

Workforce Development Board, Inc. of Oswego County

REQUEST FOR PROPOSAL (RFP)

FOR WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA) TITLE I YOUTH SERVICES

**Program Year 2020
(July 1, 2020 through June 30, 2021)**

***With possible extension for an additional four years**

***** Please Note *****

The requirements under this solicitation are based on the federal Workforce Innovation and Opportunity Act, signed into law on July 22, 2014. This legislation represents a significant change in priorities and requirements from previous federal workforce legislation. All potential applicants should read this RFP carefully.

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Part One: Background Information

A. Purpose

The Workforce Development Board (WDB), Inc. of Oswego County (WDB) is soliciting proposals from qualified sources to provide services to Oswego County eligible youth in accordance with the federal Workforce Innovation and Opportunity Act (WIOA) which was enacted on July 22, 2014. Please refer to <http://www.doleta.gov/WIOA> for more information on WIOA.

This request is being released to solicit proposals from those interested in working collaboratively to provide comprehensive educational, developmental and employment preparation services to eligible, disadvantaged youth. It is anticipated that up to \$100,000 will be made available for the period July 1, 2020 through June 30, 2021 to serve Oswego County youth. Contingent on successful contractor performance and funding availability, contracts may be renewable up to four additional years. Up to \$500,000 is anticipated to be available over the five-year period. The available funding is an estimate solely for the purpose of offering guidance to bidders, and is based on the Program Year (PY) 2019 WIOA allocation. Final contracts will be based on the actual PY 2020 WIOA allocation, which to date has not been announced. The WDB expects to award up to five contracts ranging between \$5,000 and \$50,000. 75% of the youth funding available through this solicitation must be spent on out-of-school youth (OSY).

In keeping with the intent of the WIOA, the WDB is committed to assisting disadvantaged youth prepare for and enter employment, increase occupational and academic skills and obtain credentials, attain a high school (HS) diploma or its recognized equivalent, enroll in job training or higher education and increase earnings. The WDB is seeking organizations that have a successful record of serving youth and can demonstrate the ability to meet the challenges of creating effective, performance-based services. Youth serving organizations are invited to respond to this RFP as an important step toward building a system of integrated youth services that provide Oswego County youth with the necessary skills and opportunities to succeed in education, at work and as members and leaders in their communities.

Oswego County Workforce New York (OCWNY), an American Job Center (formerly the One-Stop Center), is designated as the agent to provide design framework services. Framework services include determining youth eligibility for program services, conducting employment assessment, developing the Individual Service Strategy (ISS) for each youth, providing case management services to eligible youth, and referring youth for program services contracted from this RFP. Youth program services are based on 14 program elements identified in Section 129 (c) (2) of the federal WIOA and in [Training and Employment Guidance Letter 21-16](#).

WIOA 14 Program Elements:

Tutoring, Study Skills Instruction/Dropout Prevention for HS Diploma Element (#1)

Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies are services that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential. Tutoring, study skills training and instruction are

services that focus on providing academic support, helping a youth identify areas of academic concern, assisting with overcoming learning obstacles, and providing tools and resources to develop learning strategies. Tutoring, study skills training and instruction can be provided one-on-one, in a group setting, through resources and workshops.

Secondary school dropout prevention strategies are intended to lead to a high school diploma and include services and activities that keep a young person in-school and engaged in a formal learning and/or training setting.

Activities to keep a youth in-school and engaged in a formal learning and/or training setting.

Example Services that lead to HS diploma:

- Literacy development
- Active learning experiences
- After-school opportunities
- Individualized instruction
- Remedial academic instruction
- Career Development and Occupational Studies (CDOS) with HS diploma education
- Academic supports
- Identify academic concerns
- Develop learning strategies
- Secondary school dropout prevention strategies

Alternative Secondary School/Dropout Recovery for HS Equivalency Element (#2)

Education/training for youth who have struggled in traditional secondary education leading to recognized NYS HS Equivalency and not HS diploma or credential. Dropout recovery services or alternative secondary school services with a goal of helping the youth to re-engage and persist in education that leads to the completion of a recognized high school equivalent.

Example Services leading to HS equivalency:

- Basic education skills training
- Individualized Instruction
- English as a Second Language training
- HS Equivalency approved by NYS Department of Education, e.g.:
 - Test Assessing Secondary Completion (TASC)
 - Regents-TASC preparation
 - National External Diploma Program
 - College Credit and Out-of-State Testing
- Remedial academic instruction
- Career Development and Occupational Studies (CDOS) with HS equivalency education
- Education plan development for youth who have dropped out of school
- Educational credit recovery for youth who have dropped out of school

Work Experience Element (#3)

WIOA § 681.600 defines Work experience as “a planned, structured learning experience that takes place in a workplace for a limited period of time. Work experience may be paid or unpaid, as appropriate. A work experience may take place in the private for-profit sector, the non-profit sector, or the public sector. Labor standards apply in any work

experience where an employee/employer relationship, as defined by the Fair Labor Standards Act or applicable State law, exists. Work Experiences provide the youth participant with opportunities for career exploration and skill development. Allowable work experience expenditures include the following:

- Staff time working to identify and develop a work experience opportunity, including staff time spent working with employers to identify and develop the work experience;
 - Staff time working with employers to ensure a successful work experience, including staff time spent managing the work experience;
 - Staff time spent evaluating the work experience;
 - Participant work experience orientation sessions;
 - Employer work experience orientation sessions;
 - Classroom training or the required academic education component directly related to the work experience;
 - Incentive payments directly tied to the completion of work experience; and
 - Employability skills/job readiness training to prepare youth for a work experience
 - Wage/stipends paid for participation in a work experience.
- Characteristics of work experience:
 - Planned, structured learning experience
 - Paid or unpaid
 - For a limited period-of-time
 - Compliant with labor standards laws
 - Connected with career interests of youth or provides transferrable skills
 - Three required simultaneous or sequential work experience components:
 - Work at a work site
 - Academic education at or away from work site
 - Occupational education at or away from work site

Local areas have the flexibility to decide who provides the academic and occupational components.

- The academic and occupational education component refers to contextual learning that accompanies a work experience. It includes the information necessary to understand work in specific industries and/or occupations.
- WIOA identifies the following categories of work experience:
 - 1) Summer employment opportunities
 - 2) Other employment opportunities available throughout the school year
 - 3) Pre-apprenticeship programs
 - 4) Internships
 - 5) Job Shadowing
 - 6) On-the-Job Training (OJT) Opportunities
 - 7) Other work experience opportunities
- Provides the youth with opportunities for career exploration, skill development, and to reflect on personal, job-specific and transferrable skills
- 20% of local area funds must be spent on this element, excluding supportive services assisting the youth in participating in work experience

Employment/Internships, Not Limited to Summer

Key Concepts:

- Work experience placement that is not limited to the summer months:
 - Internships
 - Work-based learning
 - Job

Job Shadowing

Key Concepts:

- Youth learn about a job by witnessing the work day as a shadow of a competent worker
- Temporary, unpaid exposure to workplace
- Experience in occupational area of interest to participants
- Youth witness firsthand the:
 - Work environment
 - Employability and occupational skills in practice
 - The values of professional training
 - Potential career options
- Youth conduct informational interviews of staff at job shadowing site

On-the-Job Training

Key Concepts:

- Occupational training is provided for the participant in exchange for wage reimbursement
- Hands-on, productive work
- Limited duration as appropriate to the occupation
- Requires a contract with the business or registered apprenticeship program sponsor in the public, private non-profit, or private sector

Pre-Apprenticeship Programs

Key Concepts:

- Prepares youth to enter and succeed in a registered apprenticeship program
- Should include opportunities to attain at least one industry-recognized credential
- Requires a partnership with one or more registered apprenticeship programs for placement of pre-apprenticeship program participants into a registered apprenticeship
- Training and curriculum based on the skill needs of businesses in the region and state
- Includes educational and career counseling and supportive services
- Involves hands-on, meaningful learning activities that are connected to education and training activities, such as exploring career options, and understanding how skills acquired through coursework can be applied to future career

Other Work Experience Type (Youth)

Key Concepts:

- Experience that is not Summer Employment, Internship, Pre-apprenticeship, OJT, Job Shadowing, and Employment/Internship

Example Services:

- Any other work experiences that meet the characteristics of work experiences

Occupational Skills Training Element (#4)

- Organized program of study providing specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry level, intermediate or advanced levels.
- Must give priority consideration to occupational skills trainings that are:
 - Aligned with local area in-demand industry sectors and occupations
 - Outcome-oriented
 - Aligned with ISS
 - Lead to a recognized postsecondary credential
- WIOA funds are provided through Individual Training Accounts (ITAs) for customers to participate in occupational skills training(s):
 - With Youth Program funds only OSY are allowed to receive an ITA
 - In-school youth (ISY) 18 or older may receive an ITA only from Adult/Dislocated Worker Program funds, if they are co-enrolled

Example Services:

- National Institute for Automotive Service Excellence
- National Institute for Metalworking Skills, Inc., Machining Level I
- Microsoft Certified IT Professional
- Certified Novell Engineer
- Sun Certified Java Programmer
- Federal Aviation Administration aviation mechanic license
- State-licensed asbestos inspector
- Certified Nursing Assistant
- Licensed Practical Nurse
- ServSafe Food Handler, OSHA 10, CPR Training (these are not a WIOA credential for performance)

Integrated Ed./Education Concurrent with Workforce Preparation Element (#5)

Education offered concurrently with workforce preparation and training reflects an integrated education and training model and describes how workforce preparation activities, basic academic skills, and hands-on occupational skills training are to be taught within the same timeframe and connected to training in a specific occupation, occupational cluster, or career pathway.

- Three components offered concurrently, or within the same time frame and as part of a planned study/training:
 - Basic academic skills education
 - Workforce preparation activities and
 - Hands-on occupational skills training
- Connection to training in specific occupational cluster or career pathway
- Integrated education and training model is not any of the following which occur separately and at different times:
 - Occupational skills training that includes hands-on component, such as CNA
 - Alternative secondary school services with basic academic education component
 - Work experience with hands-on occupational skills training and/or workforce preparation
- Preferably provides a certificate in career/technical program

Example Services:

- Integrated Basic Education and Skills Training (IBEST) programs
- Career Pathways Programs with three components of Integrated Education

Leadership Development Opportunities Element (#6)**Key Concepts:**

- Opportunities that encourage:
 - Responsibility
 - Confidence
 - Employability
 - Self-determination
 - Positive social behaviors

Example Services:

- Exposure to postsecondary educational possibilities
- Community and service learning projects

- Peer-centered activities, including peer mentoring and tutoring
- Civic engagement activities which promote the quality of life in a community
- Trainings for, but not limited to:
 - Organizational and team work
 - Decision-making
 - Team leadership
 - Citizenship
 - Life skills
 - Determining priorities
 - Problem solving
 - Parenting skills
 - Work behavior
- Serving on youth leadership committees, such as a Standing Youth Committee

Supportive Services Element (#7)

Supportive Services are services that enable youth to participate in WIOA activities. These services include, but are not limited to, (a) Linkages to Community Services; (b) Assistance with transportation; (c) Assistance with child care and dependent care; (d) Assistance with housing; (e) Needs-related payments; (f) Assistance with educational testing; (g) Reasonable accommodations for youth with disabilities; (h) Legal aid services; (i) Referrals to health care; (j) Assistance with uniforms or other appropriate work attire and work-related tools, including such items as eyeglasses and protective eye gear; (k) Assistance with books, fees, school supplies, and other necessary items for students enrolled in postsecondary education classes; and (l) Payments and fees for employment and training-related applications, tests and certifications. Supportive Services may be provided to cover the cost of a service itself (i.e. child care, bus pass), or cover the cost of assisting an individual to enable them to navigate systems to access needed services (e.g. transportation, child care, housing, etc.).

Supportive Services – Child Care

Example Services: Assistance with child care

Supportive Services – Dependent Care

Example Services: Assistance with dependent care

Supportive Services – Housing

Example Services: Assistance with housing

Supportive Services – Needs-Related Payments

- Financial assistance to participants for enabling them to participate in training, who are not (or no longer) qualifies for unemployment compensation

Example Services:

- Financial assistance to participate in training

Supportive Services – Transportation

Example Services: Assistance with transportation

Supportive Services – Other

Example Services:

- Services that do not fit any of the above Service Types, but not limited to:
 - Assistance with books, fees and school supplies

- Purchase of uniform/proper work attire
- Legal aid services\
- Fees for Record for Arrests and Prosecutions (RAP) sheet requests
- Payments for fees for employment and training-related applications, tests, and certification
- Linkages to community services
- Job coaching

Adult Mentoring Element (#8)

- Formal relationship between youth and an adult mentor
- Must last at least 12 months
- Face-to-face, one-on-one interactions
- Structured activities with guidance, support, and encouragement to develop the competence and character of the mentee
- Building meaningful trust with the youth
- Adequate screening and selection of mentors

Example Services:

- Workplace mentoring
- One-on-one mentoring
- Group mentoring
- Mentoring via electronic means

Follow-Up Services Element (#9)

Critical services provided following a youth’s exit from the program to help ensure the youth is successful in employment and/or post-secondary education and training. Follow-up services may include regular contact with a youth participant’s employer, including assistance in addressing work-related problems that arise.

Criteria:

- During design framework, youth should be informed of 12-month post-exit follow-up services
- Begins immediately after the last expected date of service in the Youth Program or any other DOL-funded program in which the participant is co-enrolled
- Use of a follow-up agreement with the youth to ensure their buy-in and clarify expectations a few months before exit
- Post-exit or after last date of service, follow-up services include, provision of:
 - Concrete services that are not any of the 13 WIOA Youth Program elements and help youth with success in employment or training
- Follow-up service must not include, post-exit contacts attempted or made for the sole purpose of securing documentation to report performance or getting an update without provision of a concrete follow-up services
- Required for at least 12 months after the last planned service end date or when no future services are scheduled
- The type, frequency, and intensity of follow-up must align with needs and strengths of each youth and the local follow-up policy

The following Program Elements can be provided as Follow Up Services:

Follow-Up Adult Mentoring

Follow-Up Financial Literacy

Follow-Up Supportive Services

Follow-Up Labor Market and Employment Information

Follow-Up Postsecondary Transition

Example Services:

- Same services as in the respective element (Adult Mentoring, Financial Literacy, Supportive Services, LMI and Postsecondary Transition, but post-exit services or after last expected date of service

Follow-Up Non-Element (Youth)

- Concrete follow-up service that does not fit any of the 13 elements

Example Services:

- Contact with training provider/college advisor and subsequent interaction with youth
- Regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise

Comprehensive Guidance and Counseling Element (#10)

Comprehensive guidance and counseling provides individualized counseling to participants. This includes drug and alcohol abuse counseling, mental health counseling and referral to partner programs as appropriate to the needs of individual youth; provides therapeutic professional counseling.

- Referral to therapeutic and professional counselling with required coordination and follow-up with partnering organization to ensure continuity of service and case management
- Does not include typical case management or supportive services

Example Services:

- Substance abuse prevention counseling
- Mental health counseling, for example:
 - Domestic violence prevention
 - Anger management
 - Trauma-informed counseling
 - Behavioral health treatment

Financial Literacy Education Element (#11)

- Helps youth gain knowledge, skills and the confidence to make informed financial decisions
- Helps youth attain greater financial health and stability using tools, strategies and training that is:
 - High quality
 - Age-appropriate
 - Relevant
 - Places lessons into practice
 - Timely
- Provides comprehensive financial literacy education based on the needs of the youth, instead of only teaching them budgeting

Example Services:

- Opening a bank account
- Effectively managing credit, debt, student loans, consumer credit and credit cards
- Understanding credit score and reports to ensure their accuracy
- Understanding, evaluating, and comparing financial products, services, and opportunities
- Developing a savings plan
- Educating about identity theft
- Benefits planning and work incentives
- Meeting financial literacy needs of non-English speakers with appropriate training and materials
- Budget creation, for example with Dollars and Sense in CareerZone/JobZone

Entrepreneurial Skills Training Element (#12)

Entrepreneurial Skills Training provides the basics of starting and operating a small business. Such training must develop the skills associated with entrepreneurship.

- Offers entrepreneurship education, enterprise development and experiential programs to help the youth start and operate a small business
- Develops skills such as, but not limited to:
 - Taking initiative
 - Creatively seek out and identify business opportunities
 - Developing budgets
 - Forecasting resource needs
 - Understanding various options for acquiring capital and the trade-offs associated with each option
 - Communicating effectively and marketing oneself and one's ideas

Example Services:

- Entrepreneurship Education:
 - Introduction to the values and basics of starting and running a business
 - Development of business budgets
 - Guidance in development of a business plan
- Enterprise Development:
 - Supports and services that incubate and help youth develop their own businesses
 - Assistance with obtaining small business loans or grants
- Experiential programs:
 - Creation of a youth-run business for youth to experience day-to-day operations
 - Facilitate placement in apprentice or internship positions with adult entrepreneurs

Labor Market and Employment Information Element (#13)

This element includes services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area.

- Provides labor market and employment information, including:
 - Career Awareness: develops knowledge of the variety of careers and occupations available, their skill requirements, working conditions and training prerequisites, and job opportunities across industries and occupations that are in-demand in the state and local area
 - Career Exploration: Assists youth with choosing an education/training or job which fits their interests, skills and abilities

- Career Counseling or Guidance: provides advice and support in making decisions about career paths to take

Example Services:

- Explore earning potential, education and skills requirements, career pathways, job openings, job application process, potential earnings, and more
- Job search workshops
- Exploration of careers on CareerZone/JobZone
- Participation in job club
- Tour of a business
- Mock interviews and interviewing skills development preparation
- Discussion of assessment results
- Attendance of an alumni presentation on their career journey
- Career assessments to identify interests, values, abilities, and aptitudes
- Resume and cover letter preparation
- long-term benefits of education and training
- Understanding process of maintaining professional references
- Online social media job club
- Discussing job opportunities

Postsecondary Education/Training Preparation and Transition Element (#14)

Activities that help youth prepare for and transition to postsecondary education and training.

- Assists youth with transition to postsecondary education after attaining a high school diploma or its recognized equivalent.
- Adheres to changing guidelines and connects youth postsecondary educational programs

Example Services:

- Exploration of postsecondary education, including technical training, community colleges, 4-year colleges, universities, and registered apprenticeships
- Assistance with preparing for SAT/ACT testing
- Development of college admission applications
- Searching/applying for scholarships and grants
- Preparation of financial aid paperwork

The intent of this RFP is to enhance existing programs/services rather than to duplicate them. Through a Resource Mapping Process, the WDB was able to identify several youth program elements already available in the community. Therefore, priority will be given to proposals that address Adult Mentoring, the only element not readily available in the community. However, the WDB will consider proposals that address any of the program elements identified above.

It is the mission of the WDB to: promote an integrated system using sound youth development practices which enable Oswego County Youth to obtain the skills needed to succeed in the workplace and beyond. The system will be supported by a partnership, which includes all appropriate public and private providers of education, workforce and supportive services.

The system should link services to local labor market needs, community youth programs, and services that have strong connections between academic and occupational learning and

which provide for the holistic development of youth. Program activities should also address "career pathways" for eligible youth. A priority is placed on providing services to youth with disabilities.

The WDB intends to:

- fund performance based programs that result in measurable outcomes;
- allocate a minimum of 75% of available funding for services to out-of-school youth; and
- expend a minimum of 20% of all available WIOA Youth funding on Work Experience.

In addition, the WDB will view favorably programs that:

- establish and maintain strong partnerships with providers that serve youth,
- leverage other funding resources to provide WIOA youth services,
- target out-of-school youth and youth transitioning from school to work, and
- incorporate targeted industry clusters (Advanced Manufacturing, Energy, Healthcare, Tourism and the Skilled Trades)
- emphasize Work Experience activities that result in unsubsidized employment
- support the concept of developing and building upon the assets of youth rather than focusing on barriers.

A sub-committee of the Youth Council of the WDB will review and accept proposals and make a recommendation to the WDB for approval. Procedures and criteria for evaluating potential contracts are outlined in Part Three, section C of this RFP. Key definitions can be found in Attachment A of this document.

B. Target Population

Youth to be served in these programs must be between the ages of sixteen (16) and twenty-four (24). Priority will be given to programs that serve out-of-school youth.

Eligible youth are those age sixteen (16) to twenty-four (24) and who at enrollment are:

- Eligible to work in the United States (see revised Homeland Security I-form available at <https://www.uscis.gov/i-9>; AND
- (if applicable) a male who meets the requirements of Section 3 of the US Military Selective Services Act; AND an

OUT-OF SCHOOL YOUTH - the term 'out-of-school' youth means a youth described in section 129(a)(1)(B).

In this title 'out-of-school' youth means an individual who is:

- (1) Not attending any school (as defined under State law); AND
- (2) Not younger than age 16 or older than age 24 years; AND
- (3) One or more of the following:
 - >A high school dropout
 - >A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter
 - >A recipient of a secondary school diploma or its recognized equivalent who is a low- income individual AND
 - (a) basic skills deficient; OR
 - (b) an English language learner
 - >An individual who is subject to the juvenile or adult justice system
 - >A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6)), a homeless child or youth (as

defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C.11434a(2)), a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement.

>An individual who is pregnant or parenting

>A youth who is an individual with a disability

>A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

IN-SCHOOL YOUTH - "in-school youth" means an individual who is attending school (as defined by State law) not younger than age 14 or (unless an individual with a disability who is attending school under State law) older than age 21; a **low-income individual**; and one or more of the following:

>Basic skills deficient.

>An English language learner.

>An offender.

>A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6))), a homeless child or youth (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))), a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement.

>Pregnant or parenting.

>A youth who is an individual with a disability.

>An individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

See: [WIOA Title I Youth Program Eligibility Guide](#)

While both in and out of school youth may be served, not less than 75% of the funding available through this RFP must be spent on out-of-school youth.

In addition, at least 20% of all WIOA youth funding must be spent on Work Experience.

C. Eligible Providers

The applicant can be a private, public, for profit or not for profit service provider. The applicant must demonstrate capability and effectiveness in establishing and maintaining partnerships, recruitment and integration of partners from business and education, ongoing creative program design and development and ability to administer services outlined in this RFP. Examples of eligible providers are: School Districts, Rehabilitation Agencies, BOCES, Community Based Organizations, Proprietary Schools, and Post-Secondary Institutions. Contracted agencies are encouraged to collaborate with AJC Case Manager to recommend other services that will enable each youth served to achieve maximum overall positive development.

The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, Section 200.50 calls for audits to be required of agencies that received \$750,000 in federal funding for fiscal years ending after December 31, 2003. See <http://www.gpo.gov/fdsys/pkg/FR-2013-12-26/pdf/2013-30465.pdf> for further guidance. Any agency or provider receiving funding through this RFP is subject to this directive and will need to forward a copy of their annual audit when requested to do so.

D. Priority Program Elements

WIOA specifies fourteen elements that may be funded under the Act as part of a youth's ISS. As many elements were identified as being readily available in the local community from a resource mapping process, the WDB will give priority to applications that address the following program element which is not considered readily available:

ADULT MENTORING for the period of participation and a subsequent period, for a total of not less than 12 months. E.g. sports programs, Big Brother/Big Sister programs, Job Shadowing/Internships

Proposals submitted for Adult Mentoring will be given priority. However, proposals may also be submitted for any of the other program elements. Proposal can be for a single element, or for any combination of the 14 program elements. For example, proposals may be submitted for one activity or service such as an after-school tutoring program or supportive services. Proposals may also be submitted for programs that provide a full range of services to youth. These programs could include many of the youth program elements such as tutoring, leadership development, mentoring, and other services as well. Creativity and innovativeness in program design and program services is encouraged. However, proposals must clearly articulate each program element being requested and the corresponding services that will be provided relating to that element. Services to be provided must meet the definitions provided on page 2 of this document.

The intent for ISY (both secondary and post-secondary) programming is to provide long-term comprehensive services building on existing services available to youth who are currently attached to an educational (school) entity. The plan outlined in the ISS is designed to provide services to motivate youth to complete school while linking their education to the workforce and their goals upon completion of education.

For OSY programming, the intent is to provide comprehensive, long-term services for young people who are not currently attached to an educational entity or school, or to the labor force. For those who have not completed secondary school, the ISS should address secondary school attainment along with a strong work strategy that attaches the individual to the workforce.

The ISS, a written plan of short and long-term goals addressing educational, occupational or vocational, and personal supportive service's needs, will help identify which of the program elements youth participants will need to access. The ISS shall identify career pathways that include education and employment goals, appropriate achievement objectives, and appropriate services for the youth based off of informal and formal assessments. The ISS for each youth will be completed by staff at the AJC.

Part Two: Program Operation

A. Management and Eligibility

Staff at the Oswego County Workforce New York, American Job Center (AJC) office will assess eligible youth and develop an ISS that will contain education and/or employment goals and the steps that will be followed to achieve them. This will include identification of needs and referral to provider services approved through this RFP to address those needs.

AJC case managers will refer youth to providers of services to assist youth in achieving their planned goals. Contracted agencies may also refer youth to the AJC for eligibility determination. The provider will be responsible for administering the service and achieving the desired outcome(s). The outcomes will be defined in the contract with each provider. The AJC Case Manager will track activities and convene partner meetings as appropriate. All required reporting for Title I Youth will be the responsibility of the OCWNY. However, contracted agencies will be required to submit youth progress reports on a weekly and/or monthly basis.

Oswego County uses the New York State Department of Labor's (NYS DOL) One Stop Operating System (OSOS) for tracking and recording youth progress and outcomes. Contractors to this agreement will be required to report services and outcome information to OCWNY on a weekly basis so information can be entered into OSOS within 5 business days. OCWNY will oversee the reporting on this system. Contractors will be required to expend a minimum of 75% of funds awarded on out-of-school youth and to report actual expenditures for these services on a monthly basis. In addition, contractors will be required to report all Work Experience program expenditures on a monthly basis as OCWNY will need to show a minimum of 20% of available funding is expended on Work Experience.

B. Performance

The Workforce Innovation and Opportunity Act (WIOA) has six indicators of performance. These indicators are:

- **Placement in Employment or Education (2nd quarter after exit)** - the percentage of program participants who are in education or training activities, or in unsubsidized employment, during the 2nd quarter after exit from the program.
- **Placement in Employment or Education (4th quarter after Exit)** - the percentage of program participants who are in education or training activities, or in unsubsidized employment, during the 4th quarter after exit from the program.
- **Median Earnings** - the median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program.
- **Attainment of a Degree or Certificate** - the percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent, during participation in, or within 1 year after, exit from the program.
- **Skills Gain** - the percentage of program participants who, during a program year, are in an education or training program that leads to a recognized post-secondary credential or employment, and who are achieving measure skill gains toward such a credential or employment.
- **Serving Employers** - the indicators of effectiveness in serving employers For

additional details on indicators of performance, see [TEGL 10-16 Change 1](#).

Youth performance measures are calculated from data recorded in the OSOS and/or wage and taxation records. Data collection and reporting are done by the OCWNY. However, contracted agencies will be required to report on every WIOA participant in their individual programs on a weekly basis so information can be entered into the NYS OSOS system. This report should include the youth's progress and any achievement of performance measures.

Benchmarks tied to performance will be negotiated with each partner agency and program contractor. Benchmarks, contract costs and youth progress will be monitored regularly by Oswego County and the WDB. The WDB retains the right to monitor all aspects of approved programs and the provider agrees to retain all records pertinent to this agreement, including financial, statistical, property, participant, and supporting documentation for a period of six years.

Following are the performance standards that the WDB of Oswego County negotiated with the New York State Department of Labor for Program Year 2018. **The goals for PY2020 are subject to change and will be shared once released by NYS.**

Oswego County Projected Performance Standards

WIOA Common Measures	PY 2018 Goal
Second Quarter Employment Rate <ul style="list-style-type: none"> • Education, Training or Employment in Second Quarter 	62.1%
Fourth Quarter Employment Rate <ul style="list-style-type: none"> • Education, Training or Employment in Fourth Quarter 	62.0%
Median Earnings	Baseline
Post-Secondary Credential	Baseline
Achieving Measurable Skills Gains	n/a
Effectiveness in Serving Employers	n/a

Note: Satisfactory performance is determined by meeting/exceeding 80% of identified goal.

How WIOA Youth Common Measures are calculated

<p>1) Second Quarter Employment Rate</p>	<p>The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program.</p>
<p>Education, Training or Employment in Second Quarter</p>	<p>For Youth programs, the above performance measure has an expanded description as follows: The percentage of program participants who are in education or training activities, or in unsubsidized employment during the second quarter after exit from the program.</p>
<p>2) Fourth Quarter Employment Rate</p>	<p>The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program.</p>
<p>Education, Training or Employment in Fourth Quarter</p>	<p>For Youth programs, the above performance measure has an expanded description as follows: The percentage of program participants who are in education or training activities, or in unsubsidized employment during the fourth quarter after exit from the program.</p>
<p>3) Median Earnings</p>	<p>The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program.</p>
<p>4) Post-secondary Credential</p>	<p>The percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent (subject to clause (iii), during participation in or within one year after exit from the program. Program participants who earn a secondary school diploma or its recognized equivalent will only be counted if they have also obtained or retained employment or are in an education or training program leading to a recognized postsecondary credential within one year after exit from the program.</p>

<p>5) Achieving Measurable Skills Gains</p>	<p>The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skills gains toward such a credential or employment. Measured during program participation.</p>
<p>6) Effectiveness in Serving Employers</p>	<p>Indicators of effectiveness in serving employers established pursuant to clause (iv). NYS to determine.</p>
<p>For additional details on indicators of performance, see TEGL 10-16 Change 1.</p>	

Part Three: Contractual Information

A. Timeframes for Contracts

- a. Proposals accepted through this RFP will be valid for the period July 1, 2020 through June 30, 2021.
- b. Contracts will be awarded for a one-year period with an option to renew up to four additional years. Contracts are renewed annually based on achievement outcomes as outlined in this RFP, and at the discretion of the WDB.
- c. Renewal of contracts is also contingent upon availability of sufficient Youth program funding under WIOA.
- d. Contracts awarded will be written agreements between the WDB, the bidder/awardee as the contractor, and Oswego County as the grant recipient/fiscal agent.

B. Vouchering

A contract will be developed with the providers selected from this RFP outlining the terms of the contract and the services each provider is authorized to provide. OCWNY will issue a letter authorizing payment (based on the terms outlined in the contract) for each participant referred and enrolled in the program. A copy of the terms and conditions that will be included in the contract is attached to this RFP (see Attachment E).

Contractors must submit a monthly voucher for reimbursement of the costs for providing these services. Payment will be made on a monthly basis, based upon costs agreed to in the contract and authorized through an authorization letter (see Attachment D). In addition, appropriate progress reports and and/or other required documentation (as will be outlined in the contract) must be submitted on a monthly basis with the voucher to claim reimbursement. Contractor performance will be monitored on a regular basis to ensure expenditures are appropriate and in line with performance expectations and contractual obligations.

C. Selection Criteria

Service Providers will be selected by the WDB according to the following qualities determined by their proposals:

- Design and Responsiveness of Program Proposed
- Bidder has the qualifications necessary to deliver effective program services
- Cost Effectiveness
- Timely Implementation
- Past Experience and Success

D. Review and Award Process

A sub-committee of the Youth Council of the WDB will review and make recommendations to the full WDB on each proposal submitted. The WDB will make the final decision on which proposals will be awarded contracts. Providers selected through this process will be notified in writing.

See RFP Bid Proposal Evaluation Form (Attachment F) to see how proposals will be scored.

The highest scoring proposals will be awarded contracts.

E. Limitations on the RFP

This RFP does not commit the WDB to award a contract or to pay any costs incurred in the preparation of a proposal.

The WDB, Inc. of Oswego County reserves the right to:

- Accept or reject any or all proposals received as a result of this request
- Modify any portion or other terms of this RFP
- Negotiate with all qualified proposing organizations/individuals
- Cancel in part, or in its entirety, this RFP if it is in the best interest of the WDB to do so
- Solicit additional proposals as necessary

Only Proposals accepted by WDB Inc. of Oswego County will be used. If approved as a service provider, youth will be referred to you for services. Payments will be authorized for each individual referred based on the costs outlined in the RFP.

There is no guarantee of a referral for any program or service. Referrals are contingent upon the needs of each youth and continued, sufficient levels of WIOA funding.

The Service Provider is aware that the WDB Inc. of Oswego County has declared a priority of service policy to be in effect for Veterans and Eligible Spouses of Veterans at every phase of services offered. The Service Provider agrees to abide by this policy.

The Service Provider is also aware that the WDB Inc. of Oswego County places a priority on services to youth with disabilities.

F. Timeline

RFP Issue Date	Thursday, February 6, 2020
Technical Assistance	Ongoing
Bidders Conference <u>Location:</u> 121 East First Street Oswego, NY 13126	Thursday February 20, 2020 9:00 a.m.
Completed RFP Proposal Due Date <u>Hard Copies Delivered to:</u> Workforce Development Board 121 East First Street Oswego, NY 13126	Wednesday, March 11, 2020 at 4:00 p.m.
Proposal Review by WIB/Youth Council Sub-Committee and provide to RFP Team	Thursday, March 12, 2020
Youth Council Proposal Review	Wednesday, April 8, 2020
WIB Approval	Wednesday, June 17, 2020
Contract Award Notification Letters Go Out	By Friday, June 19, 2020
Sign Contracts	By June 30, 2020
Contract Dates	July 1, 2020 - June 30, 2021

Part Four: Proposal Submission

A. General Instructions

All proposals must be in accordance with the format specified below. Applicants should follow all instructions in this document and must include all completed forms and budget pages. The narrative should be double-spaced in 12-point Arial font and printed on 8 ½" by 11" white paper. Margins, in all directions, must be at least one inch. These requirements apply to all sections of a proposal. All proposal documents should be printed single-sided only.

1. Submit one original proposal and four copies. No faxed copies will be accepted.
2. Proposals should be submitted to:
 - o Leah Galka
 - o Project Manager
 - o Office of Business and Community Relations
 - o 121 E. First St.
 - o Oswego, New York 13126

3. Questions can be directed via email to leah.galka@oswego.edu through February 28, 2020. Questions and answers will be posted on the website at: <http://www.oswego.edu/about/centers/obcr/wdb.html>.
4. Submissions must be accurate, adequate and clear. Proposals that are vague or reflect omissions will not be interpreted favorably.
5. Proposals must be received at the WDB Inc. of Oswego County by 4:00 pm on Friday, March 6, 2020.
6. Proposals submitted will be for the period July 1, 2020 through June 30, 2021.

B. Proposal Outline

A proposal containing the following information must be submitted using Attachment B: Proposal and Attachment C Budget/Budget Narrative:

1. Agency Information
 1. Organization Name
 2. Signatory Name, Title, Address (for contract)
 3. Organization Address
 4. Voice and Fax Telephone Numbers
 5. Contact Person, telephone number and e-mail address for this project
2. Applicable WIOA youth program element(s) and a description of the service(s) to be provided for each element (e.g., Work Experience, mentoring, leadership, supportive services, etc.). Describe Program participation requirements such as age, grade level, etc. Indicate if activities are targeted for in-school youth, out-of-school youth, or both.
3. Program Target Population Information. Provide details regarding experience with the groups named in Part 1, Section B including quantitative data on outcomes, placements, retention, and certification.
4. Program Description
 1. Identify each program element and the program services to be provided under each element.
 2. Describe the process for accepting referrals to your program.
 3. Location(s) where activity(ies) takes place
 4. Activity duration and youth retention strategy.
 5. Time frame of services (specific start and end dates or open enrollment).
 6. Number of youth who can be served.
 7. Provide a detailed description of the activity. Attach a curriculum if the activity is a workshop/training session.
5. Program Outcomes
 1. What are the main program goals or outcomes (e.g. credential attainment; entry to employment, employment retention, budgeting, life skills, etc.)?
 2. How do these outcomes relate to the youth performance standards?
 3. How do these outcomes relate to youth asset development?

6. Budget Information/Budget Narrative

1. Amount requested through this RFP and breakdown of costs Please note: Funding is available only to cover the cost of program services (based on the program elements). Administrative and overhead costs are not an allowable component of this RFP.
2. Approximate number of participants the provider can serve in the program annually.
3. Cost per youth to enroll in program/activity? How many can be accepted at that cost?

7. Program Effectiveness

1. Describe the success of your program and the overall success of your agency in dealing with this population.
2. Remark on goals and positive outcomes.
3. How will you engage youth to maintain participation?
4. How will positive youth development be incorporated in the program?
5. Which vocational skills training providers, businesses and other partnering organization will be supporting your program?
6. How will social media be used to retain and engage youth?

8. Staffing. Provide staff resumes or job descriptions with minimum qualifications of those who will be working with this project.

Attachment A - Definitions of Key Terms

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 ETA-funded youth programs, and (3) result in attainment of a certificate as defined below.

Appropriation Level - The amount of Federal funding authorized by Congress for a program.

Basic Skills Deficient - The individual computes or solves problems, reads, writes, or speaks English at or below the 8th grade level 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.

Certificate - A certificate is awarded in recognition of an individual's attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based on standards developed or endorsed by employers. Certificates awarded in recognition of the attainment of only generic pre-employment or work readiness skills are not included in this definition. A certificate is awarded in recognition of an individual's attainment of technical or occupational skills by:

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

- A program that has been approved by the Department of Veterans Affairs to offer education and training to veterans and other eligible persons under provisions of the Montgomery GI Bill.
- Office of Job Corps.

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).

Employed at the Date of Participation - An individual employed at the date of participation is one who, during the seven consecutive days prior to the date of participation:

- 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 and has been provided with a firm 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, whether or not paid by the employer for time off, and whether or not 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.

Exit - Exit occurs when a participant does not receive a service funded by the program or funded by a partner program for 90 consecutive calendar days. The term "service" does not include activities that are open to non-participants, services and activities specifically provided as follow-up services, or regular contact with the participant or employer to only obtain information regarding his/her employment status or educational progress or need for additional services.

Exit Date - The date of exit is the date on which the last service funded by the program or a partner program is received by the participant.

Individual Service Strategy - A written plan of short and long-term goals addressing educational, occupational and vocational, and personal and supportive service needs. The ISS shall identify education and employment goals, appropriate achievement objectives, and appropriate services for the youth based off of informal and formal assessments.

Low Income - The term "low-income individual" means an individual who- (i) receives, or in the past 6 months has received, or is a member of a family that is

receiving or in the past 6 months has received, assistance through the supplemental nutrition assistance program established under the Food and Nutrition Act of 2008 (7U.S.C. 2011 et seq.), the program of block grants to States for temporary assistance for needy families program under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.), or the supplemental security income program established under title XVI of the Social Security Act (42 U.S.C. 1381 et seq.), or State or local income-based 19 Key Provisions of the Workforce Innovation and Opportunity Act (WIOA) public assistance; (ii) is in a family with total family income that does not exceed the higher of- (I) the poverty line; or (II) 70 percent of the lower living standard income level; (iii) is a homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6))), or a homeless child or youth (as defined under section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))); (iv) Receives or is eligible to receive a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.); (v) is a foster child on behalf of whom State or local government payments are made; or (vi) is an individual with a disability whose own income meets the income requirement of clause (ii), but who is a member of a family whose income does not meet this requirement.

Military Status at the Date of Participation - 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 yet been provided with a firm date of separation from military service, or b) he/she is a member of the National Guard or one of the Military Reserves AND currently is serving in a mobilized (i.e., active military duty) status.

Military Status in First Quarter After Exit Quarter - The individual is considered in the military if
U.S. Department of Defense wage records for the first quarter after exit show earnings greater than zero.

Participant - Individuals who are determined eligible and receive any service funded by the program in a physical location (e.g., an American Job Center) are participants. The criteria that are used to determine whether an individual is eligible to participate will be based on the guidelines for the program. (Note: Individuals who only receive a determination of eligibility, but do not receive an additional service, are not participants. Individuals who visit a physical location for reasons other than its intended purpose - e.g., use of restrooms or ask staff for directions -are not participants. States and grantees may choose, but are not required, to consider as participants those individuals who receive services that are available through the Internet and are not accessed through a physical location, e.g., a One-Stop career center.)

Participation Date - The date of participation is the date of the first service received after the individual is determined eligible.

Post-Secondary Education - A program at an accredited degree-granting institution that leads to an academic degree (e.g., A.A., AS., B.A., B.S.). Programs offered by degree-granting institutions that do not lead to an academic degree (e.g., certificate programs) do not count as a placement in post- secondary education, but may count as a placement in "advanced training/occupational skills training."

Post-test - A test administered to a participant at regular intervals during the program. Pre-test and post-test must be the same test.

Pre-test - A test administered to a participant within 60 days of the date of participation. Pre-test and Post-test must be the same test.

Priority of Service - The Service Provider is aware that the Workforce Development Board of Oswego County has declared a priority of service policy to be in effect for Veterans and Eligible Spouses of Veterans at every phase of services offered. The Service Provider agrees to abide by this policy.

PROPOSAL

Agency Information

Organization Name:

Signatory Name, Title, Address (for contract): Organization Address:

Voice and Fax Telephone Numbers:

Contact Person (name, title, phone number, e-mail): Fiscal Contact

(name, title, phone number, e-mail):

Tax ID#:

Organization Type:

- For-Profit
- Non-Profit
- Government Entity
- Educational Institution
- Other: _____

Target Group:

- In-School Youth
- Out-of-School Youth
- Both

Note: 75% of funds must be spent on Out-of-School Youth

Has the organization ever had to repay funds to a government unit due to a questioned or disallowed cost: If yes, please explain:

If funded, what percentage of the organization total budget would the contract funds represent?

Does your organization have additional funding sources to serve youth? If yes, please explain.

Does your organization understand and agree to comply with the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards and to submit audit information as requested?

Applicable WIOA youth program element(s) you are applying to provide:

Provide a description of the services you are proposing to provide and which of the program elements these services address: e.g. Work Experience, mentoring, leadership, supportive services, etc.). See WIOA 14 Program Elements for a list of the Program Elements being procured.

Describe Program participation requirements such as age, grade level, etc. Indicate if activities are targeted for ISY, OSY, or both.

Program Target Population Information:

Provide details regarding experience with the groups named in Part 1, Section B including quantitative data on outcomes, placements, retention, and certification.

Program Description:

Identify each program element and the program services to be provided under each element.

Describe the process for accepting referrals to your program.

Location(s) where activity(ies) takes place.

Activity duration and youth retention strategy.

Time frame of services (specific start and end dates or open enrollment).

Number of youth who can be served.

Provide a detailed description of the activity. Attach a curriculum if the activity is a workshop/training session.

Program Outcomes:

What are the main program goals or outcomes (e.g. credential attainment; entry to employment, employment retention, budgeting, life skills, etc.)?

How do these outcomes relate to the youth performance standards?

How do these outcomes relate to youth asset development?

Budget Information/Budget Narrative

- (1) Complete the attached budget worksheet to identify amount requested through this RFP.
- (2) Attach a budget narrative to explain how costs were determined.

Please note: Funding is available only to cover the cost of program services (based on the program elements). Administrative and overhead costs are not an allowable component of this RFP.

Budget should address:

Approximate number of participants the provider can serve in the program annually. Cost per youth to enroll in program/activity?
How many youth can be accepted at that cost?

Program Effectiveness:

Describe the success of your program and the overall success of your agency in dealing with this population.

Remark on goals and positive outcomes.

How will you engage youth to maintain participation?

How will positive youth development be incorporated in the program?

Which vocational skills training providers, businesses and other partnering organization will be supporting your program?

How will social media be used to retain and engage youth?

Staffing:

Provide staff resumes or job descriptions with minimum qualifications of those who will be working with this project.

BUDGET

Organization Name:

Contact:

Phone:

E-mail:

\$ Total WIOA Funds Requested

\$ Amount to be spent on Out-of-School Youth (must be a minimum of 75%)

\$ Amount to be spent on In-School Youth

Note: A minimum of 75% of funds must be spent on out-of-school youth. An asterisk (*) indicates a priority element.

Note: Must attach a budget narrative to describe how the total cost was determined for each category.

Program Elements If proposing a single program that incorporates multiple elements please describe on a separate sheet and include the Elements covered by the program proposed, the Total Cost , the Total Number of Participants to be Served (broken down by in and out of school) and the Cost Per Participant .	Total Cost	Total Number of Participants to be Served	Cost Per Participant (total cost divided by total participants to be served)
1. Tutoring: Out-of-School In-School			
2. Alternative secondary school, services or drop-out recovery services: Out-of-School In-School			
3. Work Experience: Out-of-School In-School			
4. Occupational Skills Training: Out-of-School In-School			

5. Education Offered Concurrently with Workforce Preparation:			
Out-of-School			
In-School			
6. Leadership Development:			
Out-of-School			
In-School			
7. Supportive Services:			
Out-of-School			
In-School			
8. Adult Mentoring (PRIORITY ELEMENT):			
Out-of-School			
In-School			
9. Occupational Skills Training:			
Out-of-School			
In-School			
10. Comprehensive Guidance and Counseling:			
Out-of-School			
In-School			
11. Financial Literacy Education:			
Out-of-School			
In-School			
12. Entrepreneurial Skills:			
Out-of-School			
In-School			
13. Labor Market and Employment Information:			
Out-of-School			
In-School			

14. Postsecondary Education/Training Preparation and Transition: Out-of-School In-School			
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Will other funding be leveraged to serve participants? If yes, please describe:



ATTACHMENT D
200 North Second Street
Fulton, New York 13069
(315) 591-9000
(315) 591-9047 fax or (315) 591-9009 fax

[date of letter]

[provider contact information]

Re: Youth Works Program xx Component

Dear [contact name]:

This letter authorizes payment for the following customer:

Customer:

Dates:

Component Number:

Funding Source:

Approved Amount:

Payment will be made upon submission of a bill to:

Diane Gates, Accounting Department
Oswego County DSS, Division of Employment and Training
PO Box 1320, 100 Spring Street
Mexico, NY 13114

Billing invoice should include the above component number, cost, start/end dates and name of the trainee.

The service provider is aware that the Workforce Development Board of Oswego County has declared a priority of service policy to be in effect for Veterans and Eligible Spouses of Veterans, Public Assistance recipients, low income individuals, and individuals who are basic skills deficient at every phase of services offered. The service provider agrees to abide by this policy.

If you have any questions or comments please contact [ES name] at [ES phone #] or at [ES email]@oswegocounty.com.

Sincerely,

Christine Weaver
Director of Employment and Training

c: Official File
Participant File
Financial Unit

www.yourcareerconnection.org

Oswego County Workforce New York is an equal opportunity employer/program.
Auxiliary aids are available upon request to individuals with disabilities.
TTY (315) 591-9247

FEDERAL CERTIFICATIONS

The funding for the awards granted under this contract is provided by the United States Department of Labor which requires the following certifications:

A. CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION-LOWER TIER COVERED TRANSACTIONS

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.
3. The prospective lower tier participant shall pass the requirements of A.1. and A.2., above, to each person or entity with whom the participant enters into a covered transaction at the next lower tier.

B. CERTIFICATION REGARDING LOBBYING - Certification for Contracts, Grants, Loans, and Cooperative Agreements

By accepting this grant, the signee hereby certifies, to the best of his or her knowledge and belief, that:

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan or cooperative agreement.
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
3. The signer shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of facts upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S.C. **Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.**

C. DRUG FREE WORKPLACE

By signing this application, the grantee certifies that it will provide a Drug Free Workplace by implementing the provisions at 29 CFR 94, pertaining to the Drug Free Workplace. In accordance with these provisions, a list of places where performance of work is done in connection with this specific grant will take place must be maintained at your office and available for Federal inspection.

D. NONDISCRIMINATION & EQUAL OPPORTUNITY ASSURANCE

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

- (1) Section 188 of the Workforce Innovation and Opportunity Act of 1998 (WIOA) which prohibits discrimination against all individuals in the United States on the basis of race, color, religion, sex, national origin, age, disability, political affiliation, or belief, and against beneficiaries on the basis of either citizenship/status as a lawfully admitted immigrant authorized to work in the United States or participation in any WIOA Title I - financially assisted program or activity;
- (2) Title VI of the Civil Rights Act of 1964, as amended which prohibits discrimination on the basis of race, color, or national origin;
- (3) Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against qualified individuals with disabilities;
- (4) The Age Discrimination Act of 1975, as amended, which prohibits discrimination on the basis of age; and
- (5) Title IX of the Education Amendments of 1972, as amended, which prohibits discrimination on the basis of sex in educational programs.

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

E. BUY AMERICAN NOTICE REQUIREMENT

The grant applicant assures that, to the greatest extent practicable, all equipment and products purchased with funds made available under the Workforce Investment Act will be American made. See WIOA Section 502 – Buy American Requirements.

F. SALARY AND BONUS LIMITATIONS

In compliance with Public Laws 110-161, none of the federal funds appropriated in the Act under the heading ‘Employment and Training’ shall be used by a sub-recipient of such funds to pay the salary and bonuses of an individual, either as direct costs or indirect costs, at a rate in excess of Executive Level II. This limitation shall not apply to vendors providing goods and services as defined in OMB Circular A-133. See Training and Employment Guidance Letter number 5-06 for further clarification. Where applicable, the grant applicant agrees to comply with the Salary and Bonus Limitations.

G. VETERANS’ PRIORITY PROVISIONS

Federal grants for qualified job training programs funded, in whole or in part, by the U.S. Department of Labor are subject to the provisions of the “Jobs for Veterans Act” (JVA), Public Law 107-288 (38 USC 4215). The JVA provides priority of service to veterans and spouses of certain veterans for the receipt of employment, training, and placement services. Please note that to obtain priority service, a person must meet the program’s eligibility requirements. Training and Employment Guidance Letter (TEGL) No. 5-03 (September 16, 2003) and Section 20 of the Code of Federal Regulations (CFR) Part 1010 (effective January 19, 2009) provide general guidance on the scope of the veterans priority statute and its effect on current employment and training programs. Where applicable, the grant applicant agrees to comply with the Veteran’s Priority Provisions.

STATE CERTIFICATIONS

H. CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND OUTSTANDING DEBTS

The undersigned, as a duly sworn representative of the contractor/vendor, hereby attests and certifies that:

- 1) No principal or executive officer of the contractor's/vendor's company, its subcontractor(s) and/or successor(s) is presently suspended or debarred; and
- 2) The contractor/vendor, its subcontractor(s) and/or its successor(s) is not ineligible to submit a bid on, or be awarded, any public work contract or sub-contract with the State, any municipal corporation or public body for reason of debarment for failure to pay the prevailing rate of wages, or to provide supplements, in accordance with Article 8 of the New York State Labor Law.
- 3) The contractor/vendor, its subcontractor(s) and/or its successor do not have any outstanding debts owed to the Department, including but not limited to, contractual obligations, fines related to Safety and Health violations, payments owed to workers for public works projects or the general provisions of the Labor Law, unemployment insurance contributions or other related assessments, penalties or charges.

I. CERTIFICATION REGARDING "NONDISCRIMINATION IN EMPLOYMENT IN NORTHERN IRELAND: MacBRIDE FAIR EMPLOYMENT PRINCIPLES"

In accordance with Chapter 807 of the Laws of 1992 the bidder, by submission of this bid, certifies that it or any individual or legal entity in which the bidder holds a 10% or greater ownership interest, or any individual or legal entity that holds a 10% or greater ownership interest in the bidder, either:

(answer Yes or No to one or both of the following, as applicable.)

1. Has business operations in Northern Ireland:

_____ Yes _____ No

If Yes:

2. Shall take lawful steps in good faith to conduct any business operations they have in Northern Ireland in accordance with the MacBride Fair Employment Principles relating to nondiscrimination in employment and freedom of workplace opportunity regarding such operations in Northern Ireland, and shall permit independent monitoring of its compliance with such Principles.

_____ Yes _____ No

J. NON-COLLUSIVE BIDDING CERTIFICATION

By submission of this bid, each bidder and each person signing on behalf of any bidder certifies, and in the case of a joint bid each party thereto certifies as to its own organization, under penalty of perjury, that to the best of his or her knowledge and belief:

1. The prices in this bid have been arrived at independently without collusion, consultation, communication, or agreement, for the purpose of restricting competition, as to any matter relating to such prices with any other bidder or with any competitor;

2. Unless otherwise required by law, the prices which have been quoted in this bid have not been knowingly disclosed by the bidder and will not knowingly be disclosed by the bidder prior to opening, directly or indirectly, to any other bidder or to any competitor; and

No attempt has been made or will be made by the bidder to induce any other person, partnership or corporation to submit or not to submit to bid for the purpose of restricting competition.

K. IRAN DIVESTMENT ACT

By submitting a bid in response to this solicitation or by assuming the responsibility of a Contract awarded hereunder, Bidder/Contractor (or any assignee) certifies that it is not on the “Entities Determined To Be Non-Responsive Bidders/Offerers Pursuant to The New York State Iran Divestment Act of 2012” list (“Prohibited Entities List”) posted on the OGS website at: <http://www.ogs.ny.gov/about/regs/docs/ListofEntities.pdf> and further certifies that it will not utilize on such a Contract any subcontractor that is identified on the Prohibited Entities List. Additionally, Bidder/Contractor is advised that should it seek to renew or extend a Contract awarded in response to the solicitation, it must provide the same certification at the time the Contract is renewed or extended.

During the term of the Contract, should Labor receive information that a person (as defined in State Finance Law §165-a) is in violation of the above-referenced certifications, Labor will review such information and offer the person an opportunity to respond. If the person fails to demonstrate that it has ceased its engagement in the investment activity which is in violation of the Act within 90 days after the determination of such violation, then Labor shall take such action as may be appropriate and provided for by law, rule, or contract, including, but not limited to, seeking compliance, recovering damages, or declaring the Contractor in default.

Department reserves the right to reject any request for renewal, extension, or assignment for an entity that appears on the Prohibited Entities List prior to the renewal, extension, or assignment of the Agreement, and to pursue a responsibility review with Contractor should it appear on the Prohibited Entities List hereafter.

I, the undersigned, attest under penalty of perjury that I am an authorized representative of the Bidder/Contractor and that the foregoing statements are true and accurate.

Signature of Authorized Representative _____

Title _____

Date _____ Rev 7/18

Oswego County Workforce New York WIOA Title I Complaint/Grievance Procedure

Local Workforce Development Area Name:Oswego County Designated

Grievance Officer: Nelson Metz, Senior Employment Specialist
Elizabeth Barone-Kapuscinski, Senior Employment Specialist
MaryBeth Pollock, Senior Employment Specialist

Phone: (315) 591-9010 Nelson Metz
(315) 591-9253 Elizabeth Barone-Kapuscinski
(315) 591-9014 MaryBeth Pollock

Email: nelson.metz@oswegocounty.com
elizabeth.kapuscinski@oswegocounty.com
marybeth.pollock@oswegocounty.com

Designated Hearing Officer: Christine Weaver, Director of Employment and Training

Phone: (315) 591-9040

Email: christine.weaver@oswegocounty.com

1. The process starts when a complaint/grievance is filed with the Grievance Officer. The officer must log the complaint, and review it to seek a resolution.
 - a. Note, while not required, customers are encouraged to file complaints using the Customer Complaint Information Form (Attachment C). This same form can be utilized to file complaints under the Title III Wagner-Peyser program and/or for discrimination complaints filed under Section 188 of the Workforce Innovation and Opportunity. Appropriate procedure should be followed when filing a complaint in those cases.
2. A hearing will be scheduled at least thirty (30) calendar days, but no more than forty-five (45) calendar days, from the filing of the complaint/grievance to provide the person or entity (Complainant) with an opportunity to present witnesses and other evidence.
 - a. Notice of the grievance hearing shall be in writing and include: the date, the time, and place of hearing; a statement of the law and regulations under which the hearing is to be held, and a short and clear statement of the complaint/grievance.
 - b. Note that if the Grievance Officer is successful in reaching an informal resolution with the Complainant prior to the date of the scheduled hearing, the scheduled hearing will be adjourned.
3. At the Local Area level, a written Decision must be issued to the Complainant by the Hearing Officer within sixty (60) calendar days of the filing of the complaint/grievance.
4. Complainants not in receipt of a written decision within sixty (60) calendar days of filing the complaint/grievance have the right to request a State Level review. Such a request must be filed within fifteen (15) calendar days from the date on which the Complainant

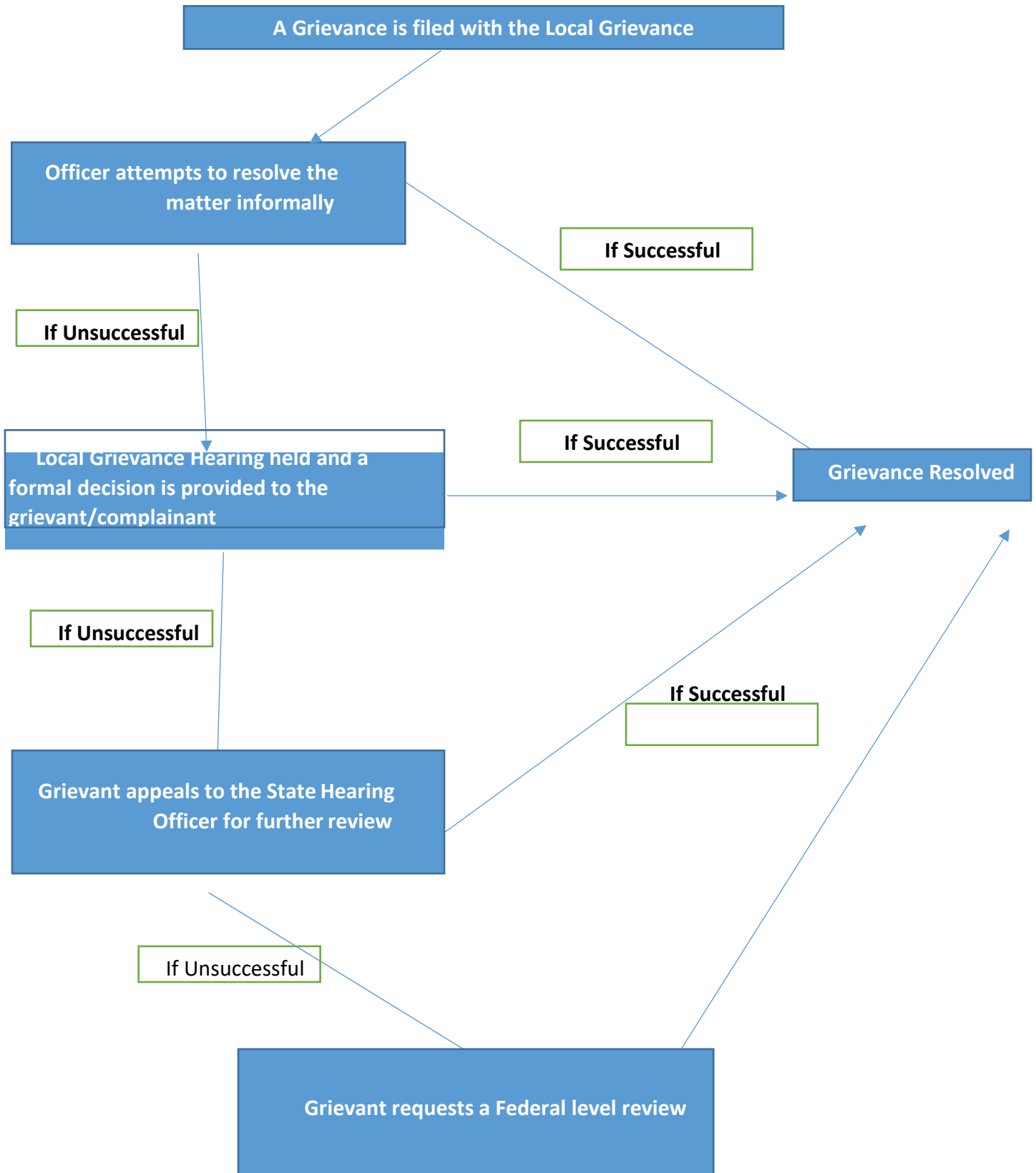
should have received a written decision. The request for State Level Review must be filed with the State Level Grievance Officer. State level appeals must be submitted by certified mail, return receipt requested to:

**State Level Grievance Officer
New York State Department of Labor
W. Averell Harriman State Office Building
Campus Building 12, Room 440
Albany, New York 12240-0001**

5. The Complainant also has the right to request a State Level review of an adverse decision issued by the Local Level Hearing Officer. Such request must be filed with the State Level Grievance Officer within ten (10) calendar days of receipt of the adverse decision.
6. State Level Review shall only proceed to the extent that a Local level hearing has been held, findings of fact made, and a decision rendered. If not, the State Level Grievance Officer shall return the complaint/grievance to the Local Level Grievance Officer with instructions on how to complete the review and hearing process.
7. To the extent that Local Level Hearing is complete, requests to review the Local Level Hearing decision shall be limited to any allegations of procedural errors or errors in interpreting or applying the law. Findings of Fact must occur at the Local Level. Any finding at the State Level indicating that errors were made at the Local Level in making Findings of Fact will be returned to the Local Level for further review.
8. If a State Level Review is requested, the State Level Grievance Officer shall investigate the complaint/grievance, seek resolution, and issue a written decision within sixty (60) calendar days of receipt of a request for a review by a Complainant.
9. A hearing will be scheduled at least thirty (30) calendar days, but no more than forty-five (45) calendar days, from the filing of the complaint/grievance.
 - a. Note that if the State Level Grievance Officer is successful in reaching an informal resolution with the Complainant prior to the date of the scheduled hearing, the scheduled hearing will be adjourned.
10. Complainants either not given a hearing or who did not receive a hearing decision within sixty (60) calendar days of requesting State Level Review, and which were not remanded back to the Local Level, have the right to request a Federal Level Review. Such a request must be filed within fifteen (15) calendar days from the date on which the Complainant should have received a written decision.
11. Complainants in receipt of a written State Level hearing decision, have the right to request a Federal Level Review. Such a request must be filed within ten (10) calendar days from the date on which Complainant received the written hearing decision. Such requests must allege either procedural violations or errors in interpreting or applying the law at the lower level hearing. Federal Level Appeals must be submitted by certified mail, return receipt requested, to the Secretary, U.S. Department of Labor, Washington, DC 20210, Attention: ASET. A copy of the appeal must be simultaneously provided to the appropriate ETA Regional Administrator (address below) and the opposing party.

**U.S. Department of Labor
Employment and Training
Administration 25 New Sudbury St
John F. Kennedy Federal Building,
Room E-350 Boston, MA 02203**

WIOA Grievance Procedure



Local Hearing and Decision – Required Elements

A. Hearing Notice. The notice of the hearing must include:

1. The date, time, place and purpose of the hearing;
2. A statement of the law and/or regulations under which the hearing is to be held;
3. A reference to the particular sections of the statutes or rules involved, where possible; and
4. A short and plain statement of the matters asserted. It shall be sent to the party requesting the hearing and to all other parties at least five (5) business days before the date of the hearing whenever feasible.

B. Hearing Guidelines:

1. At a minimum, the hearing shall be recorded. However, the audio needs to be of such quality that a transcript can be made from it. Alternatively, a reporter can be brought in to make a transcript at the hearing.
2. The complainant may be represented by an attorney or other designated representatives.
3. To the extent possible, consistent with a fair determination of the issues, the identity of any person who has furnished information related to an investigation to a WIOA Title I related problem, shall be kept confidential.
4. Within the limitations of the Freedom of Information Act, the Complainant has a right of access to relevant records and documents that the program and/or Local Area maintains.
5. The Complainant and Respondent have the right to an opportunity to present evidence relevant to the complaint/grievance, to call witnesses, and to examine and cross-examine other parties and their witnesses.

C. Hearing Decision. A formal decision must contain the following:

1. Name of Complainant;
2. Name of Respondent;
3. State the specific legal authority for holding the hearing;
4. Date of Hearing;
5. List of Attendees;
6. Statement of Issue(s);
7. Finding of Facts;
8. Conclusions of Law;
9. Opinion and Reason for Decision;
10. Signature of Hearing Officer; and
11. Date signed

RESPONSIBILITY QUESTIONNAIRE

Instructions:

Please complete this form answering every question. A "Yes" answer to questions 1-22 requires a written explanation attached to the questionnaire and submitted on company letterhead signed by an officer of the company.

Questions:

Within the past five years, has your firm, any affiliate, any principal, owner or officer or major stockholder (10% or more shares) or any person involved in the bidding or contracting process been the subject of any of the following:

(1) a judgment or conviction for any business-related conduct constituting a crime under local, state or federal law including, but not limited to, fraud, extortion, bribery, racketeering, price-fixing, or bid collusion or any crime related to truthfulness and/or business conduct?

Yes ___ No ___

(2) a criminal investigation or indictment for any business-related conduct constituting a crime under local, state or federal law including, but not limited to, fraud, extortion, bribery, racketeering, price-fixing, or bid collusion or any crime related to truthfulness and/or business conduct?

Yes ___ No ___

(3) an unsatisfied judgment, injunction or lien obtained by a government agency including, but not limited to, judgments based on taxes owed and fines and penalties assessed by any local, state or federal government agency?

Yes ___ No ___

(4) an investigation for a civil violation for any business related conduct by any local, state or federal agency?

Yes ___ No ___

(5) a grant of immunity for any business-related conduct constituting a crime under local, state or federal law including, but not limited to fraud, extortion, bribery, racketeering, price-fixing, or bid collusion or any crime related to truthfulness and/or business conduct?

Yes ___ No ___

(6) a local, state or federal suspension, debarment or termination from the contracting process?

Yes ___ No ___

(7) a local, state or federal contract suspension or termination for cause prior to the completion of the term of a contract?

Yes ___ No ___

(8) a local, state or federal denial of a lease or contract award for non-responsibility?

Yes ___ No ___

(9) an agreement to voluntary exclusion from bidding/contracting?

Yes ___ No ___

(10) an administrative proceeding or civil action seeking specific performance or restitution in connection with any local, state or federal contract or lease?

Yes ___ No ___

(11) a local, state or federal determination of a willful violation of any prevailing wage law or a violation of any other labor law or regulation?

Yes ___ No ___

(12) a sanction imposed as a result of judicial or administrative proceedings relative to any business or professional license?

Yes ___ No ___

(13) a denial, decertification, revocation or forfeiture of Women's Business Enterprise, Minority Business Enterprise or Disadvantaged Business Enterprise status?

Yes ___ No ___

(14) a rejection of a low bid on a local, state or federal contract for failure to meet statutory affirmative action or MWBE requirements on a previously held contract?

Yes ___ No ___

(15) a consent order with the New York State Department of Environmental Conservation, or a federal, state or local government enforcement determination involving a violation of federal, state or local government laws?

Yes ___ No ___

(16) an Occupational Safety and Health Act citation and Notification of Penalty containing a violation classified as serious or willful?

Yes ___ No ___

(17) a rejection of a bid on a New York contract or lease for failure to comply with the MacBride Fair Employment Principles?

Yes ___ No ___

(18) a citation, notice, violation order, pending administrative hearing or proceeding or determination for violations of

- federal, state or local health laws, rules or regulations
- unemployment insurance or workers' compensation coverage or claim requirements
- ERISA (Employee Requirement Income Security Act)
- federal, state or local human rights laws
- federal or state security laws
- federal INS and Alienage laws
- Sherman Act or other federal anti-trust laws?

Yes No

(19) a finding of non-responsibility by an agency or authority due to the failure to comply with the requirements of Tax Law Section 5-a?

Yes ___ No ___

ADDITIONAL QUESTIONS

(20) Has the vendor been the subject of agency complaints or reports of contract deviation received within the past two years for contract performance issues arising out of a contract with any federal, state or local agency? If yes, provide details regarding the agency complaints or reports of contract deviation received for contract performance issues.

Yes ___ No ___

(21) Does the vendor use, or has it used in the past five (5) years, an Employee Identification No., Social Security No., Name, DBA, trade name or abbreviation different from that listed on your mailing list application form? If yes, provide the name(s), FEIN(s) and d/b/a(s) and the address for each such company and d/b/a on a separate piece of paper and attach to this response.

Yes ___ No ___

(22) During the past three years, has the vendor failed to:

(a) File returns or pay any applicable local, state or federal government taxes?

Yes ___

No ___

If yes, identify the taxing jurisdiction, type of tax, liability year(s) and tax liability amount the company failed to file/pay and the current status of the liability: _____

(a) File returns or pay New York State Unemployment Insurance?

Yes ___ No ___

If yes, indicate the years the company failed to file/pay the insurance and the current status of the liability:

(23) Have any bankruptcy proceedings been initiated by or against the vendor or its affiliates within the past seven years (whether or not closed) or is any bankruptcy proceeding pending by or against the vendor or its affiliates, regardless of the date of filing?

Yes ___ No ___

If yes, indicate if this is applicable to the submitting vendor or one of its affiliates: _____

If it is an affiliate, include the affiliate's name and FEIN: _____

Provide the court name, address and docket number: _____

Indicate if the proceedings have been initiated, remain pending or have been closed: _____

If closed, provide the date closed: _____

CERTIFICATION:

The undersigned: recognizes that this questionnaire is submitted for the express purpose of assisting the State of New York or its agencies or political subdivisions to make a determination regarding the award of a contract or approval of a subcontract; acknowledges that the State or its agencies and political subdivisions may in its discretion, by means which it may choose, verify the truth and accuracy of all statements made herein; acknowledges that intentional submission of false or misleading information may constitute a felony under Penal Law Section 210.40 or a misdemeanor under Penal Law Section 210.35 or Section 210.45, and may also be punishable by a fine of up to \$10,000 or imprisonment of up to five years under 18 USC Section 1001 and may result in contract termination; and states that the information submitted in this questionnaire and

The undersigned certifies that he/she:

- Has not altered the content of the questions in the questionnaire in any manner;
- Has read and understands all of the items contained in the questionnaire and any pages attached by the submitting vendor;
- Has supplied full and complete responses to each item therein to the best of his/her knowledge, information and belief;
- Is knowledgeable about the submitting vendor's business and operations;
- Understands that New York State will rely on the information supplied in this

questionnaire when entering into a contract with the vendor; and

- Is under a duty to notify the procuring State Agency of any material changes to the vendor's responses herein prior to the State Comptroller's approval of the contract.

Name of Business Signature of Officer

Address Typed Copy of Signature

City, State, Zip Title

Principal place of business if different from address listed above (include complete address):

Youth RFP Evaluation Form

ATTACHMENT F

1. Project Name:		
2. Project Bidder:		
A. Design and Responsiveness of Program to the RFP(100 points)		
	Max Points	Actual Points
Does the proposal contain information as required by the RFP? Agency Information Identified program element(s) Targeted Population Program Description Program Outcomes/Performance Expectations Budget Information Program Effectiveness Creativity/Innovativeness Staffing	50	
Does the proposal target services to out-of-school youth? Does the proposal target the provider's experience with the target populations identified in the RFP?	10	
Does the Proposal address at least one WIOA Youth Program element and/or Basic Skills deficiency? Is the bidder able to provide multiple (more than one) youth program Elements in the RFP response?	15	
Can the Proposal be implemented by July 1, 2020?	15	
Does the proposal outline where the services will take place for each of the required Elements and are the facilities suitable for the proposed activities/services?	10	
Total Points	100	
B. Qualification and Experience of Bidder (60 points)		
	Max Points	Actual Points

Is staff qualified to provide the activities/services? Does the bidder provide resumes or job descriptions for staff?	20	
Does the bidder have adequate experience to operate the activities/services proposed?	20	
Does the bidder have prior successful experience and a demonstrated record of meeting performance?	20	
Total Points	60	
C. Cost Effectiveness (70 points)		
	Max Points	Actual Points
Are the costs justified and reasonable for the activities/services proposed?	50	
Does the bidder have adequate personnel and financial systems in place to ensure costs are properly allocated? (Include last audit report)	20	
Total Points	70	
D. Bonus Points (35 points)		
	Max Points	Actual Points
Does the bidder have past experience/success providing services in Oswego County or with Oswego County youth?	15	
Does the bidder's application include the priority element identified in section D. Program Elements?	10	
Is the proposal coordinated with other entities to leverage resources? Is the bidder awarding academic credits, scholarships or other incentives not paid for by WIOA Funds?	10	
Total Points:	35	
Cumulative Score		
	Max Points	Actual Points
A. Design and Responsiveness of Program (100 points)	100	
B. Qualification of Bidder (60 points)	60	
C. Costs (70 points)	70	
D. Bonus Points (35 points)	35	
Total Points	265	