

DELAWARE DEPARTMENT OF LABOR

Date: January 2, 2014

CONTRACT NO. 01-022014

ALL VENDORS:

The enclosed packet contains a "REQUEST FOR PROPOSAL" for ADULT TRAINING PROGRAMS. The proposal consists of the following documents:

REQUEST FOR PROPOSAL - CONTRACT NO. 01-022014

- I. Introduction
- II. Scope of Work
- III. Format For Proposal
- IV. Proposal Evaluation Procedures
- V. Mandatory Pre-Bid Meeting
- VI. Definitions and General Provisions
- VII. Proposal Reply Section
 - a. Attachment 1 – No Proposal Reply Form
 - b. Attachment 2 – Non-Collusion Statement
 - c. Attachment 3 – Exceptions
 - d. Attachment 4 – Company Profile and Capabilities
 - e. Attachment 5 – Confidentiality and Proprietary Information
 - f. Attachment 6 – Business References
 - g. Attachment 7 – Subcontractor Information Form
 - h. Attachment 8 – Monthly Usage Report
 - i. Attachment 9 – Subcontracting (2nd tier spend) Report
 - j. Attachment 10 – Office of Supplier Diversity Certification Application
 - k. Attachment 11 – Bond Form
 - l. Attachment 12 – Proposal Reply Requirements
 - m. Appendix A – Scope of Work details
 - n. Appendix B – Pricing Form(s) and Instructions (if applicable)

In order for your proposal to be considered, the Best & Final Proposal Reply Section shall be executed completely and correctly and returned in a sealed envelope clearly displaying the contract number and vendor name by 4:00 p.m. on March 3, 2014 to be considered.

Proposals must be mailed or delivered to:

Delaware Department of Labor
Delaware Workforce Investment Board
4425 N. Market Street, 4th Floor
Wilmington, DE 19802

Please review and follow the information and instructions contained in the General Provisions and this Request for Proposal (RFP). Should you need additional information, please call Procurement Officer at 302-761-8160 or email Julia.hayward@state.de.us

DELAWARE WORKFORCE INVESTMENT BOARD (DWIB)
PROPOSAL REVIEW SCHEDULE
REQUEST FOR PROPOSAL
ADULT Training Programs
Program Year July 1, 2014 – June 30, 2015
Issued: January 2, 2014

January 10, 2014
Adult Training

9:00 A.M.

ORIENTATION (Note Location)
Buena Vista Conference Center
661 South DuPont Highway
New Castle, DE 19720
(302) 323 - 4430
(SNOW DATE if necessary, January 13, 2014)

January 24, 2014

NO LATER THAN 4:00 P.M

PROPOSALS DUE (3 COPIES)
(Note Location)
Delaware Workforce Investment Board (DWIB) c/o DE Dept. of Labor,
Division of Employment & Training
4th Floor – Attn: Julia Hayward
4425 N. Market Street
Wilmington, DE. 19802

Please note that the Proposals must be delivered to the DWIB office no later than 4:00 p.m., on January 24, 2014 and that no proposal is considered complete without a scheduled Proposal Development Session, as described in the R.F.P. Incomplete Proposals will not be considered. **Email Julia Hayward at Julia.hayward@state.de.us to schedule.**

February 3, 2014 – February 27, 2014 PROPOSAL DEVELOPMENT

March 3, 2014
NO LATER THAN 4:00 P.M.

BEST AND FINAL OFFERS DUE (ONE COPY)
DWIB c/o DE Dept. of Labor,
Division of Employment & Training
4th Floor – Attn: Julia Hayward
4425 N. Market Street
Wilmington, DE. 19802

March 25, 2014

PROPOSAL PRESENTATIONS
(Note Location)
Embassy Suites
654 South College Ave.
Newark, Delaware 19713

April 8, 2014

DWIB APPROVAL OF FUNDING AWARDS

EQUAL OPPORTUNITY EMPLOYER/PROGRAM
Auxiliary aids and services are available upon request to individuals with disabilities.

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PART C – ATTACHMENTS (These attachments are included for reference. All attachments are subject to change at the sole discretion of the Delaware Workforce Investment Board)

1. Funding Guidelines
2. ETO Policy 15 - Documentation of Program Eligibility – Adult Blue Collar Programs

3. ETO Policy 17.6 - Documentation for Performance Goal Attainment

4.

EO Assurance

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

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

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

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

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

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

I. PURPOSE

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

- Adult Training Programs funded with Blue Collar funds

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

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

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

II. SOLICITATION

- 1) The funding level identified is an estimate, based on historical information. The estimate is subject to change without notice. This estimate will be used to fund this Adult solicitation in addition to partially funding youth contracts (separate solicitation).

A minimum of 50% of Blue Collar Funds may be used to fund adult programs.

Blue Collar (\$ 2,687,176)

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

III. SPECIFIC PROGRAM SOLICITATION –

A. Adult Training (Blue Collar Funds)

1) Proposals are specifically solicited that provides adult training:

- **that combines classroom occupational training including necessary mathematic and reading skills with internships, clinical, actual work experience, On the Job Training (OJT) and/or mentoring are being requested.**
- **That is long term.** DWIB/DOL is defining long term **training as 39 weeks or longer.**

2) Proposals are also solicited for one pilot project (The award of these funds is contingent on the submission of satisfactory proposals. The presentations for this pilot project may be scheduled on a day other than March 25):

3)

- **That provides Adult Career Lattice Training. Up to \$250,000 is available for year one of this project. The funded proposal may be eligible for one additional year of extended funding at a level not to exceed the first year funding. The extension will be contingent upon satisfactory performance**

and demonstrated need. (An attachment with detail regarding career lattices and samples are attached)

- **The budget and plan submitted will be for one year except where specified differently.**

4) All Blue Collar Proposers will provide training that will allow trainees to earn a Diploma, GED, or Certificate as defined in USDOL TEGL 17-05 Attachment B.

5) **The proposal rating criteria will favor those** proposals that demonstrate the ability to operate quality, cost effective training programs that result in high placement rates, increased wages, long term job retention, credential attainment and literacy/numeracy gains. New proposers are encouraged to attend the scheduled Request for Funding Proposal (RFP) orientation session prior to submitting a proposal.

6) Proposers providing training in occupations in demand will be solicited. Proposers will demonstrate that the curriculum being offered through proposed training meets the needs of the local employers.

7) Proposers will develop and implement a plan to develop employment opportunities for trainees in order to maximize success in the current economy.

8) **Proposers will assess reading and math skills. Basic Language and numeric skills training, when appropriate, will be provided concurrently with skills training. As part of the RFP, proposers will be asked to describe their plan to meet this objective.**

9) Delaware Workforce Investment Board (DWIB) seeks occupational skill training that provides computer training appropriate to the intended placement opportunity. This will provide basic computer instruction including using the Internet as a resource in obtaining employment. At a minimum trainees are expected to register in Delaware Joblink (<https://joblink.delaware.gov>)

10) Skills training programs will provide substance abuse training.

11) Skills training programs will provide training/experience in analyzing and solving problems, working productively with others, being considerate, listening and following instructions, accepting responsibility, and demonstrating good attendance. These skills will be taught and reinforced continually as interrelated parts of skills training.

12) Skills training programs will provide placement retention and replacement services for all placements for the maximum amount of time under the contract. Retention services will be provided, as necessary in the day and evening in order to meet the performance measures for 6 months after the clients exits the program.

13) The DWIB requires all proposals for job training to include job placement as an integral part of the program.

14) DWIB requests training programs to report any participant who has excelled in their respective training and who may be considered candidates for more intensive training, in the event such programs become available in the workforce development community.

15) The following are targeted training / skill areas solicited:

Targeted Training Areas

SOC Code	Job Title	Annual Openings
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35-3031	Waiters and Waitresses	423
29-1111	Registered Nurses	289
41-2011	Cashiers	272.5
35-3022	Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	168
41-2031	Retail Salespersons	140.5
43-4051	Customer Service Representatives	136.5
35-3021	Combined Food Preparation and Serving Workers, Including Fast Food	130.5
39-9011	Child Care Workers	121
25-2021	Elementary School Teachers, Except Special Education	113.5
35-2021	Food Preparation Workers	103.5
43-4171	Receptionists and Information Clerks	86.5
31-1012	Nursing Aides, Orderlies, and Attendants	85.5
39-5012	Hairdressers, Hairstylists, and Cosmetologists	85.5
35-9031	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	85
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	82
35-9021	Dishwashers	71.5
51-9198	Helpers--Production Workers	71
29-2061	Licensed Practical and Licensed Vocational Nurses	69.5
25-9041	Teacher Assistants	66
35-2014	Cooks, Restaurant	65
35-3011	Bartenders	63
35-9011	Dining Room and Cafeteria Attendants and Bartender Helpers	62
43-6013	Medical Secretaries	56.5
25-2031	Secondary School Teachers, Except Special and Vocational Education	53.5
43-9061	Office Clerks, General	53
39-3091	Amusement and Recreation Attendants	46.5
39-9031	Fitness Trainers and Aerobics Instructors	45.5
33-9092	Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers	44.5
37-3011	Landscaping and Groundskeeping Workers	44.5
53-3022	Bus Drivers, School	44.5
11-9051	Food Service Managers	43.5
29-2052	Pharmacy Technicians	43.5
15-1081	Network Systems and Data Communications Analysts	41.5
31-9092	Medical Assistants	41
37-2012	Maids and Housekeeping Cleaners	38.5
29-1069	Physicians and Surgeons, All Other	38
41-3021	Insurance Sales Agents	37.5
41-3099	Sales Representatives, Services, All Other	37.5
25-2011	Preschool Teachers, Except Special Education	36.5
21-1021	Child, Family, and School Social Workers	35.5
41-2021	Counter and Rental Clerks	35
39-5011	Barbers	32.5
43-6011	Executive Secretaries and Administrative Assistants	32.5
47-2073	Operating Engineers and Other Construction Equipment Operators	32.5
33-9032	Security Guards	31
43-3071	Tellers	31
13-1199	Business Operations Specialists, All Other	29.5
25-2022	Middle School Teachers, Except Special and Vocational Education	29.5
39-9021	Personal and Home Care Aides	29.5
41-9022	Real Estate Sales Agents	29.5
39-9032	Recreation Workers	29
31-9091	Dental Assistants	28.5
11-9111	Medical and Health Services Managers	26.5
13-1111	Management Analysts	26.5
15-1031	Computer Software Engineers, Applications	25
15-1051	Computer Systems Analysts	25
39-3031	Ushers, Lobby Attendants, and Ticket Takers	25

45-2092	Farmworkers and Laborers, Crop, Nursery, and Greenhouse	25
47-2061	Construction Laborers	25
29-2034	Radiologic Technologists and Technicians	24.5
39-1021	First-Line Supervisors/Managers of Personal Service Workers	24.5
35-2011	Cooks, Fast Food	24
21-1012	Educational, Vocational, and School Counselors	23.5
39-5093	Shampooers	22.5
51-3022	Meat, Poultry, and Fish Cutters and Trimmers	22.5
25-2041	Special Education Teachers, Preschool, Kindergarten, and Elementary School	22
27-2022	Coaches and Scouts	22
37-1011	First-Line Supervisors/Managers of Housekeeping and Janitorial Workers	22
25-3021	Self-Enrichment Education Teachers	21.5
53-7081	Refuse and Recyclable Material Collectors	21.5
25-1194	Vocational Education Teachers, Postsecondary	21
29-2021	Dental Hygienists	21
13-1031	Claims Adjusters, Examiners, and Investigators	20.5
35-2015	Cooks, Short Order	20
29-2071	Medical Records and Health Information Technicians	19.5
15-1041	Computer Support Specialists	19
11-9199	Managers, All Other	18.5
25-3099	Teachers and Instructors, All Other	18.5
35-2012	Cooks, Institution and Cafeteria	18.5
35-3041	Food Servers, Non-restaurant	18.5
51-6011	Laundry and Dry-Cleaning Workers	18.5
29-1123	Physical Therapists	18
43-4081	Hotel, Motel, and Resort Desk Clerks	18
11-9033	Education Administrators, Postsecondary	17
21-1023	Mental Health and Substance Abuse Social Workers	17
39-2021	Nonfarm Animal Caretakers	17
31-9011	Massage Therapists	16
11-9032	Education Administrators, Elementary and Secondary School	15.5
21-1099	Community and Social Service Specialists, All Other	15.5
29-1021	Dentists, General	15.5
49-9051	Electrical Power-Line Installers and Repairers	15.5
43-4111	Interviewers, Except Eligibility and Loan	15
11-9021	Construction Managers	14.5
49-9052	Telecommunications Line Installers and Repairers	14.5
53-3041	Taxi Drivers and Chauffeurs	14.5
11-9151	Social and Community Service Managers	13.5
19-3031	Clinical, Counseling, and School Psychologists	13.5
13-1073	Training and Development Specialists	13
29-1122	Occupational Therapists	13
43-5052	Postal Service Mail Carriers	13
51-9023	Mixing and Blending Machine Setters, Operators, and Tenders	13
53-7121	Tank Car, Truck, and Ship Loaders	13
11-1011	Chief Executives	12.5
21-1015	Rehabilitation Counselors	12.5
25-2042	Special Education Teachers, Middle School	12.5
29-2055	Surgical Technologists	12.5
25-4031	Library Technicians	12
29-1062	Family and General Practitioners	12
33-3051	Police and Sheriff's Patrol Officers	12
27-4011	Audio and Video Equipment Technicians	11.5
29-1051	Pharmacists	11.5
21-1011	Substance Abuse and Behavioral Disorder Counselors	11
25-2043	Special Education Teachers, Secondary School	11
29-2011	Medical and Clinical Laboratory Technologists	11

31-9099 Healthcare Support Workers, All Other	11
25-9031 Instructional Coordinators	10.5
29-1067 Surgeons	10.5
29-1126 Respiratory Therapists	10.5
39-5092 Manicurists and Pedicurists	10.5
53-7032 Excavating and Loading Machine and Dragline Operators	10.5
53-7061 Cleaners of Vehicles and Equipment	10.5
11-9031 Education Administrators, Preschool and Child Care Center/Program	10
11-9141 Property, Real Estate, and Community Association Managers	10
17-1022 Surveyors	10
21-1093 Social and Human Service Assistants	10
29-2081 Opticians, Dispensing	10
49-9091 Coin, Vending, and Amusement Machine Servicers and Repairers	10

16) Occupations included in the career lattice samples are considered in demand occupations for that pilot solicitation.

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

The outcome measures for the Adult programs funded by the DWIB for PY 13 have not been finalized and are impacted by performance outcome negotiations to be conducted with the United States Department of Labor. The standards below are the expected standards at the date of issuance of this Request for Proposal. They are subject to change:

Adult Entered Employment Rate (of terminations)	79%
Adult Employment Retention Rate (30 days) (of terminations)	70%
Adult Employment Retention Rate (90 days) (of terminations)	70%
Adult Employment Retention Rate (180 days) (of terminations)	70%
Training Related/Day 1 Employment Rate (of terminations)	62%
Adult Average Earnings	\$14,075
Adult Employment and Credential Rate (of terminations)	67%

18) Blue Collar Adult training will be funded as a 60% Cost Reimbursement and a 40% Performance based contract. Payments on performance will be based on Day 1 Outcomes and Day 30 Outcomes. The Career Lattice training will be funded on a 100% cost reimbursement basis for the first year.

19) Adult Blue Collar providers will be responsible for the data entry of MIS forms. Data entry includes applications, adds, leaves, placement and retention information.

IV. TYPES OF TRAINING

A. Occupational Skills Training

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

1) Classroom Training

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

2) On-the-Job Training (OJT)

OJT means training by an employer in the private or public sector. Training will be given to a participant who, after objective assessment, and in accordance with the ISS, has been referred to and hired by the employer following the development of an agreement with the employer to provide occupational training in exchange for reimbursement of the employer’s extraordinary costs. This is accomplished by reimbursing the employer an agreed upon percentage of the client’s wages (usually 50%). OJT occurs while the participant is engaged in productive work that provides knowledge and skills essential to the full and adequate performance of the job. This does not prevent a participant who has been trained by one employer from ultimately being placed in a comparable, training-related position with another employer

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

On-the-Job training shall be limited in duration to a period not in excess of that generally required for acquisition of skills needed for the position within a particular occupation, but in no event shall exceed 6 months, unless the total number of hours of such training is less than 500 hours, including time spent in classroom training during which wages are paid by the employer. In determining the period generally required for acquisition of the skills, consideration shall be given to recognized reference material (such as the Dictionary of Occupational Titles), employer training plans and content, and the participant’s education, prior work experience, and ISS. OJT participants will be compensated at the same rates, receive the same benefits, and have the same working conditions as similarly situated employees.

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

B. Foundation Skills in Reading and Mathematics

Instruction on the basic skills required to achieve a High School Diploma/GED. This training is provided for individuals who lack a high school diploma or GED, or who lack the necessary foundation skills to be successful in training/employment. It will be offered in conjunction with occupational skills training, and/or work activities (such as work experience or OJT).

Foundation Skills training alone is not an allowable activity.

C. Work Readiness

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

Work Readiness instruction alone is not an allowable activity.

D. Work Experience/Internship

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

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

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

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

Work experience alone is not an allowable activity.

V. PROPOSAL REVIEW PROCESS AND PROCEDURES

1. Serious proposers should attend an orientation meeting on January 10, 2014 (or the backup date if cancellation becomes necessary - January 13, 2014) at Buena Vista Conference Center in New Castle, DE. The orientation for potential proposers will begin at 9:00 a.m., for Adult training. Questions regarding this Request for Proposal will be answered at the orientation. Questions will be answered at the orientation and at no other time, and the answers will be posted on www.delawareworks.com/WIB by the close of business on January 17, 2014.
2. When you determine that your organization will submit a proposal, you must schedule your initial Proposal Development session. **The scheduling of the Proposal Development session is required for your proposal to be considered a complete proposal. Scheduling is accomplished by e-mailing Julia Hayward at Julia.hayward@state.de.us by the proposal due date.**
3. Three copies of each proposal will be submitted to the Delaware Workforce Investment Board (DWIB) c/o DE Dept. of Labor, Division of Employment & Training, 4425 N. Market Street, Wilmington, DE 19802. This will be accomplished no later than 4:00 p.m. on January 24, 2014.
4. A separate Proposal for type of specific solicitation (i.e., skill area of training such as Welding or Building Maintenance, etc.) is required.
5. Proposals are considered "confidential" information until funding decisions are final.
6. All proposals become the sole property of DWIB.

7. The proposals submitted in response to this Request for Proposal will be processed after submission as follows:
 - A pre-screening will be performed by staff to insure that each proposal is responsive to the Request for Proposal (RFP).
 - Responsive proposers will then enter into and participate in Proposal Development. The purpose of this Proposal Development is to establish the “Best and Final” offer of the proposer. The process allows proposers to make necessary changes in their proposal to make it as clear and competitive as possible. The “Best and Final” offer will be the final revision of the Proposal. The Proposal Development period will begin on February 3 and end no later than February 27, 2014.
8. One copy of the “Best and Final” offer will be submitted to the Delaware Workforce Investment Board (DWIB) c/o DE Dept. of Labor, Division of Employment & Training, 4425 N. Market Street, Wilmington, DE 19802 no later than 4:00 P.M. on March 3, 2014.
 - “Best and Final” offers will be presented by the proposer to a subcommittee of the DWIB. The DWIB will decide based on that presentation, and related data, whether to fund all or part of the offer.
 - Oral presentations will be made to the DWIB proposal review committees on March 25, 2014. Individual appointments will be scheduled.

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

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

Funded proposals will be expected to provide the services specified, at the cost proposed in the “Best and Final” offer unless further negotiation is specified by the DWIB. Awards granted is for less than the proposal amount are contingent on the proposer working closely with staff, demonstrating that the level of funding is sufficient to operate the program.

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

VI. TARGETED POPULATIONS AND ELIGIBILITY CRITERIA

A. Adult Training

1. This training will be funded with Blue Collar funds. Adult Providers are responsible for documenting the general eligibility criteria found in ETO 15 – Documentation of Program Eligibility).

2. Training is targeted to Dislocated Workers, and other underemployed and unemployed adults in need of training.

VII. POLICIES

- 1) The existence and contents of proposals are confidential and as such will not be discussed with any proposer or outside party by staff or Board members at any time other than designated official proposal review periods. Proposers also should be aware that they are competitors and should not discuss the contents of proposals with others. Proposals received are considered the property of the DWIB and will not be returned.
- 2) All proposals funded through this Request for Proposal (RFP), when viewed in their entirety, will be readily accessible to disabled individuals and will conform with all non-discrimination and Equal Opportunity laws and regulations covered by Section 188 of the Workforce Investment Act.
- 3) All proposers must establish linkages with other state and community agencies in order to assure the delivery of services indicated above.
- 4) All proposers must be capable of obtaining supportive services.
- 5) It is the policy of the Delaware Workforce Investment Board that all participants will receive work maturity skills training, which includes job search, and substance abuse prevention skills.
- 6) All service providers will be responsible for determining and documenting eligibility, recruiting customers, and providing the Department of Labor, Division of Employment and Training (DET) Management Information System (MIS) with the required information. Failure in any of these areas may result in corrective action and possible discontinuance of program.
- 7) Proposals submitted through this RFP will describe the entire program to be considered. The Proposal should reflect 100% of services, budget, and participants. Funding may be approved to fund all or any portion of the cost of a training program. Selected proposers may make available on a tuition basis any portion of a program that is not funded. Awards granted for less than the full program amount will be made contingent on the proposer working closely with staff, demonstrating that the level of funding is sufficient to operate the program.
- 8) All selected proposers, will provide information regarding their training to the "One Stop" offices. The information will include; training type, schedule, entrance criteria, eligibility, and the number of slots available on a tuition basis and their cost, if appropriate.

VIII. COST CATEGORIES, BUDGETING, AND CONTRACTING

- 1) Prior to executing a contract, proposers, without current contracts, will be required to provide a copy of their most recent audit to enable DWIB/DET to establish their fiscal soundness and eligibility for a contract.
- 2) The DWIB reserves the right to write separate contracts for each type of funding awarded to a program.
- 3) Contract Extensions - The DWIB reserves the right to negotiate one-year extensions to contracts funded through this Request for Proposal. The minimum criteria for extension will be satisfactory performance for the review period. The DWIB reserves the right, at its sole discretion, to specify the review period.
- 4) Blue Collar Adult training will be funded as a 60% Cost Reimbursement and 40% Performance Based contract.
- 5) Tuition fee contracts may be allowed when documentation of the following conditions is provided: Tuition

charges or entrance fees are not more than the education institution's catalog price, are necessary to receive specific training, and the training is open to and attended by the general public. Tuition fee contracts will not be written as 100% cost reimbursement contracts.

- 6) Cost Allocation - All budgeted costs must be allocable to one of two categories: (1) administration, (2) program. Administration may not exceed 12% of the total budget. Although the breakout of costs is not a Request for Proposal requirement, proposals that are funded must meet this requirement.
- 7) The following costs are not allowable charges under the WIA program:
 - Costs of fines and penalties resulting from violation or, failure to comply with Federal, State, or local laws and regulations.
 - Back pay, unless it represents additional pay for WIA services performed for which the individual was underpaid;
 - Entertainment costs
 - Bad debts expense
 - Insurance policies offering protection against debts established by the Federal Government
 - Contributions to a contingency reserve or any similar provision for unforeseen events
 - Costs prohibited by 29CFR part 93 (Lobbying)
 - Costs of activities prohibited in 627.205 (Public service employment prohibition); and 627.210 (non-discrimination)
- 8) Profit is an allowable expense for "for profit" trainers. All profit is negotiable. No profit will be allowed until all contracted performance is achieved.
- 9) Proposers will be asked to provide in their proposals the cost of their entire program, the amount of funds being requested, and the total cost to participants (if applicable).

IX. PROPOSAL EVALUATION

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

Adult Training

Demonstrated Performance (30%)

- Proposer demonstrates the ability to operate like or similar high quality training programs that result in Day 1, Day 30, and Day 90 Outcomes.

Cost (30%)

- Cost per enrollment and hourly training cost which are reasonable and competitive as compared to other similar programs.

Program Design and Proposed Results (20%)

Program design provides adequate training to achieve planned results.

- Design provides training in "soft skills" (problem solving, working with others, etc.) as integrated parts of the training curriculum.
- Linkages are established (i.e. hard skills program connecting to existing soft skills training)
- Use of computer training is appropriate to the intended placement opportunity
- Basic language and numeric skills are incorporated into skills training programs when appropriate.

Requested Components (10%)

- Training Programs that combine classroom occupational skills training including necessary mathematic and reading skills with internships, actual work experience, and/or On-the-Job Training (OJT);
- Training proposed for 39 weeks or more.

Job Placement Plan (10%)

- Proposer demonstrates the ability to establish solid relationships with local employers to increase job opportunities and placements.

Pilot Adult Career Lattice Training

Demonstrated Performance (30%)

- Proposer demonstrates the ability to operate like or similar high quality training programs that result in Day 1, Day 30, and Day 90 Outcomes.

Cost (30%)

- Cost per enrollment and hourly training cost which are reasonable and competitive as compared to other similar programs.

Program Design and Proposed Results (30%)

- Program design provides adequate training to achieve planned results.
- Program design incorporates the career lattice elements described in the attachment to the Request for Proposal.

Job Placement Plan (10%)

- Proposer demonstrates the ability to establish solid relationships with local employers to increase job opportunities and placements.

X. DEFINITIONS

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

ANTICIPATED DURATION - Shall refer to a placement anticipated to exist at least 150 calendar days.

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

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

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

CERTIFICATE - A certificate is awarded in recognition of an individual's attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based on standards developed or endorsed by employers. Certificates awarded by

workforce investment boards are not included in this definition. Work readiness certificates are also not included in this definition. A certificate is awarded in recognition of an individual's attainment of technical or occupational skills by:

- A state educational agency or a state agency responsible for administering vocational and technical education within a state.
- An institution of higher education described in Section 102 of the Higher Education Act (20 USC 1002) that is qualified to participate in the student financial assistance programs authorized by Title IV of that Act. This includes community colleges, proprietary schools, and all other institutions of higher education that are eligible to participate in federal student financial aid programs.
- A professional, industry, or employer organization (e.g., National Institute for Automotive Service Excellence certification, National Institute for Metalworking Skills, Inc., Machining Level I credential) or a product manufacturer or developer (e.g., Microsoft Certified Database Administrator, Certified Novell Engineer, Sun Certified Java Programmer) using a valid and reliable assessment of an individual's knowledge, skills, and abilities.
- A registered apprenticeship program.
- A public regulatory agency, upon an individual's fulfillment of educational, work experience, or skill requirements that are legally necessary for an individual to use an occupational or professional title or to practice an occupation or profession (e.g., FAA aviation mechanic certification, state certified asbestos inspector).
- A program that has been approved by the Department of Veterans Affairs to offer education benefits to veterans and other eligible persons.
- Job Corps centers that issue certificates.
- Institutions of higher education which is formally controlled, or has been formally sanctioned, or chartered, by the governing body of an Indian tribe or tribes.

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

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

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

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

COMPLETION – The term "completion" means the successful achievement of the requirements of training specified in the contract. Generally this is defined by a combination of hours of attendance and competency attainment. This may be further defined in the agreement for payment purposes.

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

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

CREDENTIAL – Nationally recognized degree or certificate or State recognized credential (H.S Diploma/GED, postsecondary degrees, recognized skills standards, licensure, apprenticeship or industry recognized certificates). Includes all state education agency recognized credentials.

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

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

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

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

DIRECT BENEFITS may include the following:

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

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

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

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

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

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

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

EXIT– A participant who has been reported in DJL (management information system) as inactive for 90 days.

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

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

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

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

FOLLOW-UP SERVICES FOR YOUTH –

1. Follow-up services for youth may include:
 - The leadership development and supportive service activities;
 - Regular contact with a youth participant's employer, including
 - assistance in addressing work-related problems that arise;
 - Assistance in securing better paying jobs, career development
 - and further education;
 - Work-related peer support groups;
 - Adult mentoring; and
 - Tracking the progress of youth in employment after training.
2. All youth participants must receive some form of follow-up services for a minimum duration of 12 months. Follow-up services may be provided beyond twelve (12) months at the State or Local Board's discretion. The types of services provided and the duration of services must be determined based on the needs of the individual. The scope of these follow-up services may be less intensive for youth who have only participated in summer youth employment opportunities.

FULL LEVEL OF STAFF - The term “Full Level of Staff” refers to the employment of individuals and their assignment to work on the Contract at a level sufficient to occupy all the positions found on the Staff section of the Statement of

Work, for the hours specified there. An individual is considered to occupy a position when carrying out the duties of the position or on paid leave, consistent with Contractor personnel policies while assigned to that position.

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

- a. a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill); or
- b. an institution that provides a temporary residence for individuals intended to be institutionalized; or
- c. a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

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

INDIVIDUAL WITH A DISABILITY -

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

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

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

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

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

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

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

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

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

(B) received an income, or is a member of a family that received a total family income, for the 6-month period prior to application for the program involved (exclusive of unemployment compensation, child support payments, payments described in subparagraph (A), and old-age and survivors insurance benefits received under section 202 of the Social

Security Act (42 U.S.C. 402)) that, in relation to family size, does not exceed the higher of

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

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

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

(E) is a foster child on behalf of whom State of local government payments are made; or

(F) in case permitted by regulations promulgated by the Secretary of Labor, is an individual with a disability whose own income meets the requirements of a program described in subparagraph (A) or of subparagraph (B), but who is a member of a family whose income does not meet such requirements.

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

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

(A) who is or has been subject to any stage of the criminal justice process, for whom services under this Act may be beneficial; or

(B) who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.

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

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

(A) provides knowledge or skills essential to the full and adequate performance of the job;

(B) provides reimbursement to the employer of up to 50 percent of the wage rate of the participant, for the extraordinary costs of providing the training and additional supervision related to the training; and

(C) is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant, as appropriate.

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

(A) an eligible youth who is a school dropout; or

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

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

PLACEMENT – The term “placement” means the act of securing for or by a participant unsubsidized employment for the duration of 1 calendar day, with an anticipated permanent duration. For reporting purposes, a placement may not begin prior to the day of the last leave from any activity in DJL (management information system) is reported. Placement must meet the definition of part time or full-time placement as defined in the contract.

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

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

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

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

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

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

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

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

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

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

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

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

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

UNEMPLOYED INDIVIDUAL - The term "unemployed individual" means an individual who is without a job and who

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

VETERAN; RELATED DEFINITION

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

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

WORK EXPERIENCE-

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

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

PART B

PROPOSAL FORMS

PROPOSAL INSTRUCTIONS

- A. A complete, separate proposal will be submitted for each specific program.
- B. Proposers will submit three (3) original copies of the proposal on 8 ½ x 11 inch paper in the designated proposal format, stapled in the upper left hand corner. Please do **not** place in covers, binders or rings.
- C. **Proposals must be received by 4:00 p.m. on January 24, 2014 at:**
 - Delaware Workforce Investment Board (DWIB) (**Note Location**)
 - c/o DE Dept of Labor, Division of Employment & Training
 - 4th Floor – Attn: Julia Hayward
 - 4425 N. Market Street, Wilmington, DE. 19802
- D. Proposal items should be numbered exactly as indicated on the proposal forms.
- E. No cover sheet should be added to this proposal.

IMPORTANT

When you determine that your organization will submit a proposal, you should schedule your initial Proposal Development session. The scheduling is a requirement for a proposal to be complete, and will be accomplished by e-mailing Julia Hayward at Julia.hayward@state.de.us to schedule. One initial meeting per organization will be scheduled for proposers of Adult Training. The Delaware Workforce Investment Board will notify you regarding the scheduled time/date.

PROPOSAL FORMAT

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

PROPOSER CHECKLIST

To aid the proposer in putting together their proposal package:

Applicant Submission Checklist

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

PROPOSAL DATA SUMMARY

1.0 Name and Address of Applicant Organization

(NAME)

(STREET)

(CITY, STATE)

(ZIP CODE)

(CONTACT PERSON)

(TELEPHONE NUMBER)

(FAX NUMBER)

(E-MAIL ADDRESS)

(Website URL)

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

(COUNTY THE PROGRAM WILL SERVE- Note: separate proposals are not required if your proposal serves multiple counties)

2.0 Organization Type:

- Non Profit
- Governmental
- Private for Profit

3.0 Proposed Contract Period

START DATE: _____ END DATE: _____

4.0 Proposed Services:

- Occupational Skills Training (OST)
- Work Readiness (not stand alone)
- Work Experience or OJT (not stand alone)
- Career Lattice Training (**The presentations for this pilot project may be scheduled on a day other than March 25**)

4.1 Training Area (state OST focus or explain other activity for services that are not stand alone)

-
- 4.2 Number of Cycles of Training _____
 - 4.3 Total Number of Enrollments _____
 - 4.4 Total Training Hours per Enrollment _____
 - 4.5 Type of Outcome _____

5.0 If more than one cycle of training is proposed, can training be offered on a per cycle basis? If yes, complete the following:

Cycle #	Cost
_____	_____
_____	_____
_____	_____
_____	_____

Funding:

- 6.0 Total Amount Requested: \$ _____
- 6.1 Requested funds for this program are _____% of organization's total budget.
- 6.2 Funds (dollars or in-kind) will be provided, matching funds, by the proposer to support this proposed program activity. The matching funds will support the following:

- 6.3 Amount of Training Expense to be paid by the Trainee: \$ _____
- 6.4 Description of services/supplies to be paid by Trainee: _____

- 7. Program Performance (Provide a performance history for your proposed program or for your organization if the proposed program is new) – **limited to one (1) page**
- 8. Describe your plan to assess reading and math skills and provide as necessary concurrently with occupational training incorporate into your training – **limited to one (1) page**

9. Describe (include resources dedicated to do so) your plan to develop and place participants in employment opportunities within their training related field. – **limited to one (1) page**

10. Career Lattice Training Only

Describe the manner in which you propose to implement Career Lattice concepts. In particular describe how individuals will move vertically or horizontally in career growth during the period of the grant. In answering this question proposers can assume a second year of funding but must be clear where the trainee will be at the end of year one (should answer questions; who, what, when, where, why, how) – **no limit**

11. Certificate of Information and Authorized Signature

I hereby certify that to the best of my knowledge all information contained in this proposal is accurate and complete, that this is a valid proposal and that I am legally authorized to sign and to represent this organization.

SIGNATURE

DATE

NAME

TITLE

Target Outline Question #1 YOUR PROGRAM'S OUTCOME STATEMENT

What is the overall end state that your agency will accomplish for the customers who are served by this solicitation? This statement should clearly indicate the programs responsibility to serve the customer from recruitment through 6 months of post exit follow-up services. All proposals must demonstrate a commitment to developing long-term relationships with individuals served in the proposed program

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

Target Outline Question #2

CUSTOMERS

- A. WHO are the customer for the selected program and HOW MANY customers do you plan to serve in the coming program year? Please provide a description of conditions and behaviors of typical customers as well as demographic information on this customer group.
- B. Profile-Please provide a profile of one or two customers served by this program.

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

Target Outline Question # 3 PERFORMANCE TARGET

What are your QUANTITATIVE PERFORMANCE TARGETS for these customers for the year and how will you know if you reached them? Proposed programs must include the performance goals that are included in the Specific Program Solicitation of the RFP.

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

Target Outline Question # 4 YOUR PRODUCT

What are the CORE FEATURES of your *product*?

- A. Intensity/Duration – Describe the intensity of the service to participants, including hours of participation. In addition identify the enrollment schedule, training schedule and the duration of the program including post-exit follow-up.
- B. Essential Elements: At a minimum the milestones established in Target Question 6 must be described.
- C. Comparative Advantages Over other Products.
- D. Delivery Strategy – In a narrative fashion describe how a specific client will flow through the elements of your program.
- E. Other Core Features (up to one page per item may be used).
 - 1. Identify the program's outreach and recruitment methods.
 - 2. Describe your criteria for participant selection.
 - 3. Describe the way your training program integrates work and learning.
 - 4. Describe the way that the proposer has ensured that the training will meet employer needs. Include the employers name(s) and contact information for employers that have provided input.
 - 5. Describe recognized certificate(s)/credential (See Definitions) that a successful completer of your program will achieve.

Target Outline Question #5
KEY PEOPLE

- A. Identify the key people and their qualifications who are primarily responsible for delivering the product, including outreach, assessment, training, coaching/mentoring, fiscal reporting, and project management, as applicable to your specific proposal. If the key people are not known, describe the position, its qualifications and who will be doing the hiring. This is limited to only positions requested to be funded with this proposal.
 - B. Identify the critical intermediaries (other individuals/agencies) that are a part of your delivery strategy and how they benefit your program.
-

Target Outline Question #6 MILESTONES

Performance Milestone Numbers (i.e. Credential Obtainment and Day 1) should be projected to meet performance. In order to do this, the percentage within the RFP should be multiplied by the projected new enrollment for the year.

	Milestones	Total	Verification
1.	RECRUITMENT		
2.	ORIENTED		
3.	NEW ENROLLMENTS		
4.	Eligibility Established & ISS Development		
5.	(List Training Components. Use as many lines as needed to identify the services provided)		
6.	Successfully Completed Training		
7.	Credential Attainment		
8.	Total Exits		
9.	Day 1 Outcome		
10.	Day 1 Outcome Training Related –		
11.	Day 30 Outcome		
12.	Day 90 Outcome		
13.	6 Months Follow-Up after Exit		
14.	Average Earnings \$13,500		

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

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

BUDGET SUMMARY

Area of Training: _____
Organization: _____
DUNS # _____

Contract #: _____
Program Year: _____

TOTAL

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

BUDGET SUMMARY

Area of Training: _____
Organization: _____
DUNS # _____

Contract #: _____
Program Year: _____

14. Training Materials

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

15. Printing/Advertising

16. Travel

- A. Student
- B. Staff

17. Staff Training

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

19. Participant Fringes

20. Insurance:

21. Professional Services: (List)

22. Overhead/Indirect for Parent Organization:

23. Profit:

24. Other: (Please specify)

25. Other: (Please specify)

26. TOTAL

EMPLOYEE LISTING
SALARY AND FRINGE EXPENSES

AREA OF TRAINING: _____
 ORGANIZATION: _____

YEAR: _____

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

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

Organization _____

Type of Training _____

BUDGET BACK-UP PAGE

<u>LINE</u> <u>NUMBER</u>	<u>ITEM</u>	<u>NUMBER</u> <u>OF EACH</u>	<u>AMOUNT</u>	<u>EXPLANATION/</u> <u>REMARKS</u>
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PART C Attachments (**Additional Required Information is available at http://www.delawareworks.com/wib/rfp_download.shtml. The additional required information is listed below**)

1. Adult Career Lattice Training
2. Funding Guidelines
3. ETO 15- Documentation of Program Eligibility
4. ETO 17.6 - Documentation for Performance Goal Attainment

Adult Career Lattice Training

Career lattice programs offer a clear sequence, or *lattice* (pathway, ladder, etc.) of education coursework and/or training credentials aligned with employer-validated work readiness standards and competencies. They are particularly suited to meet the needs of working learners and non-traditional students. They have the goal of increasing individuals' educational and skills attainment and improving their employment outcomes while meeting the needs of local employers. They include the full range of secondary, adult education, and postsecondary education options.

While proposers do not have to incorporate all of the following, the following are characteristics of Adult Career Lattice (CL) Programs:

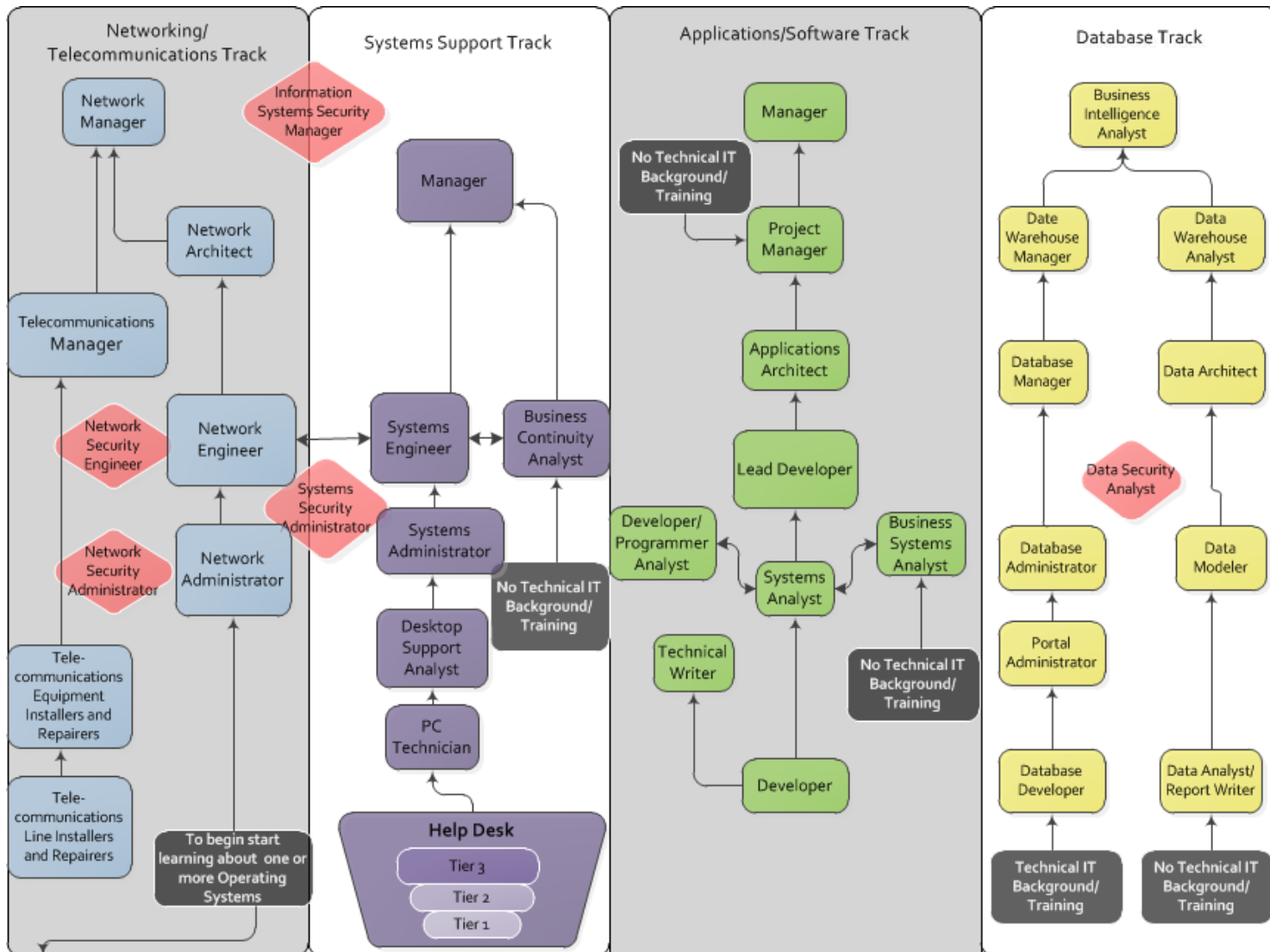
1. **Sector Strategy:** CL target a particular sector and rely heavily on local employers to determine skill requirements for employment and progression.
2. **Stackable Educational/Training Options:** CL include a full range of secondary, adult, and postsecondary education options and use a non-duplicative progression of courses clearly articulated from one level of instruction to the next.
3. **Contextualized Learning:** CL education and training programs focus curriculum and instructional strategies that make work a central context for learning and help students attain work readiness skills.
4. **Integrated Education and Training:** CL combine occupational skills training with adult ed. services, give credit for prior learning, and adopt other strategies that accelerate advancement.
5. **Industry-Recognized Credentials:** CL lead to (and make it easier to obtain) industry-recognized degrees or credentials that have value in the labor market.
6. **Multiple Entry and Exit Points:** Allow workers of various levels to enter and advance within a specific sector or occupation.
7. **Intensive Wrap-Around Services:** Academic and career counseling are essential to support the development of individual career plans—especially at the points of transition.
8. **Designed for Working Learners:** CL programs are designed with the adult and non-traditional students in mind who often need to combine work and study. This includes flexible and non-semester based scheduling, alternative class time and locations, and innovative uses of technology.

The goal of funding Career Lattice Programs with Adult Blue Collar funds is to pilot a training program that integrates occupational, necessary reading & mathematics skills and soft skills training that result in individuals moving horizontally or vertically in terms of a career. There is no mandatory order of service. For example, a program might recruit individuals with a customer service background, place them in a help desk environment, and then begin training to include basic and occupational skills. Once credentials are achieved, individuals would be placed in a training-related occupation resulting in increased wages. Conversely, a program might recruit helpdesk workers, provide basic and occupational training while they maintain employment and then place them as a Computer Technician, for example, once credentials are achieved.

In looking at performance, it is important to look beyond the first job placement to the second where career growth actually is demonstrated.

The following are examples of two different Adult Career Lattices that have been developed. The first one for the Information Technology Sector and the second one is across three different sectors focusing on the transferability of customer service jobs.

Proposers may propose an Adult Career Lattice Program that moves clients within one of these Lattices. If the proposer does not propose a program to move clients within one of these lattices, all programs must lead to an occupations included on the Targeted Training Areas list found within the RFP or provide comprehensive documentation supporting the need for training. The supportive documentation must accompany the proposal.



Operating Systems

There are multiple Operating Systems listed below. Click on each one to learn about training opportunities.

Windows → Linux/Unix → OS X → Cisco → Mobile/Tablet OS

Tracks:

- Networking/Telecommunications
- Systems Support Track
- Applications/Software
- Security
- Database

Welcome to Gateway Career Ladder!



3 different industries 1 common skill: Customer Service.

Look where a cashier job can take you...

Its not just Restaurants!
Hotels, Casinos, Nursing Homes, and Hospitals all serve food!

Skills and Knowledge
Operations
HR Management
Sales & Marketing
Entrepreneurial

Education & Training
Postsecondary Degree + Experience or Advanced Certificate/Training + years of experience

Skills and Knowledge
Supervision
Communication
Computer

Education & Training
HS/GED + Experience or Postsecondary Degree or Certificates

Skills and Knowledge
Advanced Customer Service
Communication
Computer

Education & Training
HS/GED and/or Experience

Skills and Knowledge
Basic Workplace Readiness
Customer Service
Sales

Education & Training
None

