



C o u n t y o f S a n L u i s O b i s p o

General Services Agency

Janette D. Pell, General Services Agency Director

Helen McCann, Department Administrator

REQUEST FOR PROPOSAL PS- #1016 WORKFORCE INVESTMENT ACT YOUTH SERVICES

January 30, 2009

The County of San Luis Obispo is currently soliciting proposals for professional services for Workforce Investment Act Youth Services.

Each proposal shall specify each and every item as set forth in the attached specifications. Any and all exceptions must be clearly stated in the proposal. Failure to set forth any item in the specifications without taking exception may be grounds for rejection. The County of San Luis Obispo reserves the right to reject all proposals and to waive any informalities.

If your firm is interested and qualified, please submit eight (8) copies of your proposal by 3:00 p.m. on February 27, 2009 to:

County of San Luis Obispo
Phill Haley, Purchasing
1087 Santa Rosa Street
San Luis Obispo, CA 93408

If you have any questions about the proposal process, please contact me. For technical questions and information contact Trish Avery Caldwell at (805) 805-781-1831.

PHILL HALEY
Buyer – GSA-Purchasing
phaley@co.slo.ca.us

TO: ALL PROSPECTIVE PROPOSERS
SUBJECT: LOCAL PROPOSERS PREFERENCE

The County of San Luis Obispo has established a local vendor preference. All informal and formal Request for Proposals for contracts will be evaluated with a 5% preference for local vendors. Note the following exceptions:

1. Those contracts which State Law or, other law or regulation precludes this local preference.
2. Public works construction projects.

A "local" vendor will be approved as such when, 1) It conducts business in an office with a physical location within the County of San Luis Obispo; 2) It holds a valid business license issued by the County or a city within the County; and 3) Business has been conducted in such a manner for not less than six (6) months prior to being able to receive the preference.

As of March 3, 1994 individual County Buyers evaluate RFP's (Request For Proposals) considering the local vendor preference described above. The burden of proof will lie with proposers relative to verification of "local" vendor preference. Should any questions arise, please contact a buyer at (805) 781-5200. All prospective proposers are encouraged to quote the lowest prices at which you can furnish the items or services listed in County proposals.

	YES	NO
Do you claim local vendor preference?		
Do you conduct business in an office with a physical location within the County of San Luis Obispo?		
Business Address: _____ _____		
Years at this Address: _____		
Does your business hold a valid business license issued by the County or a City within the County?		
Name of Local Agency which issued license: _____		

Business Name: _____

Authorized Individual: _____ Title: _____

Signature: _____ Dated: _____

PROPOSAL SUBMITTAL AND SELECTION

1. All proposals, consisting of eight, (8) copies must be received by mail, recognized carrier, or hand delivered no later than 3:00 p.m. on February 27, 2009. **Late proposals will not be considered.**
2. All correspondence should be directed to:

San Luis Obispo County
General Services Agency
1087 Santa Rosa Street
San Luis Obispo, CA 93408
ATTENTION: Phill Haley
Telephone: 805-781-5904
3. Costs of preparation of proposals will be borne by the proposer.
4. It is preferred that all proposals be submitted on recycled paper, printed on two sides.
5. Selection of qualified proposers will be by an approved County procedure for awarding professional contracts.
6. This request does not constitute an offer of employment or to contract for services.
7. The County reserves the option to reject any or all proposals, wholly or in part, received by reason of this request.
8. The County reserves the option to retain all proposals, whether selected or rejected.
9. All proposals shall remain firm for sixty, (60) days following closing date for receipt of proposals.
10. The County reserves the right to award the contract to the firm who presents the proposal which in the judgment of the County, best accomplishes the desired results, and shall include, but not be limited to a consideration of the professional service fee.
11. Selection will be made on the basis of the proposals as submitted. The Selection Committee may deem it necessary to interview applicants. The County retains the right to interview applicants as part of the selection process.
12. The proceedings of the Selection Committee are confidential. Members of the Selection Committee are not to be contacted by the proposers.

PROPOSAL FORMAT

A qualifying proposal must address all of the following points:

1. Project Title
2. Applicant or Firm Name
3. Firm Qualifications
 - a. Type of organization, size, professional registration and affiliations.
 - b. Names and qualifications of personnel to be assigned to this project.
 - c. Outline of recent projects completed that are directly related to this project. Consultant is required to demonstrate specific design and project expertise relating to the requirements of the Project Scope.
 - d. Qualifications of consultants, subcontractors, or joint venture firm, if appropriate.
 - e. Client references from recent related projects, including name, address and phone number of individual to contact for referral.
4. Understanding of and Approach to the Project
 - a. Summary of approach to be taken.
 - b. Description of the organization and staffing to be used for the project.
 - c. Indication of information and participation the proposer will require from County staff.
 - d. Indication of time frame necessary to complete the plan review once a Notice to Proceed is issued.
5. Fees and Insurance
 - a. Propose total fixed fees to complete project as described under Project Scope.
 - b. The selected Consultant will be required to provide insurance coverage in the amount of \$1,000,000 General Liability Insurance and \$ 1,000,000 of Professional Liability Insurance. This amount of insurance coverage shall be reflected in your estimated professional fee.

- c. The Consultant shall provide within five (5) days after the Notice of Award is issued a certificate of liability insurance naming the County of San Luis Obispo and its employees and officers as additionally named insured. This shall be maintained in full force and effect for the duration of the contract and must be in an amount and format satisfactory to the County.
- d. Indemnification:

Consultant shall defend, indemnify and hold harmless the County, its officers and employees from all claims, demands, damages, costs, expenses, judgments, attorney fees, liabilities or other losses that may be asserted by any person or entity, and that arise out of or are made in connection with the acts or omissions relating to the performance of any duty, obligation, or work hereunder. The obligation to indemnify shall be effective and shall extend to all such claims and losses, in their entirety, even when such claims or losses arise from the comparative negligence of the County, its officers and employees. However, this indemnity will not extend to any claims or losses arising out of the sole negligence or willful misconduct of the County, its officers and employees.

The preceding paragraph applies to any theory of recovery relating to said act or omission, by the Consultant, or its agents, employees, or other independent contractors directly responsible to Consultant including, but not limited to the following:

1. Violation of statute, ordinance, or regulation.
2. Professional malpractice.
3. Willful, intentional or other wrongful acts, or failures to act.
4. Negligence or recklessness.
5. Furnishing of defective or dangerous products.
6. Premises liability.
7. Strict Liability.
8. Violation of civil rights.
9. Violation of any federal or state statute, regulation, or ruling resulting in a determination by the Internal Revenue Service, California Franchise Tax Board or any other California public entity responsible for collecting payroll taxes, when the Consultant is not an independent contractor.

It is the intent of the parties to provide the County the fullest indemnification, defense, and "hold harmless" rights allowed under the law. If any word(s) contained herein are deemed by a court to be in contravention of applicable law, said word(s) shall be severed from this contract and the remaining language shall be given full force and effect.

INTRODUCTION AND OVERVIEW

San Luis Obispo County Workforce Investment Board

The San Luis Obispo County Board of Supervisors and the San Luis Obispo County Workforce Investment Board (WIB) work in partnership to administer the Workforce Investment Act (WIA) for eligible San Luis Obispo County residents. The WIB is a 35-member board comprised of business leaders and representatives from labor, education, economic development, social services, rehabilitative agencies, and other community entities. The San Luis Obispo County Department of Social Services is the administrative entity and fiscal agent and provides staff support to the WIB and its committees.

Youth Council

The Youth Council is a collaborative community partnership of business, educators, community-based organizations, parents, and youth. The Youth Council provides a unique opportunity for the local community to create a system of activities and services that will enable youth to be successful in education and the workplace. The Youth Council is a subcommittee of the WIB. The WIB is the primary advisory body for youth workforce issues in San Luis Obispo County.

Solicitation

The WIB in coordination with the Youth Council announces the issuance of a Request for Proposals (RFP) to competitively award WIA Title I Youth Formula funding towards comprehensive workforce services to WIA eligible, low-income youth ages 16-21 in San Luis Obispo County.

Proposals are sought that outline programs designed to assist at-risk, eligible youth ages 16-21 to obtain long term outcomes such as basic educational and employment skills, completion of academic certificates (including high school diplomas and equivalents), and placement in employment, post-secondary education and/or training.

Applicants are strongly encouraged to submit program designs addressing one or more hard to serve populations including: those youth who are pregnant or parenting, limited English proficient, involved in the justice system, homeless, currently or formerly involved in the child welfare system, and youth with a disability. Applicants proposing specific strategies for hard to serve populations may receive five (5) bonus points for each population up to a maximum of 10 bonus points. Proposals are sought that serve youth who have left school without achieving a secondary school degree as well as youth who are at-risk of dropping out of school. Applicants may submit proposals addressing one, several, or all of the target populations. However, submissions should make clear the population(s) to be served and the projected numbers of each. Applicants are required to submit separate proposals for In-School Youth (ISY) and Out of -School Youth (OSY).

A competitive procurement process assures that there are no presumptive deliverers of services. The WIB is encouraging the participation of both public and private organizations that may or may not be part of the currently funded workforce investment system. New organizations are welcome, as are innovative thoughts on service delivery mechanisms, organizational arrangements, and staffing patterns. A mandatory bidder's conference will be held to review the RFP and program requirements (APPENDIX A: Bidder's Conference Information).

Proposers should not contact WIB members, staff, or elected officials charged with oversight of these programs during the review process to avoid conflicts of interest, appearance of conflicts of interest, or undue influence over the process. Proposers are required to have their collaborative partners sign an Ex Parte Communication and Conflict of Interest form and return it according to the instructions provided (ATTACHMENT 1: Ex Parte Communication).

RFP Timeline

RFP Release Date	February 2, 2009
Mandatory Bidders' Conference	February 11, 2009
Deadline to Submit Technical RFP Questions	February 18, 2009
Proposal Packages Due	February 27, 2009
Evaluation of Proposals	March 12, 2009
Award Recommendations Presented to Boards	
• FORC	March 13, 2009
• Youth Council	March 16, 2009
• WIB	March 24, 2009
Awards Announced	March 24, 2009
Contract Start	July 1, 2009

Selection Process

The selection process will be conducted by the WIB Board and Administrative Entity/Fiscal Agent staff utilizing a fair and objective process and adhering to state procurement policy. It includes two distinct reviews:

1. **Technical Review:** Following receipt, all proposals will undergo a technical review to determine that the proposal is properly formatted and includes all of the required sections, signatures, and related forms/attachments requested in this RFP (ATTACHMENT 2: Proposal Checklist). Those proposals passing the technical review will be forwarded to the Proposal Review Committee for evaluation. Those proposals that fail the technical review will not be forwarded to the Proposal Review Committee for further consideration.
2. **Program Review/Evaluation:** The WIB's Proposal Review Committee will evaluate proposals based on the evaluation criteria contained in this RFP. Proposals will be selected for funding based on a favorable evaluation and/or the need for services offered. Priority may be given to those proposals that illustrate the most comprehensive and broadest range of services for a reasonable cost while complying with established guidelines for achieving required performance measurements.

The WIB may select a service provider based on the initial proposal received without modification; however, the WIB reserves the right to request additional data, conduct oral discussions, or review documentation in support of the proposal before making an award.

Appeals Process and Procedures:

Any respondent who has submitted a proposal may appeal an award announcement. The process for appealing an award is as follows:

All appeals must be submitted in writing to the WIB within five (5) working days of the award announcements addressed to Trish Avery Caldwell, Contracts Manager (P.O. Box 8119 San Luis Obispo, CA 93403) for review to determine merit. In order for an appeal to be found to have merit it must show that any substantial portion of the RFP process or a federal or state law was violated. Only appeals that cite the specific section(s) of the RFP or specific statutes that have been violated will be considered.

Appeals will not be accepted for any reasons other than those stated above. Appeals received after the established deadline will not be accepted. Appeals may not dispute a particular score received by the petitioning respondent, or the scores assigned to a competing respondent.

If an appeal is found to have merit, it will be evaluated by the Executive Committee of the WIB. Following the Executive Committee's evaluation, the appeal will be brought to the full WIB for review. The decision made by the WIB will be final.

WIA Guiding Principals

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

- Streamlining services through a One-Stop service delivery system;
- 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 earning, improving the quality of the workforce, sustaining economic growth, enhancing productivity, and reducing welfare dependency); and
- 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.

A copy of the WIA, and the WIA regulations governing it, are available for review at the U.S. Department of Labor (DOL) Employment and Training Administration website at www.doleta.gov. In addition, respondents should also make themselves familiar with California State Directives that set state policy (accessible at www.edd.ca.gov) and local issues (available on the WIB's website at www.sloworkforce.com).

RFP SPECIFICATION

Funding Availability

Contingent upon the annual WIA Title I Youth Formula funding allocations, an approximate projected amount of \$468,285 is available for youth services contracts in Program year 2009. There is no minimum request amount specified. The Department of Labor requires at least 30% of funds to be directed towards out of school youth, defined as youth who have dropped out, or who have a secondary school degree but who are underemployed, unemployed, or basic skills deficient. Approximate allocations are:

Population	Funds
In-School Youth	\$327,799
Out of School Youth	\$140,486
Total	\$468,285

The majority of these funds will be available through this RFP. However, based upon the responsiveness of submissions, as well as any special initiatives designated by the Youth Council, some services may be procured separately.

Contracting

Respondents should be able to support the cost of the program until they are reimbursed, which can take up to three weeks. Contractors are required to provide a fee schedule of costs. The total administrative costs shall not exceed 10% of the total amount of funding requested.

Contracts entered into as a result of this RFP will begin July 1, 2009 and ending June 30, 2010. These annual contracts may be renewed for up to one (1) additional year at the discretion of the WIB and with approval of the Board of Supervisors with San Luis Obispo County if doing so is deemed to be in the best interests of the Local Workforce Investment Area (LWIA).

Subcontractors

The proposers shall describe its plan to subcontract any portion of youth services delivery. If a proposal identifies a specific entity to provide services, an award does not provide the justification or basis to sole source the services.

Eligibility

Youth-oriented organizations (public educational institution, community-based organization, non-profit or for-profit agency, or governmental agency), with or without previous experience as a contractor with the County of San Luis Obispo are encouraged to submit proposals; however, only proposals that are located within and/or can demonstrate that they have the ability to provide youth services within San Luis Obispo County may be funded.

The WIB strongly urges partnerships with local employers, community education institutions and other youth programs. Providers must be capable of linking participations with the local One-Stop centers for life-long job seeking services and are encouraged to coordinate services such as classes with the One-Stop Operator. Further, contractors are encouraged to establish and maintain a presence at the One-Stop Center(s) for the duration of the contract term. It is mandatory for all selected providers to attend a one-day orientation training session and regular youth provider meetings.

Proposers may elect to serve ISY, OSY only or a combination of both.

Joint, collaborative, or consortium submissions are encouraged although one lead, qualifying agency must be named as the applicant. If successful this lead agency will be responsible for the overall administration and coordination of the contract and any resulting sub-contracts as well as assume responsibility for all programmatic, performance, fiscal, and contract compliance requirements of the contract with the Administrative Entity/Fiscal Agent and WIB.

Opportunities for Leveraging

It is the intent of the WIB to efficiently use WIA Youth funding and ultimately provide the highest quality services to the maximum number of young people. It is increasingly important to leverage a wide range of public and private resources to support youth workforce services and therefore service strategies that leverage resources and coordination efforts with other entities are preferred.

Applicants are discouraged from submitting proposals with budgets that are entirely dependent upon WIA funds to support the program design. Submissions are encouraged from those who can provide either in-kind or cash match resources from any variety of funding sources.

In-kind and cash match resources can support any particular budget item as long as it demonstrates support of program activities outlined in the proposal. Cash match is defined as a contribution of funds to be used specifically for program activities. Examples of in-kind resources include but are not limited to: Personnel from lead and/or partner agencies (directly related to services to youth), Infrastructure/Operating costs for things such as facilities, Participant costs (e.g. internship/work experience wages, incentives, supportive services, tuition, books, fees, tools or clothing for employment), Equipment, and outreach and/or media support.

In-kind or cash match resources must directly support the proposed program activities. Letters of Commitment, Memoranda of Understanding (MOU) or other documentation will be reviewed along with the entire proposal submission. Include

SCOPE OF SERVICES

Target Population

Funding awarded through the RFP will be directed towards all WIA eligible youth populations. However, specific consideration will be provided to proposals that provide services primarily to teen parents, limited English proficient youth, youth that are homeless, youth involved in the justice system, and/or currently or formerly involved in the child welfare system.

Performance Accountability and Tracking

The DOL Common Measures serve as the standard accountability outcomes for any WIA funded youth program. All funded contractors will be held accountable for meeting these performance measures. The standards or minimum levels for these measures are stated in the Performance Plan Form (ATTACHMENT A-5: Performance Plan Form). These standards and minimum levels are determined by DOL along with the State of California.

The Common Measures include the following set of measures for all youth regardless of age:

- Placement in Employment and Education (including post secondary, apprenticeships or other advanced training)
- Attainment of a Degree or Certificate (high school diploma, GED, or occupational certificate)
- Literacy and Numeracy Gains (for basic deficient youth, at least one educational functional level as measured by an approved testing instrument)

(APPENDIX B: Common Measures At A Glance; APPENDIX C: Common Measures Definitions).

Program Delivery for In-School Youth

The program delivery strategies for ISY must include a continuum of opportunities that connect youth to their school, community, and work. Services for ISY should be part of a joint commitment by the school, community, and employers. Services and supports to ISY must be offered during school hours, after-school hours, and during the summer, as well as during the regular school day/year. Organizations must demonstrate how staffing will support activities outside of the confines of a school environment.

Program Delivery for Out-of –School Youth

Program delivery strategies for OSY must include a continuum of opportunities that take into account the needs of youth who are no longer attending school and who have not completed their diploma or GED. This includes but is not limited to:

- Flexible scheduling of activities
- Site-based and group-based services
- The use of innovative and developmentally appropriate instructional approaches to deliver educational activities such as GED, credit recovery and alternative education environments to complete a secondary school degree, and
- Opportunities for occupational skills development that lead to an industry recognized certificate or license.

Program delivery strategies must demonstrate the ability to re-connect these youth through creative means. Examples include but are not limited to the use of dedicated outreach workers, community events or information fairs and partnerships with educational and other organizations that can identify youth who have dropped out.

Many youth who have dropped out of school are in need of immediate attachment to paid work because they must be able to support themselves financially. Therefore, supported subsidized employment should be used as a strategy to keep youth engaged in the educational and youth development program components. Additionally, some youth may benefit from job search assistance where jobs are developed with employer partners who are willing to be supportive of youth educational goals while maintaining employment.

Program Components and Standards for Service Delivery

Proposals should demonstrate a strong likelihood of success in meeting the described performance outcomes with the proposed target population. Applicants are encouraged to utilize evidence-based, promising practices, best practices and/or research-based models. The activities and services described in the proposals can be provided through a lead agency or through partnerships. Proposals must specify the agency to provide the service via letters of commitment with awardees obtaining MOUs within 60 days of contract execution with the Administrative Entity.

While not prescribing the program models for services, proposals are sought that demonstrate particular standards for service delivery. These include:

1. Each program design should offer youth a defined package of services based upon a distinct set of activities and strategies leading to the performance outcomes described.
2. The client/program flow should be apparent to all staff and youth and include a sequence of opportunities within each of these four principle program components including: (1) Education Services, (2) Work Readiness Training, Work Preparation and Work-Based Opportunities, (3) Youth Development Services, and (4) Connections to Community, Family and Peers.
3. A developmentally appropriate approach to services that are rooted in respect and high expectations for the youth served. Staff, administrators, and partners should understand the needs and culture of the young people they plan to serve and demonstrate a service delivery approach from a strength-based perspective.
4. The demonstration of a commitment to recruit, train, develop, and support caring, highly skilled and knowledgeable staff to act as coaches and facilitators to young people. This includes the lead agency and any partner staff such as teachers, counselors, mentors, caseworkers, crew leaders, program directors or other individuals involved in the program.
5. Sufficient resources to support and sustain all aspects of the program design not limited to only those financial resources available under this RFP.
6. Locations where services are offered that are accessible to youth and provide a sense of community and belonging.

7. A continuum of educational options that could include: literacy and numeracy skills instruction; GED instruction; alternative secondary education instruction; ESL skills instruction; opportunities for credit retrieval; innovative contextualized learning opportunities such as those focused on regular attendance, tutoring and support for passing the High School Proficiency Exam.
8. Educational services that take into consideration the needs of youth with disabilities, such as learning, mental health, and emotional, including those that may or may not be diagnosed. This may necessitate having qualified staff and/or partners who have knowledge of identifying, screening and connecting to a formal diagnosis as well as providing appropriate accommodations and supports for these youth.
9. Innovative and creative methods to provide basic literacy and numeracy skills that address the needs of low-level learners and those with limited English proficiency.
10. Educational services that bridge the world-of-work and the classroom. This may include academic activities offered in non-traditional modes of instruction, unique partnerships that incorporate employers as instructors or career infused curriculum.
11. Opportunities for college exploration and counseling as well as supports for youth to have the necessary English, reading, writing and math skills that will prepare them for success in post-secondary education or other advanced training including apprenticeships.
12. Work readiness training offered through a sequenced continuum or tiered approaches that incorporate age and developmentally appropriate levels of instruction and learning. This may include youth who have limited or no work experience as well as intermediate work readiness training that focuses on advancement of basic work readiness skills.
13. Hands-on, work-based learning opportunities that add authenticity and relevance to learning while ensuring marketable skills. These opportunities should be designed in a way to assist youth to develop “soft skills”, gain work experience and to influence their decisions about career choices. Such opportunities may include internships, work experiences, job shadows, and community service.
14. Industry partnerships that expose youth to high-growth, high-demand occupations are encouraged where feasible. These include healthcare, hospitality, and construction industries in San Luis Obispo county.
15. Opportunities to earn a wage and/or monetary incentives while learning skills is encouraged.
16. Opportunities such as community service projects and volunteering to support youth to become positively invested in their community and contributing to others.
17. Program designs that demonstrate group activities to support a high level of peer involvement and positive group relationships.

18. Mentoring programs that are long-term (at least one year in duration) with clear goals to support career development and/or educational attainment. Thoughtful implementation of a mentoring program is necessary, including staff qualifications for coordination of mentor/mentee relationships, as well as screening and training of mentors.
19. Activities that support the necessary "life skills" needed to survive in the world. This may include activities such as independent living skills, physical, mental-health related services, financial literacy, computer literacy, healthy decision-making, and conflict management. In addition, activities are encouraged that focus on cultural diversity with opportunities to explore new ideas and cultures as well as gender specific programming and activities.
20. Programs designed for youth who are at-risk of dropping out of school should include opportunities for summer activities such as work-based learning and academic remediation. Services for in-school youth are strongly encouraged to be part of a joint commitment by a school, community and employers that is designed to reduce the likelihood of youth dropping out of school and increase school success.
21. Programs designed for youth who have already dropped out of school should focus on creative and innovative ways to retrieve and re-engage youth. This may include dedicated outreach workers, community events or information fairs, alternative education options, and supported subsidized or unsubsidized employment as a strategy to keep youth engaged in the educational services. Partnerships with educational entities and other respondents that can identify youth who have dropped out are strongly encouraged.
22. Services for youth involved in the juvenile justice system are encouraged to take into consideration restorative justice models combined with educational/literacy instruction and job readiness training including supported work related training activities.
23. Services for those youth who have been incarcerated are encouraged to include pre- and post-release activities that provide a consistent and stable connection back to their home and community.

Process Requirements

The following details WIA or local process requirements related to direct service delivery for WIB funded programs. Training and technical assistance will be provided on these processes to all successful respondents and their staff if a contract is awarded.

- ✓ **Intake and Eligibility:** Under the WIA legislation for federal funding, all youth must meet WIA eligibility criteria. Certification of eligibility for any WIA funded programs must be completed prior to 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. Contractors are required to complete a minimum of 75% of total enrollments for ISY and OSY by the end of the second quarter to ensure that the realization of the target numbers.

- ✓ **Orientation:** An orientation must be provided to each participant. This includes information on the services that are available through the funded program such as activities and expectation. In addition, youth should be given information on other funded WIA providers, including One-Stop Career Center partners.
- ✓ **Referrals:** Any eligible youth who is not enrolled in services in a funded program must be provided referral information regarding the full array of applicable or appropriate services available including any other WIA funded services. In addition, any youth must be given referrals for further assessment if determined appropriate. Programs are strongly encouraged to link and share information with other youth serving agencies, 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 includes an assessment of needed supportive services, and assistance with addressing barriers to education or employment. This assessment must be used to develop the Individual Service Strategy (ISS) 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. Examples of testing instruments for literacy/numeracy skills can be found in APPENDIX D: Educational Functioning Level Descriptors.

Any youth assessed below the 9th grade (or that is below age or grade level) 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 contactors and should be budgeted as appropriate.

- ✓ **Individual Service Strategy:** With a youth centered approach based upon assessment results, the program should help each youth set personal, academic, and career goals. This must 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.
- ✓ **WIA Youth Program Elements:** The WIA requires that local workforce development areas make available certain youth program elements. These may be provided directly or in partnership with funded agencies.
- ✓ **Follow-Up Services:** All youth must be provided with at least twelve (12) months of documented follow-up services to assist youth in sustaining a successful transition from the program. These activities must be documented.
- ✓ **Participant Payments/Employer of Record:** Service providers must have the capacity to provide direct monetary payments to youth, including hourly wages. This can be done directly by the funded agency or through partnership with another agency, including a payroll-processing agency. The employer of record must adhere to all child labor laws regarding hours of employment, working conditions, etc. as prescribed by the Fair Labor Standards Act.

Required WIA Program Elements

All youth served under this solicitation will have access to the ten required program elements proscribed by the WIA. Access of these program elements will vary by youth need, as determined by individual service strategies devised between the youth and his/her case manager, and by assessment of skills and service needs.

1. **Academic Assistance:** Opportunities and services that increase a youth's academic skill levels and improve a youth's chances of completing his/her education – and includes structured academic improvement activities such as tutoring (group or personal), study skills training, instruction leading to secondary school completion, and other dropout prevention strategies.
2. **Alternative Education:** Opportunities and assistance to re-enroll and attend an educational program outside of traditional offerings within the Unified School District – and includes secondary schools, alternative education venues to complete high school/GED, charter schools, preparation for post-secondary training.
3. **Occupational Skills Training:** Activities and training that lead to proficiency to perform actual tasks and technical functions required by a certain occupational cluster(s), based on a youth's career interest – and includes short-term training for specific occupations, pre-apprenticeship and apprenticeship programs, and integration of components of work-based learning with school-based learning.
4. **Leadership Development:** Opportunities for youth to learn, to direct, and to apply positive leadership and positive social behaviors – and includes community service, citizenship training, decision-making training, service learning (may tie-in to the school district's graduation requirement, as applicable), cultural diversity training, and peer-centered activities encouraging responsibility and other positive social behaviors.
5. **Mentoring:** Opportunities for youth to interact meaningfully, and one-on-one, with a caring adult(s) over a minimum 12-month period to improve academic performance, provide job shadowing, goal setting, career exploration, work readiness, and social skills improvement – and may occur both during and after Youth Development Program participation
6. **Guidance and Counseling:** Services that offer advice, guidance, and resources to aid youth in overcoming barriers and in solving personal problems – and includes (not limited to) drug and alcohol abuse counseling, referrals to other personal counseling, career guidance, financial counseling, goal setting, and referrals to other services appropriate to the needs of the individual youth.
7. **Supportive Services:** Services that remove personal barriers, and support or enhance a youth's ability to effectively participate in programs, and achieve goals – and includes (not limited to) assistance with transportation, clothing and/or equipment, fees for physical exams and background screening, referrals to medical and mental health services, and linkages and referrals to community social services

8. **Follow-up Services:** Ongoing monitoring, support and services available after youth completes Youth Development Program in order to ensure retention of skill attainment, to provide for continued engagement by youth, and to help sustain positive progress and outcomes toward long-term success – and includes placement in school or employment, supportive services, leadership development services, assistance with work-related problems, employment (and job upgrading) assistance, alumnae groups, career planning, mentoring, etc.
9. **Summer Employment Opportunities:** Opportunities to work/learn on-the-job in positions at local businesses' work sites during summer months, which are directly linked to academic and occupational learning.
10. **Work Experiences:** Opportunities for youth to learn work-related skills and to acquire effective workplace behaviors – and includes both paid and unpaid activities; e.g. internships, job shadowing, other planned and structured learning experience that occurs in the workplace for a limited period of time, work readiness training, entrepreneurial training, etc.

Proposers are not required to provide all elements. However, all elements should be available to the population served and proposers are required to indicate which elements will be provided through partnering with other youth-serving agencies (ATTACHMENT A-4: Youth Program Elements Table) and include letters of commitment with the proposal with awardees obtaining MOUs within 60 days of contract with the Administrative Entity.

Deliverables

Deliverables include the following:

- **Monthly and Quarterly Reports:** Routine monthly and quarterly written reports shall be due by the tenth day of the month following the month being reported on.
- **Invoices:** Monthly invoices are due to the Administrative Entity by the twentieth (20th) calendar day of every month for expenses incurred in the preceding month.
- **Other:** Upon award of contract, deliverables for Special Programs shall be outlined in the Statement of Work. Reports shall be in a format approved by the WIB, Administrative Entity, Employment Development Department, and the DOL.

File Maintenance and Documentation

Case files shall be maintained for every registered customer. Case files must include information and documentation of each of the following:

- Program eligibility/determination of need
- Management Information Systems (MIS) forms
- Initial and Comprehensive Assessments
- IEP, including all updates
- Progress reports, time and attendance if receiving WIA funded training
- Computer generated case notes

Continuous Improvement

The Contractor shall establish and maintain reliable mechanisms that will immediately identify when a problem occurs, administrative or programmatic, and when corrective action is necessary. Continuous improvement processes shall include the following:

- **Monitoring Activities:** internal monitoring activities shall include monthly file review, data entry review, caseload contact, performance, and quality control to ensure continuous improvement.
- **Tracking Effectiveness:** Contractor shall track effectiveness using monitoring data, state reporting data, and customer feedback. At least a monthly review and analysis of data to identify trends, issues shall be required and submitted to the Administrative Entity and the WIB.
- **Program Narrative Report:** Through site visits and regular communication, the Administrative Entity will be responsible for all levels of program monitoring, evaluation, and reporting to the State. Contractors may be required to submit a program narrative report documenting progress. Successful respondents will be provided details on information requested in the program narrative report.

PROPOSAL NARRATIVE QUESTIONS – 20 pages maximum (excluding attachments)

Scope of Work

30 Points +10 Bonus (5 per Target Group)

Evaluator's consideration shall include:

- Respondent's method, process, product and ingenuity to be used to disseminate information necessary to identify, recruit and enroll youth into program.
- A specific, action oriented description of the Organization's plan for smooth and effective delivery of services emphasizing the four (4) program components, including 1) Education Services, 2) Work Readiness Training, Work Preparation and Work-Based Opportunities, 3) Youth Development Services, and 4) Connections to Community, Family and Peers.
- Respondent's capability to successfully determine locations and availability for service delivery according to youth's ability to access.
- Details indicating Respondent's knowledge and correct use of educational techniques, curriculums, competencies, assessment methods and completion standards.
- Description of incentives as well as "engagement" skills and abilities necessary to encourage and support youth through completion of the program to success.
- A client flow chart and description that shows how clients will navigate through the sequence of program components.

Out-Of-School Youth Considerations (in addition to those listed above):

- Respondent's ability to secure the sources/connections needed to effectively serve OSY.
- A creative approach to successfully identify, recruit, and enroll youth who have dropped out of school.

Attachments:

A-1: Client Flow Chart

A-2: Recruitment Plan

A-3: Recruitment Plan specific to Hard to Serve Target Group - Bonus Item

A-4: 10 Youth Program Elements Table

A-5: Planned Performance Table

A-6: Hard to Serve Target Group Plan -Bonus Item

Respondent: Answer the following questions. Each question must be answered. Make sure you include all attachments. Evaluator will use both your narrative response and the required attachments when evaluating your proposal. Restate the question and then provide your answer using the numbering shown below.

- A1. Describe the process to identify, recruit, and enroll youth. Include a Recruitment Plan as Attachment A-2.

- A2. Provide a general, brief overview of the “package of services” including how each of the four (4) program components are offered including, (1) Education Services, (2) Work Readiness Training, Work Preparation and Work-Based Opportunities, (3) Youth Development Services, and (4) Connections to Community, Family and Peers. Within each of these components, describe program elements and/or activities that will be made available.
- A3. Describe the location(s) for where services will be delivered. Include rationale for why this location was chosen and how the target population of youth will access the location. If multiple locations are used, please describe what services are offered at each.
- A4. Include a chart or diagram that illustrates a client flow through the sequence of program components. Client Flow Chart should be included as Attachment A-1.
Note: This is an attachment and will NOT be counted in the 20 page limit restrictions.
- A5. Provide an example of a calendar of activities including the name of activity and duration. Include details such as those activities offered during the regular school year and day, those offered during summer months, and after school hours, as well as flexible days and hours as applicable.
- A6. Detail the continuum of educational services including opportunities to progress toward a recognized certificate, such as the GED, high school diploma, or post-secondary education or training credential. Also include how youth will be selected or determined appropriate for services, the projected average amount of time an individual youth will be engaged in these services, when and where these services will occur and any partnerships utilized in the delivery of these services. Include information in Attachment A-4. Describe any specific partnerships between community based organizations and educational institutions.
- A7. Describe the specific assessment tools, instructional approach and academic curriculum to be utilized.
- A8. Describe how the educational services will identify and address the various skill levels and diverse learning styles.
- A9. Describe the work readiness training provided including instructional techniques, curriculum, competencies, assessment methods and standards for completion. Also include how youth will be selected, the average number of hours an individual youth will participate in this training, when and where it will occur and any partnerships utilized in the delivery of these services. Include information in Attachment A-4.
- A10. Describe the continuum of work preparation and work-based opportunities including any opportunities to participate in subsidized or unsubsidized paid work opportunities. Include how youth will be selected or determined appropriate for the opportunities, the average number of hours an individual youth will participate in each, when and where these will occur, and any partnerships utilized in the delivery of these services. Include information in Attachment A-4. Describe the outreach methods to bring career awareness activities into local high schools.

- A11. Describe any industry and/or public or private sector employer partnerships in offering work preparation and work-based learning opportunities.
- A12. Describe how competency levels will be assessed during any work preparation and work-based learning opportunities. Include details on how these experiences will lead to the intended outcomes including unsubsidized employment.
- A13. Describe the continuum of youth development activities offered in the program design. Please include how youth will be selected or determined appropriate for these activities, how these activities meet the specific needs of the target population and how they will lead to the described outcomes. Also include when and where these will occur and any partnerships utilized in the delivery of these services. Include information in Attachment A-4.
- A14. Describe the life skills activities offered including instructional techniques, competencies and curriculum and how these meet the needs of youth and will lead to the intended outcomes.
- A15. Please describe details for the use of any monetary or non-monetary incentives.
- A16. Describe strategies to engage parents/guardians, and/or other significant adults to support youth success.
- A17. Describe the process for follow-up contact and services including post-exit support to assist youth to maintain their placement in employment, post-secondary education or advanced training (including apprenticeships) or further placement support.
- A18. Complete Performance Plan Form as Attachment A-5. This plan will be used to evaluate the program design and delivery of the proposal. In addition, on a separate page, list any additional indicators or objectives used to measure progress toward achieving the goals of the program. Include how you will measure the indicator/objective and the projected number or percentage of youth to achieve. *The Performance Plan Form will NOT be counted as part of the 20-page limit for narrative.*

Out Of School Youth Only (In Addition To Questions Above) -

Respondent: Answer the following questions for Out-of-School Youth. Each question must be answered. Make sure you include all attachments. Evaluator will use both your narrative response and the required attachments when evaluating your proposal. Restate the question and then provide your answer using the numbering shown below.

1. Describe the specific processes used to identify, recruit, and enroll youth who have dropped out of school. Include an OSY Recruitment Plan as Attachment A-2.
2. Describe strategies to re-connect and /or re-engage out of school youth into educational services as well as occupational skills development.
3. Describe opportunities to progress towards a recognized certificate, such as the GED, high school diploma, or post secondary education or training credential.

4. Describe the tiered levels of academic instruction that take low skill levels into account. Include details on how diverse learning styles and academic abilities will be identified and addressed.
5. Describe your approach to subsidized or supported employment as a strategy to keep out of school youth engaged in their educational program.

Bonus Questions for – Hard to Serve Target Groups:

<p>Hard to Serve Populations: Pregnant or Parenting Teens, Current or Former Foster Youth, Limited English Proficient, Juvenile Justice System Youth, Homeless Youth, Youth with a Disability.</p>

Respondent: Answer the following questions for each Hard to Serve Population. Each question must be answered. Make sure you include all attachments. Evaluator will use both your narrative response and the required attachments when evaluating your proposal. Restate the question and then provide your answer using the numbering shown below.

Bonus 1. Describe the characteristics of the target population that you are proposing to serve, including barriers and basic occupational skill needs.

Bonus 2. Describe the specific outreach and recruitment methods you plan to use for each target group that will be used to contact and recruit each target population of hard to serve youth. Demonstrate how these methods will enable you to reach this segment of the youth population. Include a Recruitment Plan for each Hard to Serve Population as Attachment A-3.

Bonus 3. Describe the approach to staffing that takes into account the needs of youth such as those who are disabled (i.e., physical, learning and behavioral); Limited English, youth involved in the justice system, teen parents, current or former foster youth or other vulnerable youth populations to be served.

Bonus 4. Complete Attachment A-6: Hard to Serve Target Group Plan summarizing your planned outcomes for the hard to serve population.

Budget – Narrative

20 Points

Evaluator’s consideration shall include:

- Required fiscal information, including staff, operational, and other needed costs are provided in the required budget format.
- Budget supports program design.
- Budget supports direct youth services, including paid work experience.
- Costs that are thoroughly justified and that are reasonable, allowable, necessary, and competitive as measured by comparative cost/price analysis of the budget information in respect to program design.
- Proposer has demonstrated that it is fiscally solvent.
- Proposer demonstrates multiple funding sources and not –WIA dependent.

Attachments

- B-1.1: Youth Services Budget - Form Included
- B-1.a: Budget Narrative
- B-2: Fund Diversification Form
- B-3: Audit (most recent)

Respondent: Answer the following questions. Each question must be answered. Make sure you include all attachments. Evaluator will use both your narrative response and the required attachments when evaluating your proposal. Restate the question and then provide your answer using the numbering shown below.

- B1. Develop a line-item budget that will enable the proposal to meet the intent and requirements of the program, ensuring the successful implementation of the project, and are cost-effective and include as Attachment B-1.1.
- B2. Submit a narrative with the project budget as Attachment B-1.a. The narrative should describe the following:
 - a. How the project’s proposed budget supports the stated objectives and activities in the project,
 - b. How funds are allocated to minimize administrative costs and support direct services to participants,
 - c. The duties of project-funded staff,
 - d. How project-funded staff duties and time commitments support the proposed objectives and activities,
 - e. Proposed staff commitment/percentage of time to other efforts, in addition to this project,
 - f. Any unusual expenditures, and
 - g. Identify all proposed subcontracts.

- B3. Complete form B-2 detailing all matching funds your organizational partnerships will bring to the One-Stop System. All matching funds, in-kind and cash, must be specified in a letter of commitment from the partnering organization.
- B4. WIA funds are distributed on a cost reimbursement basis. How will your agency fiscally cover the time between expense and payment (30-45 days)?
- B5. Do you have a federally approved indirect cost rate? If yes, please provide a copy of the approval.

Organizational Qualifications, Expertise and Performance

25 Points

Evaluator's consideration shall include:

- The current capabilities of Respondent to serve and achieve outcomes for youth based on past experience, background and qualifications.
- The staffing plan for the project including potential partners with a description of roles and planned interaction between each.
- The Respondent's ability to attain service satisfaction through proper ratio of staff/providers for current youth population as well as demonstrate the potential to effectively serve customers if faced with increased population demand.
- The Respondent's management style and philosophies of those who will lead work staff, make determinations of quality customer service, and promote continuous improvement in those areas.
- Respondent's capability to determine and provide a work force necessary to deliver the four (4) Program Components as well as provide services to populations with disabled, limited English/literacy skills, teen parent, foster youth, etc. status.
- Performance record and demonstrated ability in meeting performance goals in the delivery of WIA Youth Services or comparable youth services.

Attachments

- C-1: Staff Qualifications
- C-2: Organizational Chart
- C-3: Assurances (signature required)
- C-4: Proof of Non-Profit Status or Business License

Respondent: Answer the following questions. Each question must be answered. Make sure you include all attachments. Evaluator will use both your narrative response and the required attachments when evaluating your proposal. Restate the question and then provide your answer using the numbering shown below.

- C1. Describe the respondent's background; capacity and qualifications that demonstrate the ability to effectively serve low-income youth in need of workforce services.
- C2. Describe the respondent's background, capacity, and qualifications to provide the programmatic components and successfully achieve the described outcomes.
- C3. Has the respondent operated WIA youth programs in the past? If yes, describe the organization's success in meeting WIA performance benchmarks. If no, describe your organization's experience in measuring and meeting youth program goals and outcomes. Provide past quantitative results demonstrating your program's effectiveness in meeting the required performance outcomes.

- C4. Give a brief overview of the role for the lead respondent and any partners.
- C5. Identify staff positions necessary for the operation of this program and briefly describe the job duties associated with each position as they support each of the four (4) program components including, (1) Education Services, (2) Work Readiness Training, Work Preparation and Work-Based Opportunities, (3) Youth Development Services, and (4) Connections to Community, Family and Peers.
- C6. Describe your organization's proposed staffing plan. Include résumés of current staff or general job descriptions, language abilities and minimum qualifications of staff that will be hired to respond to the contractual requirements of this RFP as Attachment C-1. Include FTE's.
- C7. Please include an organizational chart illustrating the reporting structure and relationship between each position and/or partner associated with carrying out the services described in the program as Attachment C-2. *Note: This is an attachment and will NOT be counted in the 20 page limit restrictions.*
- C8. Describe the typical case management process, structure and philosophy. Include a ratio of case manager to youth.
- C9. Describe the approach for recruitment, training, development and support of all staff involved in the program.
- C10. Describe the approach to continuous improvement including how your organization provides internal and external evaluation and assessment to determine your program's effectiveness. Give a specific example of how this has occurred in your agency.

Partnership Development

15 Points

Evaluator's consideration shall include:

- The organization's current level of partnership with other providers of youth services.
- The organization's demonstrated ability to leverage resources and utilize collaborative partnerships to support the delivery of services.
- The level of cash and in-kind services contributed to the system by these partnerships;
- The organization's plans to bring in additional partnerships to strengthen the system;
- Five written organizational references, which support the Respondent's capability to provide services, shall also be considered.

Attachments

D-1: Organizational References

D-2: Letters of Commitment with Resource Identification

Respondent: Answer the following questions. Each question must be answered. Make sure you include all attachments. Evaluator will use both your narrative response and the required attachments when evaluating your proposal. Restate the question and then provide your answer using the numbering shown below.

- D1. If other partners are named, explain the role they will play, their qualifications, how they were or will be selected. Explain how these partnerships will be coordinated. What mechanisms will be in place for communication and information sharing?
- D2. Significant partnerships directly supporting the proposed program activities should be accompanied with Letters of Commitment, Memoranda of Understanding or other agreements that explicitly state the services and/or contributions being made as Attachment D-2. The contact information for the authorized representative for the partner agency must be included. Please note that letters of support will not satisfy this requirement. *Note: These attachments will NOT be counted in the 20 page limit restrictions.*

GLOSSARY

Term	Definition
Activity	The specific steps or actions that a project takes to achieve a measurable objective.
Advanced Training/Occupational Skills Training	An organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Such training should: (1) be outcome-oriented and focused on a long-term goal as specified in the Individual Service Strategy, (2) coincide with exit rather than short-term training that is part of services received while enrolled in Employment & Training Administration (ETA)-funded youth programs, and (3) result in attainment of a certificate (as defined below under 'credential').
Alternative Education	A student need-based school or program that is an alternative to the school in which the student would normally be enrolled. Participation in alternative education must have as its major objective the attainment of a high school diploma or its equivalent.
Apprenticeship	The apprenticeship-training program is a cross between on-the-job training and theoretical and practical classroom instruction, to prepare exceptional workers for American industries. The content of the apprenticeship training program curriculum is driven by industry needs resulting in workers with skills that are in high demand.
Assessment	Assessment includes a review of educational skill levels, occupational skills, prior work experience, employability, interests, aptitudes (including interest in non-traditional jobs), and supportive service needs. Where appropriate, recent assessments (within 6 months) could be used in lieu of additional assessment. The goal is to accurately evaluate the youth in order to develop an appropriate service strategy to meet his/her needs.
Assessment Tools	The following are examples of testing instruments to be used to assess participants.
	Out-of-school participants for Literacy/Numeracy educational functioning levels: <ol style="list-style-type: none"> 1. Adult Basic Learning Examination (ABLE) 2. Tests of Adult Basic Education (TABE) 3. CASAS Survey Achievement Tests

	<p>In-school participants for basic skills deficiencies:</p> <ol style="list-style-type: none"> 1. Adult Basic Learning Examination (ABLE) 2. Tests of Adult Basic Education (TABE) 3. CASAS Survey Achievement Tests 4. CASA Appraisal
	<p>Occupational Interests:</p> <ol style="list-style-type: none"> 1. Basic Occupational Literacy Test (BOLT) 2. Career Ability Placement Survey (CAPS)
At-Risk of Dropping Out (High School)	<p>A youth who meets one or more of the following criteria:</p> <ol style="list-style-type: none"> 1. Two grades below his/her age group 2. Is a formal referral by a school counselor, probation officer, or other agent documenting chronic attendance problems, or other indicators of a high potential to drop out that have been adopted by the Local Education Agency (LEA) as criteria for identifying potential dropouts. 3. Is on their school's D and F list, or has failing grades as evidenced by a report card, and, 4. Did not pass the High School Proficiency Test.
Attainment of a Degree or Certificate	<p>How many youth <u>enrolled in education</u> (either at date of program participation or anytime during the program) attained a <u>high school diploma/GED or certificate</u> by the end of the <u>3rd quarter after exit</u>?</p> <ul style="list-style-type: none"> • Exclude those youth not enrolled in education at any point during the program. • Exclude youth that are institutionalized, deceased, have health/medical condition, required to care for family member, reservist called to active duty, or relocation to a mandated residential program.
Basic Literacy/Numeracy Skills Deficient	<p>An out-of-school youth that computes or solves problems, reads, writes or speaks English at or below literacy/numeracy level 4 as demonstrated by the required assessment tools or is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society.</p>
Basic Skills Deficient	<p>An in-school youth that has English, reading, writing, or computing skills at or below the 8th grade level (8.9) on one of the standardized tests listed under the definition of Assessment Tools.</p>
Case Management	<p>The provision of a client-centered approach in the delivery of all encompassing customized services. This is an activity used to document the general coordination of all other youth services.</p>

<u>Certificate</u>	Certificates are awarded for attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These skills are based upon standards developed or endorsed by employers. Note: Generic pre-employment and/or work readiness skills are not considered certificates. Awarding institutions include: a State educational agency; institution of higher education; professional, industry or employer organization or a product manufacturer; registered apprenticeship program; public regulatory agency; Department of Veterans Affairs; Office of Job Corps; Indian Tribe Higher Education Institution; or State Department of Education.
Contract	The document executed by the Chairman of the Board of Supervisors, on behalf of the County of San Luis Obispo, and the contractor which creates a legally binding agreement for the performance of certain services by contractor for compensation paid by the County.
Common Measures	Standard accountability outcomes for any WIA funded youth program. The Common Measures include the following set of measures for all youth regardless of age: <ul style="list-style-type: none"> • Placement in Employment and Education (including post secondary, apprenticeships or other advanced training) • Attainment of a Degree or Certificate (high school diploma, GED, or occupational certificate) • Literacy and Numeracy Gains (for basic deficient youth, at least one educational functional level as measured by an approved testing instrument) (See TEGl 17-05: Common Measures at http://www.doleta.gov/performance/guidance/).
Contractor	A proposer that is awarded a contract by the County Board of Supervisors to provide WIA Youth Program pursuant to this RFP.
County	The County of San Luis Obispo.
Credential	A nationally recognized degree or certificate or a state/locally recognized credential. Credentials will include, but are not limited to a high school diploma, GED, or other recognized equivalents, postsecondary degrees; recognized skills standards and licensure or industry recognized certificates. Includes all State Education Agency recognized credentials.
Date of Participation	Represents the first day, following a determination of eligibility, that the individual begins receiving a service funded by the program.
Date of Exit	Represents the last day on which the individual received a service funded by the program or a partner program

Educational Gain	At post-test, participant completes or advances one or more educational functioning levels from the starting level measured on entry into the program (pre-test).
Eligible or Eligibility	Refers to an individual's status in relation to his/her qualifications to participate in a WIA funded program. The following are examples of eligibility criteria: citizenship, economic status, selective service registration, and serious barriers to employment, etc. Specific youth eligibility requirements are defined in 20 CFR, 664.200.
Employed at the Date of Participation	<p>An individual employed at the date of participation is one who:</p> <ul style="list-style-type: none"> • Did any work at all as a paid employee (except the individual is not considered employed if: a) he/she has received a notice of termination of employment or the employer has issued a WARN or other notice that the facility or enterprise will close, or b) he/she is currently on active military duty <u>and</u> has been provided with a date of separation from military service); • Did any work at all in his/her own business, profession, or farm; • Worked 15 hours or more as an unpaid worker in an enterprise operated by a member of the family; or • Was not working, but has a job or business from which he/she was temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, regardless of whether paid by the employer for time off, and regardless of whether seeking another job.
Employed in any Quarter after the Exit Quarter	The individual is considered employed in a quarter after the exit quarter if wage records for that quarter show earnings greater than zero. When supplemental data sources are used, individuals should be counted as employed if, in the calendar quarter of measurement after the exit quarter, they did any work at all as paid employees (i.e., received at least some earnings), worked in their own business, profession, or worked on their own farm.
Enrollment	All youth eligible for WIA services must be enrolled into the WIA Youth Program in order to receive services. At the point of enrollment, participants are counted for performance measurement purposes.
Entered Employment Rate	The category is for participants who exit from the program and enter (through the efforts of the WIA, service provider, or through their own efforts) into regular employment. This is one of the Common Measures (performance Measures) for youth programs.

Exit	A participant completing services, or who has a termination date within the quarter and has not received any WIA services for 90 days, except follow-up, and has no future services scheduled. A WIA Exit Form must be completed.
Exit Date	The last date on which WIA Title 1 funded services were received by the youth, excluding follow-up services.
Exit Quarter	Represents the calendar quarter in which the date of exit is recorded for the individual.
Follow-up Services	All youth participants must receive some form of follow-up services for a minimum duration of 12 months after exiting the program (termination). The types of services provided must be based on the needs of the individual. Follow-up services may include: leadership development; supportive services, regular contact with the youth's employer, including addressing work-related problems that arise; assistance with job development, career development and further education; work-related peer support groups; adult mentoring; and tracking the progress of youth in employment after training.
Formalized Agreement	A formal agreement between two agencies that specifies the responsibilities of each agency in implementing the project, including a subcontract or Memorandum of Understanding.
High School Dropout	An individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent. (Does not include a youth attending alternative school) . A youth's dropout status is determined at the time of application and remains in effect throughout her or his participation.
Individual Service Strategy (ISS)	A plan to identify the youth's education and employment goals. The ISS is a living document and must be updated as needed. Updates may include further discussions of education and employment strategies, training options, and training information, barriers to education and/or employment, and the Supportive Services of other services needed to overcome the barriers.
In-School Youth	Attending High School – The individual is not a high school graduate (or equivalent) and is attending any school (including elementary, intermediate, junior high school, secondary or postsecondary, or an alternative school or program whether full or part-time), or is between school terms and intends to return to school

Internship	A paid or unpaid internship is an opportunity created by an employer to provide an on-the-job practice. This may be done in collaboration with a participant's school, so academic credit and real world work experience can be earned at the same time. Internships are typically for short periods of time and are developed to provide guidance, supervision and evaluation of the youth's work as an intern.
Job Development	The planned and organized effort by the youth program operators to encourage employers or businesses to make jobs available for youth.
Job Placement	Services provided to assist a youth in obtaining a specific placement in unsubsidized employment.
Job Search Techniques	<p>Means the provision of instruction and support to a participant to give the participant skills in acquiring full time employment. The services provided may include, but are not limited to:</p> <ul style="list-style-type: none"> • Resume writing • Interviewing skills • Labor market guidance • Telephone techniques • Information on job openings • Job acquisition strategies • The provision of office space and supplies for the job search.
Job Shadow	An unpaid short-term activity offered by an employer who agrees to engage a student to follow or "shadow" them throughout their work day, providing insight on the duties and skills of the position, and information on career tracks.
Leadership Development Activities	<p>Activities that encourage responsibility, employability, and other positive social behaviors such as:</p> <ul style="list-style-type: none"> • Exposure to post secondary opportunities • Community service and service learning projects • Peer-centered activities, including peer mentoring and tutoring • Organizational and team leadership training • Training in decision making, including determining priorities and, • Citizenship training, including life skills training.

Literacy and Numeracy Gains	<p>How many <u>out-of-school</u> youth that are <u>basic skills deficient</u> increased one or more educational functioning levels. (Determined at time of exit.)</p> <ul style="list-style-type: none"> • Exclude all in-school youth. • Exclude youth that are not basic skills deficient. • Exclude youth that are institutionalized, deceased, have health/medical condition, required to care for family member, reservist called to active duty, or relocation to a mandated residential program. <p>(See TEGl 17-05: Common Measures at http://www.doleta.gov/performance/guidance/).</p>
LWIB or WIB	The San Luis Obispo County Local Workforce Investment Board.
Military Status at the Date of Participation	<p>An individual is considered to be in the military at the date of participation if: a) he/she currently is serving on active military duty and has not been provided with a date of separation from military service, or b) he/she is a member of the National Guard or one of the Military Reserves <u>and</u> is currently serving in a mobilized (i.e., active military duty) status.</p>
Not Employed	<p>An individual who does not meet the definition of employed, or who although employed has received a notice of termination of employment.</p>
Objectives	<p>A set of quantifiable projections to be carried out in order to accomplish the program goals.</p>
Occupational Skills Training	<p>Short-term vocational skills training that provide participants with the skills necessary to obtain employment in career ladders leading to self-sufficiency.</p>
Offender	<p>An individual (adult or juvenile) who:</p> <ol style="list-style-type: none"> 1. Is or has been subject to any stage of the criminal justice process, for whom services under WIA may be beneficial; or 2. Requires assistance in overcoming artificial barriers to employment resulting from a record or arrest or conviction.

On-the-Job Training (OJT)	<p>Training by an employer that is provided to a paid participant while engaged in productive work in a job that:</p> <ol style="list-style-type: none"> 1. Provides knowledge or skills essential to the full and adequate performance of the participant. 2. Provides reimbursement to the employer of up to fifty percent (50%) of the wage rate of the participant. 3. 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	<p>An eligible youth who is a (high) school dropout; or an eligible youth, who has received a secondary school diploma or its equivalent, but is basic skills deficient, unemployed, or under-employed. This definition includes:</p> <ul style="list-style-type: none"> • Youth who are not attending high school or those who have been dropped from school enrollment; • Youth who have completed secondary school (either attaining a high school diploma or GED) and are basic skills deficient, under-employed or unemployed; or • Youth attending postsecondary education and are basic skills deficient.
Participant	<p>Any youth that is eligible and accepted into a WIA Youth Program provided by County through a qualified youth operator. Participation shall be deemed to commence on the first day services are received.</p>
Participation Quarter	<p>Represents the calendar quarter in which the date of participation is recorded for the individual.</p>
Placement in Unsubsidized Employment or Education	<p>How many youth are <u>employed</u> or <u>enrolled</u> in post-secondary education, advanced training, or occupational skills training <u>in the first quarter after exit</u>?</p> <ul style="list-style-type: none"> • Exclude youth employed at the date of program participation. • Exclude youth that are in post-secondary education, advanced training or occupational skills training at the date of program participation. • Exclude youth that are institutionalized, deceased, have health/medical condition, required to care for family member, reservist called to active duty, or relocation to a mandated residential program.
Poor Work History	<p>Individual has not worked full-time unsubsidized employment for more than 13 consecutive weeks in the past 12 calendar months or has a sporadic work history.</p>

Post-Secondary Education	Postsecondary education is a program at an accredited degree-granting institution that leads to an academic degree (e.g., AA, AS, BA, BS). Does not include programs offered by degree-granting institutions that do not lead to an academic degree.
Post-test	A test administered to a participant at regular intervals during the program.
Pregnant or Parenting Youth	An individual under 22 years of age who is pregnant, or a youth (male or female) that provides custodial care for a minor child.
Pre-test	A test administered to a participant within 60 days following the date of participation.
Program	A specific set of goals and objectives established pursuant to legislative, congressional, or administrative action identifying an unmet need to the criminal justice system or victim services and supported by a set appropriation from state or federal funding sources.
Proposer	Any eligible person or organization that prepares and timely submits a proposal that is responsive to this RFP.
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).
Supportive Services	Services such as transportation, child care, clothing/uniforms, work related tools, or license/certification fees that are necessary to enable an individual to participate in activities authorized under Title 1 of WIA and consistent with the provisions of the Act.
Under-employed	Under-employed means an individual who is working part time, but desires full time employment or who is working in employment not commensurate with the individual's demonstrated level of educational attainment.
Work Experience (WEX)	Work Experience is defined as a short-term and/or part-time work assignment with an employer or private non-profit agency that is subsidized or unsubsidized and which provides an individual with the opportunity to acquire the skills and knowledge necessary to perform a job, including appropriate work habits and behaviors, and is combined with classroom or other training. Includes internships and job shadowing, not including summer work experience opportunities.

Work Readiness Skills	Work Readiness Skills include world of work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision-making, and job search techniques (resumes, applications, interviews, and follow-up letters).
WIA	The Workforce Investment Act of 1998. [20 CFR Part 652 et al.].
<u>WIA Quarters</u>	January – March, April – June, July – September, October - December

WIB YOUTH COUNCIL MEMBERS 2008-2009

David Bender, SLO County Office of Education

Sandra Bourbon, SLO Housing Authority

Mark Corella, Wells Fargo

Julian Crocker, SLO County Office of Education

Matthew Green, Cuesta College

Charles Headington, SLO Joint Apprenticeship & Training Committee

Tracy Lang-Wood, Economic Opportunity Commission (EOC)

Patrick McGuire, Mid-State Precision

Grant Nielson, Private Industry Council Inc. (PIC)

Jim Salio, Probation Department, SLO County

ATTACHMENT 1: Ex Parte Communication Prohibition And Conflict Of Interest

The *ex parte* communication prohibition restricts RFP respondents from contacting members of the San Luis Obispo Workforce Investment Board (WIB), the WIB Consultant, and Administrative Entity/Fiscal Agent (Department of Social Services) staff. Respondents are allowed to communicate with the Fiscal Agent's Contracts Manager **only** via e-mail or mail to the addresses listed on the cover page of this RFP.

The conflict of interest policy deals with financial interests. Members of the WIB are governed by both federal and state laws in this area. In short, members who have conflict of interest with respect to any action item on an agenda may not discuss or vote upon such item. For example, when the action item approving the structure of the RFP was taken to the WIB, those members whose organization were planning to submit a proposal were not allowed to participate in the discussion or vote on the item. The conflict of interest policy will be applied when asking individuals to participate in the RFP process as evaluators as well as at the various meetings when action will be taken to award the successful respondent(s).

Some respondents may like to collaborate with members of the various WIB committees on their proposals. Technically, such collaboration is a violation of the *ex parte* communication rule. However, we do recognize the value that such collaboration may bring to our system and have developed the Conflict of Interest Form to ensure that these types of arrangements do not place respondents in jeopardy. Any respondent who wishes to collaborate with a member of any WIB committee including the Youth Council **MUST first have the collaborative partner fill out** the attached form and fax it to Trish Avery Caldwell, DSS Contracts Manager at (805) 781-1846.

Please Note – under no circumstances may an individual who will be on the RFP review committee collaborate with any respondent. All such individuals will be asked by WIB/Fiscal Agent staff to sign the "Conflict of Interest Certification for Request for Proposal" stating they have not collaborated with any respondent and have no financial interest in any respondent's proposal.

CONFLICT OF INTEREST CERTIFICATION

I hereby certify that I will not participate in **any** discussion with another WIB member, whether at a formal meeting or in a social setting, regarding the Request for Proposal for Comprehensive One-Stop Career Center Operator. I also certify I will not vote on any action regarding the Request for Proposal for Comprehensive One-Stop Career Center Operator, including but not limited to the award of a contract.

I hereby inform the WIB Fiscal Agent/DSS Contracts Manager that I/my organization plan(s) to collaborate with:

(Name of Organization)

To provide the following services:

--

Name of Organization: _____

Name: _____

Title: _____

Date: _____

Signature: _____

ATTACHMENT 2: WIA Youth Services Proposal Application Checklist

This form will be used by staff prior to submitting the proposal to the Evaluation Team for review. Respondents may use it before submitting the proposal to ensure that all required documents have been submitted and required elements have been addressed. Proposals found lacking any item or section thereof may not be considered for review. Responsive proposal applications shall be submitted in the following manner:

1. PROPOSAL COVER SHEET – Shall be the first page of the proposal.

Attachments:

- Attachment 1: Ex Parte Communication (FORM INCLUDED)
 Attachment 2: Proposal Checklist & Cover Page (FORM INCLUDED)

2. TABLE OF CONTENTS

3. PROPOSAL APPLICATION AND EVALUATION CRITERIA

- Narrative Questions and Answers Section (Maximum 20 Pages, Arial 12 Font, 1" margins)

A. Scope of Work (30 Points + up to 10 Bonus Points for Target Populations)

- Attachment A – 1: Client Flow Chart (CREATE ATTACHMENT AND IDENTIFY AS A-1)
 Attachment A – 2: Recruitment Plan (CREATE ATTACHMENT AND IDENTIFY AS A-2)
 Attachment A - 3: Recruitment Plan for Hard to Serve (CREATE ATTACHMENT AND IDENTIFY AS A-3) - bonus
 Attachment A - 4: 10 Youth Program Elements Table (FORM INCLUDED)
 Attachment A-5: Planned Performance Table (FORM INCLUDED)
 Attachment A-6: Target Group Plan Table (FORM INCLUDED) - bonus

B. Budget (20 Points)

- Attachment B – 1: Youth Services Budget (Include FTEs) (FORM INCLUDED)
 Attachment B – 1a: Budget Narrative
 Attachment B – 2: Fund Diversification Form for Proposed Services (FORM INCLUDED)
 Attachment B – 3: Copy of Last Audit; if applicable (IDENTIFY AS B-3)

C. Organizational Qualifications, Expertise and Performance (25 Points)

- Attachment C – 1: Staff Qualifications (CREATE ATTACHMENT AND IDENTIFY AS C-1)
 Attachment C – 2: Organizational Chart (CREATE ATTACHMENT AND IDENTIFY AS C-2)
 Attachment C – 3: Signed Assurances (FORM INCLUDED)
 Attachment C – 4: If applicable, proof of non-profit status or business license for other than public schools or governmental agencies (CREATE ATTACHMENT AND IDENTIFY AS C-4)

D. Partnership Development (15 Points)

- Attachment D – 1: Organizational References (FORM INCLUDED)
 Attachment D – 2: Letters of Support with Resource Identification (GROUP AND IDENTIFY AS ATTACHMENT D-2)

TOTAL POSSIBLE POINTS = 100

NOTE: Failure to complete the proposal cover sheet may result in a determination that the proposal is non-responsive and it will not be read, evaluated, or considered for funding.

Youth Services Proposal Cover Sheet

Organization Name: _____
 Address: _____

 Contact Person: _____
 Telephone Number: _____
 Fax Number: _____
 Email Address: _____

Target Population	<input type="checkbox"/> In-school <input type="checkbox"/> Out-of-school
Geographic Region(s) to be Served:	<input type="checkbox"/> Paso Robles/San Miguel/Atascadero <input type="checkbox"/> Entire County <input type="checkbox"/> Shandon/Creston <input type="checkbox"/> San Luis Obispo <input type="checkbox"/> Coastal (Los Osos-San Simeon) <input type="checkbox"/> South County
Staff Language Capability:	<input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other (specify) _____
Hard To Service Target Group	<input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> Juvenile Offender <input type="checkbox"/> Disabled <input type="checkbox"/> Pregnant/Parenting Teens <input type="checkbox"/> Limited English Proficient

Partner Organizations

Subcontractors: _____

Funding Requested and Youth To Be Served:

Total Funds Requested: \$ _____

Number of Unduplicated In-School Youth Participants to be Served: _____

Number of Unduplicated Out-of-School Youth Participants to be Served: _____

Total Number of Youth To Be Served: _____

Cost Per Participant:
 (Total Funds Requested / # of Youth To Be Served) \$ _____

By signing this proposal, Corporate Officer or Public Officer certifies that no representative of the corporation has exerted any undue influence on the procurement process, violated any federal or state procurement, conflict of interests or ethics law in seeking funding for this proposal.

Corporate Officer Signature: _____
 Print/Type Name and Title: _____
 Date: _____

Check all applicable: Public Private for Profit Private Non-Profit
 Educational Institution _____ Other: _____

ATTACHMENT A-4: Ten Youth Program Elements Table

Instructions: In the table below, list organizations, program, or other entities (in the middle column) that will provide some or all of the following 10 Youth Program Elements. Indicate whether a Letter of Commitment or MOU is included with the proposal application.

Ten Youth Program Elements Table		Letter of Commitment/MOU
1. Tutoring, study skills training and instruction leading to completion of secondary school, including dropout prevention		<input type="checkbox"/> YES <input type="checkbox"/> NO
2. Alternative school services		<input type="checkbox"/> YES <input type="checkbox"/> NO
3. Paid and unpaid work experience		<input type="checkbox"/> YES <input type="checkbox"/> NO
4. Occupational skills training		<input type="checkbox"/> YES <input type="checkbox"/> NO
5. Leadership development opportunities		<input type="checkbox"/> YES <input type="checkbox"/> NO
6. Youth supportive services		<input type="checkbox"/> YES <input type="checkbox"/> NO
7. Adult mentoring		<input type="checkbox"/> YES <input type="checkbox"/> NO
8. Follow-up services		<input type="checkbox"/> YES <input type="checkbox"/> NO
9. Comprehensive guidance and counseling		<input type="checkbox"/> YES <input type="checkbox"/> NO
10. Summer employment opportunities		<input type="checkbox"/> YES <input type="checkbox"/> NO

ATTACHMENT A-6: Hard to Serve Target Group Planning Chart

Applicant Name: _____ ISY: ___ OSY: ___

A. Target Population to be Served		B. Expected Outcomes/Benefits	C. Measurement	D.
Descriptions of target population	Estimated # to be served	Description of outcome/benefit	Measurement Tool	Estimated # of clients benefiting

Hard to Serve Populations: Pregnant or Parenting Teens, Current or Former Foster Youth, Juvenile Justice System Youth, Homeless Youth, Limited English Proficient Youth, and Youth with a Disability.

ATTACHMENT B-1: YOUTH SERVICES BUDGET & NARRATIVE
(Total budget Not to Exceed \$468,285)

	Contract Period: 71/09 – 6/30/10	PROGRAM COSTS		Total	% OF GT	NON WIA RESOURCE
		IN SCHOOL PROGRAM	OUT OF SCHOOL			
<u>Staff Costs</u>						
1	Salaries					
2	Fringe Benefits					
3	SUB-TOTAL STAFF COSTS:					
<u>Operating Costs:=</u>						
4	Advertising					
5	Building Maintenance					
6	Building Rent					
7	Conference					
8	Duplicating/Printing					
9	Equipment Maintenance					
10	Equipment Purchases*					
11	Equipment Rental*					
12	Instructional Supplies					
13	Insurance					
14	Office Supplies					
15	Telephone					
16	Vehicle Expense					
17	Other Operating Expenses					
18	SUB-TOTAL OPERATING COSTS:					
19	TOTAL STAFF/OTHER OPERATING COSTS (Line 3 + 18):					
<u>Participant Costs</u>						
20	Participant Wages (Work Exp. Intern)					
21	Support Services					
22	Other Participant Program Costs					
23	OJT Employer Reimbursement					
24	SUB-TOTAL PARTICIPANT COSTS:					
<u>Administration Costs</u>						
25						
26						
27	<u>Other</u>					
28	<u>GRAND TOTAL (GT) (Line 19+27)</u>					
30% OR MORE OF ALL YOUTH FUNDS MUST BE SPENT ON OUT-OF-SCHOOL YOUTH ACTIVITIES (Out of School Youth does not include Alternative Education)						

* The LWIB maintains ownership of computers currently used in the Youth Program - new computers were purchased in 2009

This budget was prepared by:

Name	Title	Phone
------	-------	-------

ATTACHMENT B-1a: Budget Narrative - All costs related to the program activities described in the proposal must be included on the Budget Form above should correspond with the detail provided in the Budget Narrative Attachment B-1a. The various costs should be allocated by category to "Requested Funds" and/or "In-Kind/Cash Resources". Respondents are required to assign a monetary value to any in kind/cash match leveraged resource contributions and indicate them on this form. **Note: in-kind or cash resources must directly support the proposed program design and be supported by Letters of Commitment, Memorandums of Understanding or other grant award documents.**

Budget Category Definitions and Instructions for Budget Narrative

A Budget Narrative must be attached on a separate page and must detail each item within every category for which funding is requested. The descriptions must include the type of cost and a formula detailing how the cost was derived. The budget narrative should follow in the same order as the line item.

Personnel Costs: 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 on the budget narrative. While staff performing administrative functions is allowable, positions that are fiscal, managerial or administrative in nature should be allocated to the Administrative costs category **Please note positions related to fundraising are not allowable under WIA.** Staff dedicated to client tracking/reporting can either be directly included in the Operating Activities category or allocated to the indirect or operating/infrastructure categories below.

Personnel Costs Budget Narrative Detail: List each individual position by title, percentage (%) of full time equivalent (FTE) or anticipated amount of time to be charged to this program \times the annual salary \times fringe = total.

Operations Activities: Program costs that are necessary expenditures directly related to the program and general operating and infrastructure costs to run the program, including building rental, facilities maintenance, utilities, phones, general consumable materials and supplies, Internet, staff travel and training, insurance, audits, 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 and equipment (computers, printers, fax machines, and office furniture) needed can be included as part of your budget and will be reviewed for cost effectiveness and reasonableness. Equipment leases should also be listed here. The LWIB maintains ownership of Resource Room computers including those used by the current provider of Youth Services – computers were purchased in 2009. 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.

Infrastructure/Operating Costs Budget Narrative Detail: As applicable, for each item list the number of items \times the unit cost for each item = **total**. An alternate method of calculation, such as cost per unit of item (e.g. month or annual cost) or per staff would also be acceptable.

Equipment 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 \$1000 or more will require prior written approval by the Workforce Partnership.

Contractual Services Budget Narrative Detail: Any sub-contractors should also be included in the proposal narrative along with their responsibility and role. Detail name of contractor \times the cost = total.

Participant Costs: Costs directly related to individual participants and are tracked by individual enrollment. Possible costs include 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 \times number of units = total. Number of units should be related to the number of individual youth that will receive the item.

For subsidized wages please indicate the number of youth \times hourly wage \times fringe/tax % rate \times total hours worked = total

For Incentive payments (for each type of payment) please indicate the type of activity payment youth are eligible for, as well as number of youth \times incentive payment = total

Administrative/Indirect Costs: These costs are defined as costs of operations related, required, and incurred for official business in coordination of those functions under WIA. Some examples include accounting, financial, procurement and purchasing, payroll, personnel management, resolution of findings, and general legal services. These costs are capped at 10%. This may include an indirect cost rate; however, if used this rate should include audit, payroll and other costs of program support such as 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 Infrastructure /Operating Costs Category. **Note: *This category may only be used by organizations with an Indirect Cost Rate approved by an authorized federal or state agency. A copy of the Indirect Cost Rate Proposal approved by the cognizant federal agency must be attached***

ATTACHMENT B-2: Fund Diversification Table

Instructions: List all sources for the non-WIA, matching funds that are indicated in line item budget submitted (use additional pages if necessary).

Partner Agency/ Organization	In-Kind	Cash	Describe how match support will be used for the program:	Letter of commitment from this partner?
	<input type="checkbox"/> YES <input type="checkbox"/> NO Amount:	<input type="checkbox"/> YES <input type="checkbox"/> NO Amount:		<input type="checkbox"/> YES <input type="checkbox"/> NO
	<input type="checkbox"/> YES <input type="checkbox"/> NO Amount:	<input type="checkbox"/> YES <input type="checkbox"/> NO Amount:		<input type="checkbox"/> YES <input type="checkbox"/> NO
	<input type="checkbox"/> YES <input type="checkbox"/> NO Amount:	<input type="checkbox"/> YES <input type="checkbox"/> NO Amount:		<input type="checkbox"/> YES <input type="checkbox"/> NO
	<input type="checkbox"/> YES <input type="checkbox"/> NO Amount:	<input type="checkbox"/> YES <input type="checkbox"/> NO Amount:		<input type="checkbox"/> YES <input type="checkbox"/> NO
	<input type="checkbox"/> YES <input type="checkbox"/> NO Amount:	<input type="checkbox"/> YES <input type="checkbox"/> NO Amount:		<input type="checkbox"/> YES <input type="checkbox"/> NO

ATTACHMENT C-3: Assurances

As a condition of submitting a proposal, Respondent hereby assures the following:

- 1) I am authorized by my Board of Directors, Trustees, or other legally qualified officer or as the owner of the agency or business to submit this proposal on behalf of the "Respondent."
- 2) The submitted proposal shall remain valid until such a time as contracts are awarded and procurement process is successfully completed.
- 3) Respondent is not currently on any Federal, State of California or local Debarment List.
- 4) Respondent will provide records to show fiscal solvency, if required.
- 5) Respondent has additional funding sources and will not be dependent on WIA funds alone to carry out the proposed program(s).
- 6) Respondent will meet all applicable Federal, State, and local compliance requirements. These include, but are not limited to:
 - a) Meeting San Luis Obispo County Insurance requirements;
 - b) Ensuring that records accurately reflect actual performance;
 - c) Maintaining record confidentiality, as required;
 - d) Reporting financial, participant, and performance data, as required;
 - e) Complying with Federal and State non-discrimination provisions;
 - f) Meeting requirements of Section 504 of the Rehabilitation Act of 1973;
 - g) Meeting all applicable labor law, including Child Labor Law standards;
 - h) Meeting all child support enforcement certification requirements;
 - i) Meeting all Employment Development Department Independent Contractor Reporting Requirements; and
 - j) Meeting all lobbying certification and disclosure of lobbying activities requirements.
- 7) Respondent will not:
 - a) Place a customer in a position that will displace a current employee.
 - b) Use WIA money to assist, promote, or deter union organizing.
 - c) Use funds to employ or train persons in sectarian activities.
 - d) Use funds for customers in the construction, operation, or maintenance of any part of a facility to be used for sectarian instruction or religious worship.
- 8) Respondent will assure:
 - a) That it will establish, in accordance with section 184 of the Workforce Investment Act, fiscal control and fund accounting procedures necessary to ensure the proper disbursement of, and accounting for, funds provided to the Local Workforce Investment board through the allotments made under sections 127 and 132 [WIA, Section 112(b)(11)].

- b) That is will comply with the uniform administrative requirements referred to in WIA, Section 184(a) (3).
- c) Compliance with the confidentiality requirements of WIA, Section 136(f) (3).
- d) That no funds received under the Workforce Investment Act will be used to assist, promote, or deter union organizing [WIA, Section 181 (b) (7)].
- e) That is will comply with the nondiscrimination provisions of WIA, Section 188, including an assurance that Methods of Administration have been developed and implemented.
- f) That it will collect and maintain data necessary to show compliance with the nondiscrimination provisions of WIA, Section 188.
- g) That there will be compliance with grant procedures of WIA, Section 1891.
- h) That veteran's services provided with Wagner-Peyser Act funds will be in compliance with 38 U.S.C. Chapter 41 and 20 CFR part 1001.
- i) That Wagner-Peyser Act-funded labor exchange activities will be provided by merit-based public employees [State Planning Guidance VI. 13].
- j) That it will comply with section 504 of the Rehabilitation Act of 1973 (29 USC 794) and the Americans with Disabilities Act of 1990 (42 USC 12101 et seq.).
- k) That all funds will be spent in accordance with the Workforce Investment Act, written Department of labor guidance, and other applicable Federal and State laws and regulations.
- l) That it will comply with local and statewide One-Stop Certification requirements and policies relating thereto.
- m) That it will endeavor to partner and plan with such entities, that the WIB, its subcommittees or staff direct, including regionally, statewide or nationally.
- n) That it will comply with such new regulations that are set forth in the Reauthorization of WIA or new Law that will govern the activities set forth herein.
- o) That it will comply with policies initiated by the State of California, County of San Luis Obispo and the WIB, as appropriate.
- p) That it will comply with the scope, requirements and parameters set forth in this RFP.

I hereby assure that all of the above are true.

Name

Title

Date

ATTACHMENT D-1: Youth Services Organizational References

Faith-Based Organization

Name of Organization: _____
Nature of Business Relationship: _____
Contact Name: _____
Telephone Number: _____
Email Address: _____

Educational Organization

Name of Organization: _____
Nature of Business Relationship: _____
Contact Name: _____
Telephone Number: _____
Email Address: _____

Training Provider

Name of Organization: _____
Nature of Business Relationship: _____
Contact Name: _____
Telephone Number: _____
Email Address: _____

Government Agency

Name of Organization: _____
Nature of Business Relationship: _____
Contact Name: _____
Telephone Number: _____
Email Address: _____

Community Based (Non-Profit) Agency

Name of Organization: _____
Nature of Business Relationship: _____
Contact Name: _____
Telephone Number: _____
Email Address: _____

ATTACHMENT A-5

Instructions: Complete the table below with your planned performance targets for the period of July 1, 2009 through June 30, 2010.

Note: This form should reflect only new PY09 enrollees. Services for youth carried-in from previous program years will be discussed during contract negotiations.

Indicate the population of youth to be served. Organizations proposing to serve both categories must complete separate proposals and associated forms.

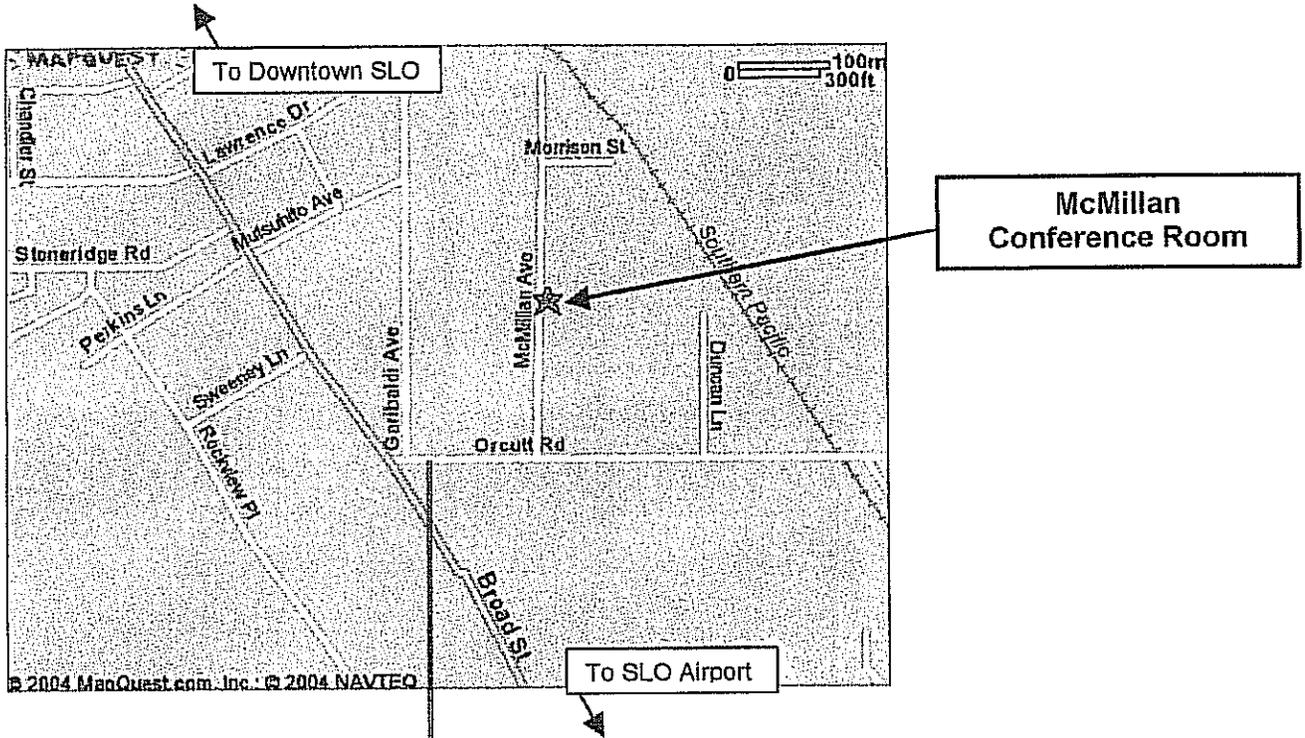
_____ In-School Youth (ISY)

_____ Out of School Youth (OSY)

Performance Plan for PY09-10	
Enrollments	Projected Numbers
Total Enrollments	
1st Quarter Start	
2nd Quarter	
3rd Quarter	
4th Quarter	
Educational Status Targets	Projected Percentages %
In High School	0%
In Post-Secondary	0%
High School Graduate Not Enrolled in Post-Secondary	0%
Drop-out	0%
Regional Targets (if applicable)	Projected Percentages %
Specify if you plan to serve the entire SLO County region (if applicable):	0%
Specify Region/Community (if applicable):	0%
Demographic Characteristics	Projected Percentages %
Current Foster Youth	0%
Former Foster Youth	0%
Pregnant/Parenting	0%
Limited English Proficient	0%
Youth Involved in the Justice System	0%
Disabled, including "hidden" disabilities	0%
Other (please specify):	0%

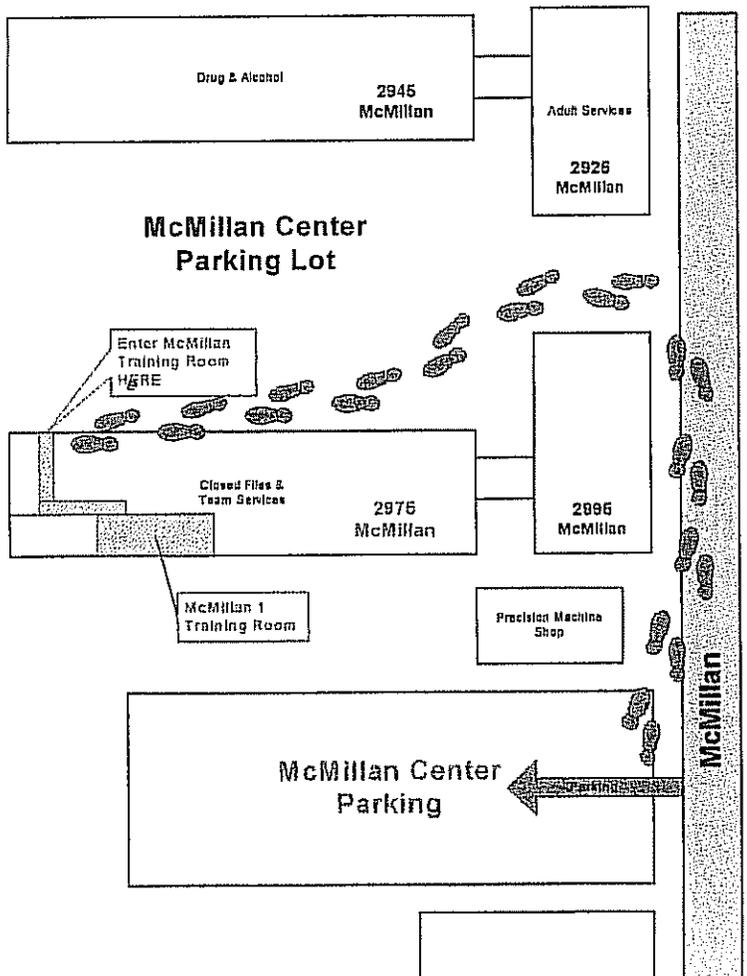
ATTACHMENT A-5

Activities	Projected Numbers or Percentages of Youth Served
Projected number of youth attending Job/Resource/Education Fair(s)	
Work Readiness Skills Training (Job Readiness/Pre-Employment)	
Occupational Skills Training	
Work Experience/Internship (subsidized and unsubsidized)	
Summer Work Experience	
Job Shadow	
Basic Skills/Literacy/Numeracy Instruction	
GED preparation	
Alternative Secondary School Educational Instruction	
Preparation for Post-secondary Education	
Tutoring	
Computer Literacy Training	
Financial Literacy Training	
Life Skills Training	
Mentoring by Adults	
Leadership Development Opportunities	
Results	Projected Numbers or Percentages of Youth Served
Received Diploma/GED/Credential	
Exit into Post-Secondary Ed	
Exit into Employment	
Exit into Advanced Training/Occupational Skills Training	
Exit into Military Service	
Exit into an Apprenticeship	
Achieving Literacy/Numeracy Gains	
Common Measures	PY 08-09 Performance Standards Goal
Of out of school youth that are basic skills deficient; this measure seeks the # of youth who have completed a year in the program or are currently enrolled who increase their basic skills one functioning level.	67%
Of youth enrolled in education at enrollment or anytime during participation; this measure seeks the # of youth participants that attain a diploman, GED, or certificate by the end of the 3rd quarter after the exit quarter.	47%
Of those youth who are not in post-secondary education or employment (including the military) at the date of participation; this measure seeks the # of youth who are employed (including military) or enrolled in post-secondary education and/or advanced training/occupational skills in the first quarter after the exit quarter.	30%



One-Stop RFP Bidder's Conference
Wednesday, February 11
 10:00 a.m. – Noon
 McMILLAN Training Room
 2975 McMILLAN

Youth Services RFP Bidder's Conference
Wednesday, February 11
 3:00 p.m. – 5:00 p.m.
 McMILLAN Training Room
 2975 McMILLAN



ATTACHMENT A: COMMON MEASURES AT-A-GLANCE

ADULT MEASURES

Entered Employment

Of those who are not employed at the date of participation:

of adult participants who are employed in the first quarter after the exit quarter

of adult participants who exit during the quarter

Employment Retention

Of those who are employed in the first quarter after the exit quarter:

of adult participants who are employed in both the second and third quarters after the exit quarter

of adult participants who exit during the quarter

Average Earnings

Of those adult participants who are employed in the first, second, and third quarters after the exit quarter:

Total earnings in the second plus the total earnings in the third quarters after the exit quarter

of adult participants who exit during the quarter

YOUTH MEASURES

Placement in Employment or Education

Of those who are not in post-secondary education or employment (including the military) at the date of participation:

of youth participants who are in employment (including the military) or enrolled in post-secondary education and/or advanced training/ occupational skills training in the first quarter after the exit quarter

of youth participants who exit during the quarter

Attainment of a Degree or Certificate

Of those enrolled in education (at the date of participation or at any point during the program):

of youth participants who attain a diploma, GED, or certificate by the end of the third quarter after the exit quarter

of youth participants who exit during the quarter

Literacy and Numeracy Gains

Of those out-of-school youth who are basic skills deficient:

of youth participants who increase one or more educational functioning levels

of youth participants who have completed a year in the program (i.e., one year from the date of first youth program service) plus the # of youth participants who exit before completing a year in the youth program

Attachment - Common Measures Definitions

Common Measures definitions for Youth RFP

Placement in Employment or Education

This measure assesses the percentage of youth who have completed services and are placed in employment or postsecondary education or training. Youth are counted in this measure only once they have exited.

Youth who are already in employment or post-secondary education when they enroll in WIA youth program will not be considered in this measure (they are excluded from the measure). Placement includes employment, postsecondary education, military, advanced training, occupational skills training. Placement in secondary education does not qualify as a placement under this measure, although returning youth to or helping them remain in secondary education is desirable. This policy is consistent with the Department of Labor Employment and Training Administration vision to ensure youth successfully complete their secondary education, which will ultimately lead to better long-term success in the workforce.

Attainment of a Degree or Certificate

This measure assesses the percentage of youth who have completed services and have attained a diploma, GED, or other certificate (see Glossary for definition of certificate). Youth are counted in this measure only once they have exited.

Only youth who are enrolled in some type of education, while they are enrolled in the WIA youth program, are included in this measure. This includes those who are already in an education program when they enroll in the WIA youth program, as well as those who begin an education program at any point during their participation in the WIA youth program. It includes youth enrolled in secondary education, post-secondary education, advanced training, occupational skills training, adult education, or any other organized program of study leading to a certificate.

Literacy and Numeracy Gains

This measure assesses the percentage of out-of-school, basic skills deficient youth who have made literacy or numeracy gains within a year of entering the WIA program. Youth are counted in this measure once they have completed a year in the program, or once they have exited, whichever comes first.

A literacy or numeracy gain is defined as an increase in one or more educational functioning levels. The increase in literacy and numeracy skills of youth is determined through a common assessment tool administered at program entry and regular intervals thereafter. Only youth who are out-of-school at enrollment in the WIA program, and are basic skills deficient are included in this measure. In-school youth are excluded from this

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measure. Youth who are determined by pre-tests not to be basic skills deficient are not included in this measure.

More information on Literacy and Numeracy educational functioning levels, assessment tools, and testing intervals, as well as further discussion of the Placement measure and the Attainment of Degree or Certificate measure, may be found in the U.S. Department of Labor Employment and Training Administration Common Measures Policy (TEGL 17-05). This document may be found at http://www.doleta.gov/performance/guidance/tools_commonmeasures.cfm

ATTACHMENT C – EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS

Outcome Measures Definitions	
Literacy Level	Mathematics Level
<p>Beginning ABE Literacy Test Benchmark: TABE (7-8 and 9-10) scale scores (grade level 0-1.9): Reading 367 and below Total Math 313 and below Language 392 and below CASAS: 200 and below</p> <p>ABLE scale scores (grade level 0-1.9): Reading 524 and below Math 529 and below</p>	<p>Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read and write letters and numbers, but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling.</p> <p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations, but lacks clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and consistent use of punctuation (e.g., periods, capitalization).</p>
<p>Beginning Basic Education Test Benchmark: TABE (7-8 and 9-10): scale scores (grade level 2-3.9): Reading: 368-460 Total Math: 314-441 Language: 393-490 CASAS: 201-210</p> <p>ABLE scale scores (grade level 2-3.9): Reading: 525-612 Math: 530-592</p>	<p>Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.</p> <p>Individual can count, add and subtract three digit numbers, can perform multiplication through 12; can identify simple fractions and perform other simple arithmetic operations.</p>
<p>Functional/Job Ready Basic Education Level Test Benchmark: TABE (7-8 and 9-10): scale scores (grade level 4-5.9): Reading: 461-560 Total Math: 442-523 Language: 491-590 CASAS: 211-300</p> <p>ABLE scale scores (grade level 4-5.9): Reading: 613-712 Math: 603-702</p>	<p>Individual has little or no ability to read basic signs or maps, can provide limited personal information on simple forms. This individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.</p> <p>Individual is able to read simple directions, signs and maps, fill out simple forms requiring basic personal information, write phone messages and make simple changes. There is minimal knowledge of, and experience with, using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts, e.g. understand a log or related to worker safety before using a piece of machinery; can read want ads and complete simple job applications.</p>

Outcome Measures Definitions		Educational/Functional Level: Applied Basic Education/Level: Functional and Workplace Skills	
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Low Intermediate Basic Education Test benchmark: TABE (7-9 and 9-10) scale scores (grade level 4-5.9): Reading: 461-517 Total Math: 442-505 Language: 491-523 CASAS: 211-220 ABLE scale scores (grade level 4-5.9): Reading: 613-645 Math: 593-642</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can infer actions required in specific willon directions; can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits; can identify and use all basic mathematical symbols.</p>	<p>Individual is able to handle basic reading, writing and computational tasks related to the roles, such as completing medical forms, order forms or job applications; can read simple charts, graphs, labels and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; can read simple alerts and create and take routine measurements.</p>
<p>High Intermediate Basic Education Test benchmark: TABE (7-9 and 9-10) scale scores (grade level 8-9.9): Reading: 518-586 Total Math: 508-565 Language: 524-559 CASAS: 221-235 ABLE scale score (grade level 8-9.9): Reading: 646-681 Math: 643-693 WorkKeys scale scores: Reading for Information: 75 - 76 Writing: 75 - 77 Applied Mathematics: 75 - 77</p>	<p>Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not confidently. The individual can write simple narrative descriptions and short essays on familiar topics; has consistent use of basic punctuation, but makes grammatical errors with complex structures.</p>	<p>Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; can perform basic operations on fractions.</p>	<p>Individual is able to handle basic life skills tasks such as graphs, charts and labels, and can follow multi-step diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts; can follow simple instructions for using technology.</p>

Outcome Measure Definitions		Functional Workplace Skill	
Career and Technical Education Level Description - Applied Basic Education Levels		Numeracy Skills	
Library Level	Basic Reading and Writing	Numeracy Skills	
<p>Low Adult Secondary Education Test benchmark: TABE (7-8 and 9-10): scale scores (grade level 9-10.9): Reading: 567-595 Total Math: 566-594 Language: 560-585</p> <p>CASAS: 236-245</p> <p>ABLE scale scores (grade level 9-10.9): Reading: 682-688 Math: 694-716</p> <p>WorkKeys scale scores: Reading for Information: 79 - 81 Writing: 78 - 85</p> <p>Applied Mathematics: 78 - 81</p>	<p>Individual can comprehend expository writing and identify spelling, punctuation and grammatical errors; can comprehend a variety of materials such as periodicals and non-technical journals on common topics; can comprehend library reference materials and compose multi-paragraph essays; can listen to oral instructions and write an accurate synthesis of them; can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; can write personal notes and letters that accurately reflect thoughts.</p>	<p>Individual can perform all basic math functions with whole numbers, decimals and fractions; can interpret and solve simple algebraic equations, tables and graphs and can develop own tables and graphs; can use math in business transactions.</p>	<p>Individual is able or can learn to follow simple multi-step directions, and read common legal forms and manuals; can integrate information from texts, charts and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; can interpret the appropriate use of new software and technology.</p>
<p>High Adult Secondary Education Test benchmark: TABE (7-8 and 9-10): scale scores (grade level 11-12): Reading: 596 and above Total Math: 595 and above Language: 586 and above</p> <p>CASAS: 246 and higher</p> <p>ABLE scale scores (grade level 11-12): Reading: 699 and above Math: 717 and above</p> <p>WorkKeys scale scores: Reading for Information: 82 - 90 Writing: 86 - 90</p> <p>Applied Mathematics: 82 - 90</p>	<p>Individual can comprehend, explain and analyze information from a variety of literary works, including primary source materials and professional journals; can use context clues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail; can use varied and complex sentence structures with few mechanical errors.</p>	<p>Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines and surfaces; can also apply trigonometric functions.</p>	<p>Individual is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes; can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations and can instruct others, in written or oral form on software and technology use.</p>

Outcome Measure Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTOR ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<p>Beginning ESL Literacy</p> <p>Test benchmark: CASAS (all): 180 and below SPL (Speaking) 0-1 SPL (Reading and Writing) 0-1 Oral BEST: 0-16 BEST Plus: 400 and below Literacy BEST: 0-7</p>	<p>Individual cannot speak or understand English, or understands only isolated words or phrases.</p>	<p>Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.</p>	<p>Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.</p>
<p>Beginning ESL</p> <p>Test benchmark: CASAS (all): 181-200 SPL (Speaking) 2-3 SPL (Reading and Writing) 2-4 Oral BEST 16-41 BEST Plus: 401-438 Literacy BEST: 8-46</p>	<p>Individual can understand frequently used words in context and very simple phrases spoken slowly and with some repetition; there is little communicative output and only in the most routine situations; little or no control over basic grammar; survival needs can be communicated simply, and there is some understanding of simple questions.</p>	<p>Individual can recognize, read and write numbers and letters, but has a limited understanding of connected prose and may need frequent re-reading; can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling.</p>	<p>Individual functions with difficulty in situations related to immediate needs and in limited social situations; has some simple oral communication abilities using simple learned and repeated phrases; may need frequent repetition; can provide personal information on simple forms; can recognize common forms of print found in the home and environment, such as labels and product names; can handle routine entry level jobs that require only the most basic written or oral English communication and in which job tasks can be demonstrated. There is minimal knowledge or experience using computers or technology.</p>
<p>Low Intermediate ESL</p> <p>Test benchmark: CASAS (all): 201-210 SPL (Speaking) 4 SPL (Reading and Writing) 5 Oral BEST: 42-50 BEST Plus: 439-472 Literacy BEST: 47-53</p>	<p>Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; has some control of basic grammar.</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations, but lacks clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can interpret simple directions and schedules, signs and maps; can fill out simple forms, but needs support on some documents that are not simplified; can handle routine entry level jobs that involve some written or oral English communication, but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).</p>

Outcome Measure Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS — ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<p>High Intermediate ESL</p> <p>Test benchmark: CASAS (all): 211-220 SPL (Speaking) 5 SPL (Reading and Writing) 8 Oral BEST: 51-57 BEST Plus: 473-506 Literacy BEST: 64-65</p>	<p>Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; relies on description and concrete terms. There is inconsistent control of more complex grammar.</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can edit and peer edit for spelling and punctuation errors.</p>	<p>Individual can meet basic survival and social needs; can follow some simple oral and written instruction and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; complete basic medical forms and job applications; can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. The individual can work with or learn basic computer software, such as word processing; can follow simple instructions for using technology.</p>
<p>Low Advanced ESL</p> <p>Test benchmark: CASAS (All): 221-235 SPL (Speaking) 6 SPL (Reading and Writing) 7 Oral BEST 58-64 BEST Plus: 507-540 Literacy BEST: 68 and above</p>	<p>Individual can converse on many everyday subjects and some subjects with unfamiliar vocabulary, but may need repetition, rewording or slower speech; can speak creatively, but with hesitation; can clarify general meaning by rewording and has control of basic grammar; understands descriptive and spoken narrative and can comprehend abstract concepts in familiar contexts.</p>	<p>Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics, such as customs in native country; has consistent use of basic punctuation, but makes grammatical errors with complex structures.</p>	<p>Individual can function independently to meet most survival needs and can communicate on the telephone on familiar topics; can interpret simple charts and graphics; can handle jobs that require simple oral and written instructions, multi-step diagrams and limited public interaction. The individual can use all basic software applications, understand the impact of technology and select the correct technology in a new situation.</p>
<p>High Advanced ESL</p> <p>Test benchmark: CASAS (All): 236-245 SPL (Speaking) 7 SPL (Reading and Writing) 8 Oral BEST 65 and above BEST Plus: 541-598 Exit Criteria: SPL 8 (BEST Plus 599 and higher)</p>	<p>Individual can understand and participate effectively in face-to-face conversations on everyday subjects spoken at normal speed; can converse and understand independently in survival, work and social situations; can expand on basic ideas in conversation, but with some hesitation; can clarify general meaning and control basic grammar, although still lacks total control over complex structures.</p>	<p>Individual can read authentic materials on everyday subjects and can handle most reading related to life roles; can consistently and fully interpret descriptive narratives on familiar topics and gain meaning from unfamiliar topics; uses increased control of language and meaning-making strategies to gain meaning of unfamiliar texts. The individual can write multiparagraph essays with a clear introduction and development of ideas; writing contains well formed sentences, appropriate mechanics and spelling, and few grammatical errors.</p>	<p>Individual has a general ability to use English effectively to meet most routine social and work situations; can interpret routine charts, graphs and tables and complete forms; has high ability to communicate on the telephone and understand radio and television; can meet work demands that require reading and writing and can interact with the public. The individual can use common software and learn new applications; can define the purpose of software and select new applications appropriately; can instruct others in use of software and technology.</p>

Source: U.S. Department of Education, Office of Vocational and Adult Education.