

DELAWARE WORKFORCE DEVELOPMENT BOARD (DWDB)
PROPOSAL REVIEW SCHEDULE
REQUEST FOR PROPOSAL
ADULT Training Programs
Program Year July 1, 2016 – June 30, 2017
Issued: January 4, 2016

January 8, 2016
Adult Training

9:00 A.M.

ORIENTATION (Note Location)
Buena Vista Conference Center
661 South DuPont Highway
New Castle, DE 19720
(302) 323 - 4430
(SNOW DATE if necessary, January 12, 2016)

January 21, 2016

NO LATER THAN 4:00 P.M

PROPOSALS DUE (3 COPIES)
(Note Location)
Delaware Workforce Development Board (DWDB) c/o DE Dept. of Labor,
Division of Employment & Training
3rd Floor – Attn: Ashley Francica
4425 N. Market Street
Wilmington, DE. 19802

Please note that the Proposals must be delivered to the DWDB office no later than 4:00 p.m., on January 21, 2016 and that no proposal is considered complete without a scheduled Proposal Development Session, as described in the R.F.P. Incomplete Proposals will not be considered. **E-mail Ashley Francica at Ashley.Francica@state.de.us to schedule.**

February 1 – February 26, 2016

PROPOSAL DEVELOPMENT

February 29, 2016
NO LATER THAN 4:00 P.M.

BEST AND FINAL OFFERS DUE (ONE COPY)
DWDB c/o DE Dept. of Labor,
Division of Employment & Training
3rd Floor – Attn: Ashley Francica
4425 N. Market Street
Wilmington, DE. 19802

March 21, 2016

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

April 5, 2016

DWDB APPROVAL OF FUNDING AWARDS

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

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PART C – ATTACHMENTS - All attachments listed below are posted separately on the DWDB web site at <http://wib.delawareworks.com/index.php>. All attachments are subject to change at the sole discretion of the Delaware Workforce Development Board.

- 1. Funding Guidelines
- 2. ETO Policy 15 - Documentation of Program Eligibility – Adult Blue Collar Programs
- 3. ETO Policy 17.6 - Documentation for Performance Goal Attainment

EO Assurance

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

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

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

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

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

The grant applicant also assures that it will comply with 29 CFR Part 37 and all other regulations implementing the laws listed above. This assurance applies to the grant applicant's operation of the 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.

I. PURPOSE

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

- Adult Training Programs funded with Blue Collar funds

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

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

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

II. SOLICITATION

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

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

Blue Collar (\$ 2,687,176)

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

III. SPECIFIC PROGRAM SOLICITATION –

A. Adult Training (Blue Collar Funds)

- 1) Occupational Skills programs with a combination of activities are being requested. In particular, programs that:

Combine classroom occupational training including an internship, clinical, actual work experience, OJT (On-the Job Training) along with the necessary foundation skills in reading and math.

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

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

- 4) Proposers providing training in occupations in demand will be solicited. Proposers will demonstrate that the curriculum being offered through proposed training meets the needs of the local employers.
- 5) Proposers will develop and implement a plan to develop employment opportunities for trainees in order to maximize success in the current economy.
- 6) Proposers will assess reading and math skills. Basic Language and numeric skills training, when appropriate, will be provided concurrently with skills training. As part of the RFP, proposers will be asked to describe their plan to meet this objective.
- 7) Delaware Workforce Development Board (DWDB) seeks occupational skill training that provides computer training appropriate to the intended placement opportunity. This will provide basic computer instruction including using the Internet as a resource in obtaining employment. At a minimum trainees are expected to register in Delaware Joblink (<https://joblink.delaware.gov>)
- 8) Skills training programs will provide substance abuse training.
- 9) Skills training programs will provide training/experience in analyzing and solving problems, working productively with others, being considerate, listening and following instructions, accepting responsibility, and demonstrating good attendance. These skills will be taught and reinforced continually as interrelated parts of skills training.
- 10) Skills training programs will provide placement retention and replacement services for all placements for the maximum amount of time under the contract. Retention services will be provided, as necessary in the day and evening in order to meet the performance measures for 6 months after the clients exits the program.
- 11) The DWDB requires all proposals for job training to include job placement as an integral part of the program.
- 12) DWDB requests training programs to report any participant who has excelled in their respective training and who may be considered candidates for more intensive training, in the event such programs become available in the workforce development community.
- 13) The following are targeted training / skill areas solicited:

Targeted Training Areas

<u>Occupation Title</u>	<u>Annual Total Openings</u>
Retail Salespersons	670
Combined Food Preparation and Serving Workers, Including Fast Food	581
Cashiers	506
Waiters and Waitresses	402
Registered Nurses	355
Customer Service Representatives	247
Laborers and Freight, Stock, and Material Movers, Hand	242
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	188
Nursing Assistants	184
Accountants and Auditors	183
First-Line Supervisors of Office and Administrative Support Workers	171
Office Clerks, General	171
Meat, Poultry, and Fish Cutters and Trimmers	169
Stock Clerks and Order Fillers	154
Medical Secretaries	151
Elementary School Teachers, Except Special Education	145

Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	133
First-Line Supervisors of Retail Sales Workers	132
Carpenters	129
Cooks, Restaurant	128
Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	128
First-Line Supervisors of Food Preparation and Serving Workers	125
Home Health Aides	123
Landscaping and Groundskeeping Workers	123
Bookkeeping, Accounting, and Auditing Clerks	119
Construction Laborers	117
Tellers	115
General and Operations Managers	113
Chemists	110
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	109
Computer Systems Analysts	107
Maintenance and Repair Workers, General	104
Bartenders	99
Sales Representatives, Services, All Other	98
Licensed Practical and Licensed Vocational Nurses	95
Hairdressers, Hairstylists, and Cosmetologists	95
Heavy and Tractor-Trailer Truck Drivers	93
Maids and Housekeeping Cleaners	92
Financial Analysts	91
Teacher Assistants	90
Dishwashers	89
Preschool Teachers, Except Special Education	88
Secondary School Teachers, Except Special and Career/Technical Education	87
Lawyers	83
Market Research Analysts and Marketing Specialists	75
Software Developers, Applications	74
Security Guards	74
Receptionists and Information Clerks	72
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	71
Management Analysts	68
Cooks, Institution and Cafeteria	66
Shipping, Receiving, and Traffic Clerks	65
Billing and Posting Clerks	64
Electricians	64
Middle School Teachers, Except Special and Career/Technical Education	62
Computer User Support Specialists	60
Financial Managers	59
Medical Assistants	59
Light Truck or Delivery Services Drivers	59
Cost Estimators	58
Managers, All Other	57
Correctional Officers and Jailers	57
Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	57
Physicians and Surgeons, All Other	56
Dining Room and Cafeteria Attendants and Bartender Helpers	56
Food Preparation Workers	55
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	55
Bus Drivers, School or Special Client	55
Amusement and Recreation Attendants	54

Insurance Sales Agents	54
Automotive Service Technicians and Mechanics	54
First-Line Supervisors of Construction Trades and Extraction Workers	51
Farmers, Ranchers, and Other Agricultural Managers	50
Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers	50
Personal Financial Advisors	49
Computer Programmers	48
Emergency Medical Technicians and Paramedics	45
First-Line Supervisors of Mechanics, Installers, and Repairers	44
Protective Service Workers, All Other	43
Securities, Commodities, and Financial Services Sales Agents	43
Bill and Account Collectors	42
Real Estate Sales Agents	41
Insurance Claims and Policy Processing Clerks	40
Operating Engineers and Other Construction Equipment Operators	40
Personal Care Aides	39
Fitness Trainers and Aerobics Instructors	39
Credit Analysts	38
Paralegals and Legal Assistants	38
Hotel, Motel, and Resort Desk Clerks	38
Cleaners of Vehicles and Equipment	38
Painters, Construction and Maintenance	36
Industrial Machinery Mechanics	36
Counter and Rental Clerks	35
Construction Managers	34
Property, Real Estate, and Community Association Managers	34
Medical and Health Services Managers	33
Human Resources Specialists	33
Training and Development Specialists	32
Chemical Technicians	32
Postal Service Mail Carriers	32
Computer and Information Systems Managers	31
Mechanical Engineers	31
Substitute Teachers	31
Coaches and Scouts	31
Packers and Packagers, Hand	31
Software Developers, Systems Software	30
Social and Human Service Assistants	30
Loan Officers	29
First-Line Supervisors of Personal Service Workers	29
Nonfarm Animal Caretakers	29
Driver/Sales Workers	29
Compliance Officers	28
Business Operations Specialists, All Other	28
Educational, Guidance, School, and Vocational Counselors	28
Physical Therapists	28
Child, Family, and School Social Workers	27
Parts Salespersons	27
Network and Computer Systems Administrators	26
Special Education Teachers, Kindergarten and Elementary School	26
Machinists	26
Chemical Equipment Operators and Tenders	26
Social and Community Service Managers	25
Pharmacists	25

Dental Hygienists	25
Loan Interviewers and Clerks	25
Parking Lot Attendants	25
Pharmacy Technicians	24
Dental Assistants	24
Tour Guides and Escorts	24
Industrial Truck and Tractor Operators	24
Claims Adjusters, Examiners, and Investigators	23
First-Line Supervisors of Housekeeping and Janitorial Workers	23
Recreation Workers	23
Dispatchers, Except Police, Fire, and Ambulance	23
Office and Administrative Support Workers, All Other	23
Laundry and Dry-Cleaning Workers	23
Industrial Engineers	22
Food Servers, Nonrestaurant	22
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	22
Court, Municipal, and License Clerks	22
Education Administrators, Elementary and Secondary School	21
Operations Research Analysts	21
Mental Health Counselors	21
Library Assistants, Clerical	21
Production, Planning, and Expediting Clerks	21
First-Line Supervisors of Production and Operating Workers	21
First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators	21
Residential Advisors	20

14) Occupations included in the career lattice samples are considered in demand occupations for this solicitation.

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

The outcome measures for the Adult programs funded by the DWDB for PY 16 have not been finalized and are impacted by performance outcome negotiations to be conducted with the United States Department of Labor. The standards below are the expected standards at the date of issuance of this Request for Proposal. They are subject to change:

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

Adult Employment and Credential Rate
(of terminations)

67%

16) Blue Collar Adult training contracts will be a hybrid contract. The normal standard for the hybrid is to fund as a 60% Cost Reimbursement and a 40% Performance based contract. Performance payments will be based on Day 1 Outcomes and Day 30 Outcomes except for the Career Lattice contracts. Performance payments in the Career Lattice contracts may be based on process as well as outcome standards.

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

IV. TYPES OF TRAINING

A. Occupational Skills Training

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

1) Classroom Training

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

2) On-the-Job Training (OJT)

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

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

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

OJT will provide essential training in higher skill occupations appropriate to the participant’s needs and

occupational interests. Training plans will be developed which reflect rigorous occupational skill development.

B. Foundation Skills in Reading and Mathematics

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

Foundation Skills training alone is not an allowable activity.

C. Work Readiness

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

Work Readiness instruction alone is not an allowable activity.

D. Work Experience/Internship

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

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

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

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

Work experience alone is not an allowable activity.

V. PROPOSAL REVIEW PROCESS AND PROCEDURES

1. Serious proposers should attend an orientation meeting on January 8, 2016 (or the backup date if cancellation becomes necessary - January 12, 2016) at Buena Vista Conference Center in New Castle, DE. The orientation for potential proposers will begin at 9:00 a.m., for Adult training. Questions regarding this Request for Proposal will be answered at the orientation. Questions will be answered at the orientation and at no other time, and the answers will be posted on <http://wib.delawareworks.com/index.php> by the close of business on January 15, 2016.
2. When you determine that your organization will submit a proposal, you must schedule your initial Proposal Development session. **The scheduling of the Proposal Development session is required for your proposal**

to be considered a complete proposal. Scheduling is accomplished by e-mailing Ashley Francica at Ashley.Francica@state.de.us by the proposal due date.

3. Three copies of each proposal will be submitted to the Delaware Workforce Development Board Board (DWDB) c/o DE Dept. of Labor, Division of Employment & Training, 4425 N. Market Street, Wilmington, DE 19802. This will be accomplished no later than 4:00 p.m. on January 21, 2016.
4. A separate Proposal for type of specific solicitation (i.e., skill area of training such as Welding or Building Maintenance, etc.) is required.
5. Proposals are considered “confidential” information until funding decisions are final.
6. All proposals become the sole property of DWDB.
7. The proposals submitted in response to this Request for Proposal will be processed after submission as follows:
 - A pre-screening will be performed by staff to insure that each proposal is responsive to the Request for Proposal (RFP).
 - Responsive proposers will then enter into and participate in Proposal Development. The purpose of this Proposal Development is to establish the “Best and Final” offer of the proposer. The process allows proposers to make necessary changes in their proposal to make it as clear and competitive as possible. The “Best and Final” offer will be the final revision of the Proposal. The Proposal Development period will begin on February 1 and end no later than February 26, 2016.
8. One copy of the “Best and Final” offer will be submitted to the Delaware Workforce Development Board (DWDB) c/o DE Dept. of Labor, Division of Employment & Training, 4425 N. Market Street, Wilmington, DE 19802 no later than 4:00 P.M. on February 29, 2016.
 - “Best and Final” offers will be presented by the proposer to a subcommittee of the DWDB. The DWDB will decide based on that presentation, and related data, whether to fund all or part of the offer.
 - Oral presentations will be made to the DWDB proposal review committees on March 21, 2016. Individual appointments will be scheduled.

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

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

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

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

filing of a complaint may be obtained through the DWDB office.

VI. TARGETED POPULATIONS AND ELIGIBILITY CRITERIA

A. Adult Training

1. This training will be funded with Blue Collar funds. Adult Providers are responsible for documenting the general eligibility criteria found in ETO 15 – Documentation of Program Eligibility.
2. Training is targeted to Dislocated Workers, and other underemployed (underemployed being defined as those employed for 24 hours or less per week) and unemployed adults in need of training.

VII. POLICIES

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

VIII. COST CATEGORIES, BUDGETING, AND CONTRACTING

- 1) Prior to executing a contract, proposers, without current contracts, will be required to provide a copy of their most recent audit to enable DWDB/DET to establish their fiscal soundness and eligibility for a contract.

- 2) The DWDB reserves the right to write separate contracts for each type of funding awarded to a program.
- 3) Contract Extensions - The DWDB reserves the right to negotiate one-year extensions to contracts funded through this Request for Proposal. The minimum criteria for extension will be satisfactory performance for the review period. The DWDB reserves the right, at its sole discretion, to specify the review period.
- 4) Blue Collar Adult training contracts will be a hybrid contract. The normal standard for the hybrid is to fund as a 60% Cost Reimbursement and a 40% Performance based contract. Performance payments will be based on Day 1 Outcomes and Day 30 Outcomes except for the Career Lattice contracts. Performance payments in the Career Lattice contracts may be based on process as well as outcome standards.
- 5) Tuition fee contracts may be allowed when documentation of the following conditions is provided: Tuition charges or entrance fees are not more than the education institution's catalog price, are necessary to receive specific training, and the training is open to and attended by the general public. Tuition fee contracts will not be written as 100% cost reimbursement contracts.
- 6) Cost Allocation - All budgeted costs must be allocable to one of two categories: (1) administration, (2) program. Administration may not exceed 12% of the total budget. Although the breakout of costs is not a Request for Proposal requirement, proposals that are funded must meet this requirement.
- 7) The following costs are not allowable charges under the WIOA program:
 - Costs of fines and penalties resulting from violation or, failure to comply with Federal, State, or local laws and regulations.
 - Back pay, unless it represents additional pay for WIOA services performed for which the individual was underpaid;
 - Entertainment costs
 - Bad debts expense
 - Insurance policies offering protection against debts established by the Federal Government
 - Contributions to a contingency reserve or any similar provision for unforeseen events
 - Costs prohibited by 29CFR part 93 (Lobbying)
 - Costs of activities prohibited in 627.205 (Public service employment prohibition); and 627.210 (non-discrimination)
- 8) Profit is an allowable expense for "for profit" trainers. All profit is negotiable. No profit will be allowed until all contracted performance is achieved.
- 9) Proposers will be asked to provide in their proposals the cost of their entire program, the amount of funds being requested, and the total cost to participants (if applicable).

IX. PROPOSAL EVALUATION

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

Adult Training

Demonstrated Performance (30%)

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

Cost (30%)

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

Program Design and Proposed Results (20%)

Program design provides adequate training to achieve planned results.

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

Requested Components (10%)

- Combine classroom occupational training including an internship, clinical, actual work experience, OJT (On-the Job Training) along with the necessary foundation skills in reading and math.

Job Placement Plan (10%)

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

X. DEFINITIONS

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

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

CAREER PATHWAY – The term “Career Pathway” means a combination of rigorous and high-quality education, training, and other services that –

- A. aligns with the skill needs of industries in the economy of the State or regional economy involved;
- B. prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the National Apprenticeship Act)
- C. includes counseling to support an individual in achieving the individual’s education and career goals;
- D. includes as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupations or occupational cluster;
- E. organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- F. enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and
- G. helps an individual enter or advance within a specific occupation or occupational cluster

CAREER PLANNING – The term “career planning” means the provision of a client-centered approach in the delivery of services designed –

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

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

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

CERTIFICATE – A certificate is awarded in recognition of an individual’s attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based on standards developed or endorsed by employers. Certificates awarded by Workforce Development Boards are not included in this definition. Work readiness certificates are also not included in this definition. A certificate is awarded in recognition of an individual’s attainment of technical or occupational skills by:

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

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

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

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

COMPLETER – The term “completer” means a participant who successfully complies with the definition of

program credential completion in the Contract.

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

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

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

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

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

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

DIRECT BENEFITS may include the following:

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

EMPLOYMENT etc. ATTAINMENT RATE - The performance percentage established is calculated by dividing the number of individuals who enter and retain in postsecondary education, advanced training, military service, employment, or qualified apprenticeships by the number of individuals who have exited the program.

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

EXIT– A participant who has not been reported in AJLA (management information system) as enrolled in an any activity for 90 days.

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

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

(C) A husband and wife.

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

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

FOLLOW-UP SERVICES FOR YOUTH –

1. Follow-up services for youth may include:

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

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

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

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

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

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

INDIVIDUAL WITH A DISABILITY -

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

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

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

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

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

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

LOW-INCOME INDIVIDUAL - 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 (7 U.S.C. 2011 et seq.), the program of block grant to States for temporary assistance for needy families program under part A of the 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 public assistance;
- (ii) is in a family with total income that does not exceed the high 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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

RECOGNIZED POSTSECONDARY CREDENTIAL – The term “recognized postsecondary credential” means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.

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

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

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

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

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

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

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

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

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

VETERAN; RELATED DEFINITION

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

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

WORK EXPERIENCES FOR YOUTH -

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

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

PART B

PROPOSAL FORMS

PROPOSAL INSTRUCTIONS

- A. A complete, separate proposal will be submitted for each specific program.
- B. Proposers will submit three (3) original copies of the proposal on 8 ½ x 11 inch paper in the designated proposal format, stapled in the upper left hand corner. Please do **not** place in covers, binders or rings.
- C. **Proposals must be received by 4:00 p.m. on January 21, 2016 at:**

Delaware Workforce Development Board (DWDB) (Note Location)
c/o DE Dept of Labor, Division of Employment & Training
3rd Floor – Attn: Ashley Francica
4425 N. Market Street, Wilmington, DE. 19802

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

IMPORTANT

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

PROPOSAL FORMAT

▪ This RFP requires proposers to submit their proposals using a standard and streamlined proposal format (Performance Target Outline). This outline asks proposers to present a clear, concise, and simply stated description of their:

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

PROPOSER CHECKLIST

To aid the proposer in putting together their proposal package:

Applicant Submission Checklist

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

PROPOSAL DATA SUMMARY

1.0 Name and Address of Applicant Organization

(NAME)

(STREET)

(CITY, STATE)

(ZIP CODE)

(CONTACT PERSON)

(TELEPHONE NUMBER)

(FAX NUMBER)

(E-MAIL ADDRESS)

(Website URL)

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

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

2.0 Organization Type:

- Non Profit
- Governmental
- Private for Profit

3.0 Proposed Contract Period

START DATE: _____ END DATE: _____

4.0 Proposed Services:

- Occupational Skills Training (OST)
- Work Readiness (not stand alone)
- Work Experience or OJT (not stand alone)
- Career Lattice Training

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

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

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

Cycle #	Cost
_____	_____
_____	_____
_____	_____
_____	_____

Funding:

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

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

- 7. Program Performance (Provide a performance history for your proposed program or for your organization if the proposed program is new) – **limited to one (1) page**
- 8. Describe your plan to assess reading and math skills and provide as necessary concurrently with occupational training incorporate into your training – **limited to one (1) page**
- 9. Describe (include resources dedicated to do so) your plan to develop and place participants in employment opportunities within their training related field. – **limited to one (1) page**

10. Career Lattice Training Only

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

11. Certificate of Information and Authorized Signature

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

SIGNATURE DATE

NAME

TITLE

Target Outline Question #1 YOUR PROGRAM'S OUTCOME STATEMENT

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

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

Target Outline Question #2 CUSTOMERS

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

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

Target Outline Question # 3 PERFORMANCE TARGET

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

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

Target Outline Question # 4 YOUR PRODUCT

What are the CORE FEATURES of your *product*?

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

Target Outline Question #5
KEY PEOPLE

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

Target Outline Question #6 MILESTONES

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

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

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

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

BUDGET SUMMARY

Area of Training: _____
Organization: _____
DUNS # _____

Contract #: _____
Program Year: _____

TOTAL

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

BUDGET SUMMARY

Area of Training: _____
Organization: _____
DUNS # _____

Contract #: _____
Program Year: _____

14. Training Materials

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

15. Printing/Advertising

16. Travel

- A. Student
- B. Staff

17. Staff Training

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

19. Participant Fringes

20. Insurance:

21. Professional Services: (List)

22. Overhead/Indirect for Parent Organization:

23. Profit:

24. Other: (Please specify)

25. Other: (Please specify)

26. TOTAL

EMPLOYEE LISTING
SALARY AND FRINGE EXPENSES

AREA OF TRAINING: _____
 ORGANIZATION: _____

YEAR: _____

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

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

Organization _____

Type of Training _____

BUDGET BACK-UP PAGE

<u>LINE</u> <u>NUMBER</u>	<u>ITEM</u>	<u>NUMBER</u> <u>OF EACH</u>	<u>AMOUNT</u>	<u>EXPLANATION/</u> <u>REMARKS</u>
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PART C Attachments
<http://wib.delawareworks.com/index.php>

1. Funding Guidelines
2. ETO 15- Documentation of Program Eligibility
3. ETO 17.6 - Documentation for Performance Goal Attainment

Adult Career Lattice Training

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

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

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

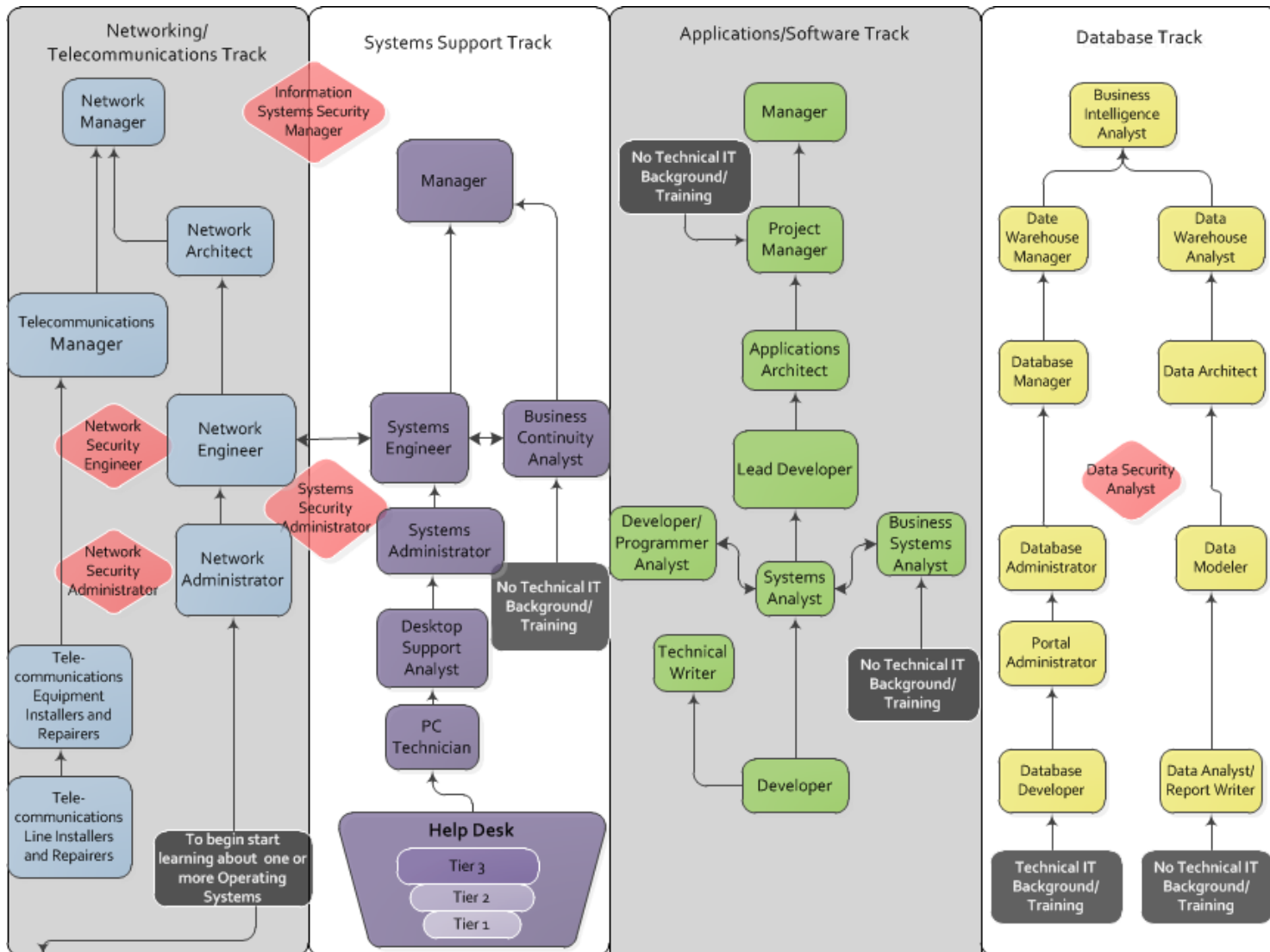
The goal of funding Career Lattice Programs with Adult Blue Collar funds is to fund training programs that integrates occupational, necessary reading & mathematics skills and soft skills training that result in individuals moving horizontally or vertically in terms of a career. There is no mandatory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

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

The following are examples of two different Adult Career Lattices that have been developed. The first one for the Information Technology Sector and the second one is across three different

sectors focusing on the transferability of customer service jobs.

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



Operating Systems

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

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

Tracks:

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

Welcome to Gateway Career Ladder!

Food Service

Retail

Banking

3 different industries 1 common skill: Customer Service.

Look where a cashier job can take you...

Skills and Knowledge
Operations
HR Management
Sales & Marketing
Entrepreneurial

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

Skills and Knowledge
Supervision
Communication
Computer

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

Skills and Knowledge
Advanced Customer
Service
Communication
Computer

Education & Training
HS/GED
and/or Experience

Skills and Knowledge
Basic Workplace
Readiness
Customer Service
Sales

Education & Training
None

Owner/
CEO

General Manager

Dining Room Manager

Server
Hostess
Bartender

Cashier/
Counter
Busser
Dishwasher

Human Resources Manager

Public Relations Manager

Sales/
Catering
Manager

Beverage Manager

*Baker
*Broiler Cook
*Executive Chef
*Fry/Saute cook
*Kitchen Manager

*Pantry Cook
*Pastry Chef
*Soup & Sauce Cook
*Sous Chef
*Wine Steward

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

Other Areas to Explore in the Kitchen:

Other Areas to Explore in the Business:

*Banquet
*Foodservice Directory (Healthcare)
*Public Relations
*Human Resource

Regional Vice President

Regional/ Area Manager

District Manager

Store Manager

Assistant Store Manager/
Department Supervisor

Senior Sales Specialists
Sales Specialists

Cashier
Sales Associate
Receiving Associate

Other Regional Positions may include:
*Regional HR
*Regional Finance

DM Merchandise
DM Operations

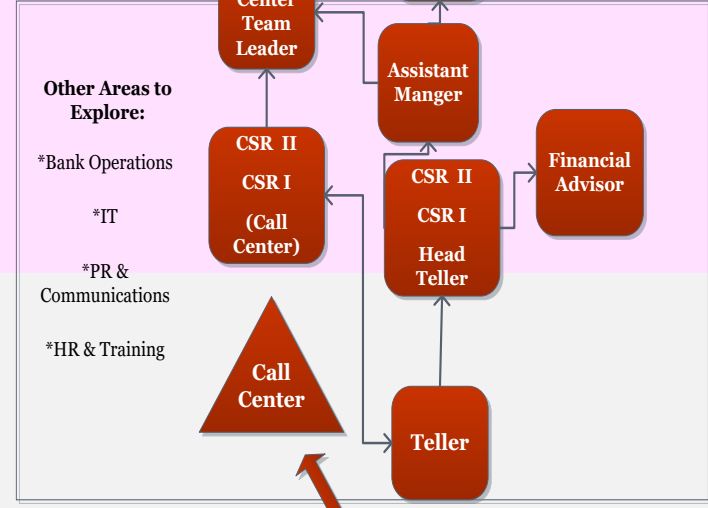
Merchandising ASM
Operations ASM

Other Areas to Explore:

*Finance, Accounting & Auditing
*Supply Chain & Logistics
*Loss Prevention

Other Areas to Explore:

*E-Commerce Web & App Development
*IT
*PR & Communications
*HR & Training



Call Center

Call Center Team Leader

Call Center Manager

Call Center Directors

Assistant Manager

Branch Manager

Regional Sales Manager (VP)

Executive/Senior Vice President (Retail)

Financial Advisor

Teller

Retail Banking

