the number of participants x hourly wage x fringe/tax % rate x total hours worked.
- **Incentive Payments (for each type of payment):** Indicate the type of activity payment youth are eligible for, as well as number of participants x incentive payment.
- **Stipend Payments (for each type of stipend):** Indicate the type of activity for which the youth are eligible for, as well as number of participants x stipend payment.
- **Supportive Service Payments:** Indicate the type of supportive service (i.e. transportation, food, utilities, uniforms), payment(s) youth are eligible for, as well as number of participants x amount.

3. Furniture & Equipment Purchase Costs

This category includes non-consumable, depreciable equipment necessary for the program. Examples are: computers, printers, fax machines, and office furniture. Equipment leases should also be listed here.

Furniture & Equipment Purchase Costs Budget Narrative Detail: For each type of equipment to be purchased, list the number of items and the unit cost for each item. Please note that any item with a unit cost of \$1,000 or more will require prior written approval by the Workforce Partnership. Any item with a unit cost of \$4,999 or more will require prior written approval by the Workforce Partnership and the State.

4. Facilities/Infrastructure Costs

This category includes general costs to run the program, including building rental, facilities maintenance, utilities, phones, general consumable materials and supplies related to infrastructure, Internet, etc., and other costs related to supporting and maintaining organizational infrastructure. Professional services purchased from vendors (as opposed to subcontractors) are included in this category. Costs related to technology needed to fulfill Workforce Partnership requirements can be included as part of your budget and will be reviewed for cost effectiveness and reasonableness.

Facilities/Infrastructure Costs Budget Narrative Detail: As applicable, for each item list the number of items x the unit cost for each item. An alternate method of calculation, such as cost per unit of item (e.g. monthly or annual cost) or per staff would also be acceptable.

5. Programmatic Subcontract Costs

This category includes costs related to services contracted to an outside organization or company necessary and related to direct service to clients. Costs related to the purchase of goods or services from a general supplier, vendor transactions or part of general operating costs should not be included in this category and instead should be listed under the Facilities/Infrastructure Costs category.

Programmatic Subcontract Costs Budget Narrative Detail: Any sub-contractors should also be included in the proposal narrative along with their responsibility and role. Provide the detailed name of each subcontractor and their total subcontracted cost.

6. Supplies Costs

This category includes costs related to general office supplies, postage/delivery, printing, copying and other similar natured costs (used by staff as opposed to used by participants) should be included in this section.

Supplies Costs Budget Narrative Detail: Narrative for supplies cost should break down costs estimated per month and number of months.

7. Staff Training and Travel Costs

This category includes costs related to the professional development of staff and related local or out-of-town travel expenses.

Staff Training and Travel Costs: Provide a description of all costs associated with staff development and travel.

8. Other Costs

This category includes costs that do not belong to above categories should be included in this category. It may include Indirect Cost, Audit Cost, Insurance Cost, etc.

Note: This category may only be used by organizations with an Indirect Cost Rate approved by an authorized federal or state agency, not to exceed 15% of total budget. A copy of the Indirect Cost Rate Proposal approved by the cognizant federal agency must be attached.

Indirect Costs: If used, this rate should include general costs that cannot be directly identified as a cost to any specific program, but are equitably allocated to all the programs that the organization operates and therefore should not also be listed in Facilities/Infrastructure Costs category.

Form D: Financial Management Structure Instructions

Complete all questions listed in [**Form D: Financial Management Structure**](#).

Bidders recommended for a contract, will be required to submit supporting documentation for each budget line item during contract negotiation. Applicable support documentation may include:

- Current lease agreements
- Personnel policies
- Approved staff salary ranges
- An organization chart covering all positions
- Cost allocated against the recommended funds
- Detailed job descriptions
- A copy of your current federally approved Indirect Cost Rate approval letter if budgeted Indirect costs

Budget information will not be counted in the 25 page narrative limit.

8. PROPOSAL EVALUATION AND APPROVAL PROCESS

8.1. Evaluation of Proposal

Proposals will be evaluated on how well they demonstrate they meet the criteria listed in Section 7.2 and are able to provide the services as described in the **Statement of Work**. The evaluation review panel will score and rank all proposals based upon the following weighted sections totaling **100 points**:

<u>Proposal Section</u>	<u>Point Value</u>
□ Programmatic Approach/Organizational Capacity	20
□ Program Design and Service Delivery	60
□ Budget and Cost Reasonableness	20

8.2. Evaluation Criteria

Proposals will be evaluated based upon their ability to demonstrate the following

- Responsiveness to this RFP
- Demonstrated strength of mandatory partnerships
- Partners have a clearly defined role in the program
- Ability to provide key elements as described in the Scope of Work in this RFP
- History of successful collaboration with other partners
- Demonstrated ability to enroll, and retain youth with disabilities
- Demonstrated ability to leverage resources and utilize collaborative partnerships to support the delivery and sustainability of services
- Demonstrated ability to engage employers and industry in developing substantial connections to the world-of-work
- Demonstrated employer involvement in program services and ongoing improvement
- Demonstrated understanding of identified industries and occupations
- Demonstrated ability to place youth in employment opportunities including providing subsidized or unsubsidized work in order to develop “soft skill” competencies, expose youth to career options and gain occupational skills

8.3. Source Selection Process

Proposals will be reviewed and evaluated by panels of community leaders, board members, Workforce Partnership staff, and outside experts. The evaluation process will include two levels: 1) review of the written proposals and 2) oral interviews for top ranking proposals recommended by the panel. Proposals not recommended for an oral interview will be eliminated from further consideration. Separate points will not be awarded for the oral interviews. Instead, the results for the oral interview process will be included as part of the overall score.

The review panel assigned to a proposal shall develop a set of questions unique to that proposal, which need further clarification via an oral interview. The purpose of the oral interview is to allow for the panel to gain clarification on the set of questions they have developed. During the oral interview, bidders

will be given a pre-determined amount of time to present their proposal for the delivery of services and the financial requirements. The bidder may not present any new information during the oral interview but will be asked by the review panel to provide clarification on information already submitted. The bidder is limited to a maximum presentation team of five persons. The individual designated, as the authorized negotiator, a program manager, and key personnel responsible for the overall implementation of the proposed program must be in attendance at the oral interview.

The review panel will recommend as the successful bidder the organization whose proposal is determined to best meet the needs of the Workforce Partnership, based on the evaluation criteria discussed above.

After proposals are opened, and during the review process, the Workforce Partnership reserves the right to negotiate the elements of any proposal with a bidder, if such action is deemed to be in the best interest of the Workforce Partnership. Such negotiation(s) over a proposal's elements should not be viewed by bidders as a negotiation of a final contract. The Workforce Partnership reserves the right to reject any proposal submitted.

8.4. Compliance Review

Upon receipt of proposals, staff will review submitted proposals for completeness and technical compliance with the terms and conditions of the RFP. Incomplete proposals or those clearly found to be inconsistent with legal, regulatory, or RFP requirements will be eliminated. The Workforce Partnership will remove any excess pages from proposals exceeding the required limits before the proposals are distributed for review.

8.5. Appeals Process and Access to Evaluation Information

The information below outlines the appeals process and procedure to access evaluation information.

Valid criteria for an appeal will be for a violation of the one or both of the following:

- The procurement process as outlined by RFP
- Federal and/or Workforce Partnership procurement guidelines

An appeal would not be allowed:

- To contest scores, rating system, or dissatisfaction with the evaluation results unless there is a violation of the process
- By those other than RFP bidders

The appeals process shall consist of the following steps

1. A written letter of appeal delivered to the Workforce Partnership's Chief Operating Officer.
2. The written appeal shall specify valid and credible evidence as grounds for a valid appeal.
3. The written appeal must be received by the Workforce Partnership within five (5) business days from the date when the RFP recommendation is publicly posted on the Workforce Partnership website and/or other means of communication with bidder.
4. Workforce Partnership shall have 72 hours to determine if the criteria for an appeal are met and to respond to a written appeal.

5. A valid appeal would be brought through the same recommendation/governance structure as referenced in the RFP for approval of contract awards and presented along with options to address the appeal as developed by Workforce Partnership staff.
6. Final resolution of a valid appeal shall end with the San Diego Consortium Policy Board.

Access to Score Sheets and Comments

Individual score sheets and comments used during the evaluation process will be provided in the form of summaries as prepared by Workforce Partnership staff. Actual individual scores sheets will not be disclosed. These summaries, and other pertinent information relating to any RFP proposal, will be provided to applicants of the RFP who submit a written request. Requests for this information shall be responded to within ten (10) business days of the Policy Board reviewing the final contract recommendations and any submitted appeals. The purpose for releasing this information is for technical assistance and continuous improvement and not for purpose of an appeal.

8.6. Insurance

A full line of business insurance will be required of all successful bidders. Please refer to [Attachment 3: Contract General Provisions, Section 19.0 and 20.0](#) for complete information.

8.7. Negotiations/Contract

All bidders shall designate an authorized negotiator. (The name and contact information for this person must be included on the title page of the proposal.) This designated person must be empowered to make binding commitments for the successful bidder and its subcontractors, if any. The Workforce Partnership reserves the right to negotiate the final terms of the contract agreements with the successful bidder(s) upon final approval of the recommended proposal by the Policy Board. Items that may be negotiated include, but are not limited to, the scope of work, the staff as proposed, the implementation schedule, and the final award amount.

8.8. Restrictions on Disclosure

Confidential Information: Any information deemed confidential or proprietary by bidder must be clearly marked and identified by bidder as such and include an explanation of why such information is exempt from disclosure under applicable law. Such clearly marked and identified confidential or proprietary information will be protected and treated with confidentiality only to the extent permitted by law. Information not protected from disclosure by law will be considered a public record. **If a bidder does not mark information as confidential or proprietary, Workforce Partnership will assume that bidder believes such unmarked data should be released to the public.**

Bids submitted in response to this RFP, amounts actually paid by the government under a contract, and cost and pricing data incorporated into a contractual document such as line item prices, contract award prices, and modifications are released. Explanatory material and headings associated with costs and pricing data are normally released unless bidder can justify their deletion.

Proposals will be received, maintained, and disclosed to the public consistent with the California Public Records Act and the Freedom of Information Act. In general, proposals will be exempt from disclosure until the evaluation and selection process has been completed. Bidders should be aware that the Workforce Partnership is required by law to make its records available for public inspection and

copying, with certain exceptions (see California Public Records Act, California Government code Section 6250 et.seq. and the Freedom of Information Act - 5 U.S.C. Sec. 552).

8.9. Board Action

The evaluation panel's recommendation will be made to the boards according to the RFP Timeline referenced herein. These dates are subject to change at the Workforce Partnership's discretion. These Boards will make the final selection of awardees based upon the review panel's recommendations.

8.10. Right to Cancel

The Workforce Partnership reserves the right to delay, amend, reissue, or cancel, all or any part of this RFP at any time without prior notice. Workforce Partnership also reserves the right to modify the RFP process and timeline as deemed necessary. This RFP does not commit Workforce Partnership to accept any proposal, nor is the Workforce Partnership's responsible for any costs incurred by the Bidder's in the preparation of responses to this RFP.

Workforce Partnership reserves the right to reject any or all proposals, to accept or reject any or all items in the proposal, and to award the contracts in whole or in part as is deemed to be in the best interest of the Workforce Partnership. Workforce Partnership reserves the right to negotiate with any bidder after proposals are reviewed, if such action is deemed to be in the best interest of the Workforce Partnership.

8.11. Contract Terms and Litigation Warranty

This is a pilot program with the contract period beginning June 1, 2013 and ending June 30, 2014. All bidders shall designate an authorized negotiator. This designated person must be empowered to make binding commitments for the successful bidder and their subcontractors, if any.

The Workforce Partnership reserves the right to negotiate the final terms of the contract with the successful bidders. Items that may be negotiated include, but are not limited to, scope of work, staff as proposed, implementation schedule, and final award amount.

This RFP, any addenda, and the bidder's response shall become part of the contract agreement between the Workforce Partnership and the bidder. The bidder shall indicate in its proposal any exceptions in regards to contractual terms and conditions found in all attachments, Contract General Provisions, or to any of the contents of this RFP. Contract terms required by the bidder must be included or attached to the bidder's proposal. The bidder shall indicate in its proposal any exceptions that the bidder takes to the terms and conditions in Attachment 3, or to any of the contents of this RFP. Contract terms required by the bidder must be included or attached to the bidder's proposal.

Bidders, by submitting a proposal, warrant that they are not currently involved in litigation or arbitration concerning their performance as it relates to the same or similar services to be supplied pursuant to the referenced contract and that no judgments or awards have been made against the bidders on the basis of their performance in supplying the same or similar services, unless such fact is disclosed to Workforce Partnership in the proposal(s). Disclosure will not automatically disqualify the bidders; however, Workforce Partnership reserves the right to evaluate proposal(s) on the basis of facts surrounding such litigation or arbitration.

9. ATTACHMENTS AND FORMS

Attachments are separate documents to this RFP and may be downloaded from the Workforce Partnership's website <http://workforce.org/rfps-open>.

All of the attachments and forms are also included in the RFP downloaded from the Workforce Partnership website. They are located under the attachments tab on the left hand side within Adobe Acrobat.

Attachments are separate documents to this RFP and may be downloaded from the Workforce Partnership's website 9.1. Attachments

- [Attachment 1: WIA Youth Program Eligibility Guidelines](#)
- [Attachment 2: Department of Labor \(DOL\) Common Measures](#)
- [Attachment 3: Contract General Provisions](#)
- [Attachment 4: WIA Program Elements](#)
- [Attachment 5: Website Resources and Reference Materials](#)
- [Attachment 6: Regional Breakdown of Occupations and Industries 2012-2017](#)
- [Attachment 7: 20CFR, Section 667.200 and 220](#)
- [Attachment 8: Budget Instructions](#)
- [Attachment 9: Glossary of Terms](#)
- [Attachment 10: 2013-2014 Youth RFP Proposal Content Checklist](#)

9.2. Forms

- [Form A: Notice of Intent to Submit a Proposal](#)
- [Form B: Bidder's Conflict of Interest](#)
- [Form C: Partner Roles and Responsibilities](#)
- [Form D: Financial Management Structure](#)
- [Form E: Standard Budget Shell](#)
- [Form F: Proposal Cover and Affirmation Form](#)
- [Form G: Budget Narrative](#)
- [Form H: Past Performance Questionnaire](#)
- [Form I: Performance Matrix](#)

It is important that Bidders are informed of the federal, local and technical process requirements related to direct service delivery and operational oversight of Workforce Partnership funded programs. The Workforce Partnership will provide technical assistance and training on these processes to all successful Bidders and their staff prior to contract execution and on an on-going basis.