



CITY OF PROVIDENCE, RHODE ISLAND
BOARD OF CONTRACT AND SUPPLY

REQUEST FOR PROPOSALS

**Item Description: 2020 WORKFORCE INVESTMENT & OPPORTUNITES ACT (WIOA)
COMPREHENSIVE YOUTH PROGRAM**

Date to be opened: MONDAY, FEBRUARY 3, 2020 before 2:15 pm

Issuing Department: WORKFORCE SOLUTIONS OF PROVIDENCE/CRANSTON

QUESTIONS

- Please direct questions relative to the bidding process, how to fill out forms, and how to submit a bid (Pages 1-8) to Purchasing Agent Patti Jordan.
 - Phone: (401) 680-5264
 - Email: pjordan@providenceri.gov
 - Please use the subject line “**RFP Question**”
- Please direct questions relative to the Minority and Women’s Business Enterprise Program and the corresponding forms (Pages 9-13) to the MBE/WBE Outreach Director for the City of Providence, Grace Diaz
 - Phone: (401) 680-5766
 - Email: gdiaz@providenceri.gov
 - Please use subject line “**MBE WBE Forms**”
- Please direct questions relative to the specifications outlined (beginning on page 14) to the issuing department’s subject matter expert:
Anne Walsh
 - **Phone: 401-680-8587**
 - **Email: awalsh@providenceri.gov**

Pre-bid Conference

Attendance at the Bidders’ Conference is strongly suggested but not mandatory.

BIDDERS’ CONFERENCE
Tuesday, December 17, 2019 at 9:00 AM at the
Roger Williams Park Casino,
1100 Elmwood Avenue Providence, RI 02907
If you are a non-profit entity, please fill and download your WBE/MBE WAIVER
REQUEST FORM (PAGE 13) and bring it to the Bidders’ Conference for signature.



**BOARD OF CONTRACT AND SUPPLY
CITY OF PROVIDENCE, RHODE ISLAND**

INSTRUCTIONS FOR SUBMISSION

Date to be opened: MONDAY, FEBRUARY 3, 2020

Bids may be submitted up to **2:15 P.M.** on the above meeting date at the **Department of the City Clerk, Room 311, City Hall, 25 Dorrance Street, Providence.** At 2:15 P.M. all bids will be publicly opened and read at the Board of Contract Meeting in the City Council Chambers, on the 3rd floor of City Hall.

- Bidders must submit **2 copies** of their bid in sealed envelopes or packages labeled with the captioned **Item Description** and the **City Department to which the RFP and bid are related.** (On page 1)
- Communications to the Board of Contract and Supply that are not competitive sealed bids (i.e. product information/samples) should have “**NOT A BID**” written on the envelope or wrapper.
- Only use form versions and templates included in this RFP. If you have an old version of a form do not recycle it for use in this bid.
- The bid envelope and information relative to the bid must be addressed to:

**Board of Contract and Supply
Department of the City Clerk – City Hall, Room 311
25 Dorrance Street
Providence, RI 02903**

****PLEASE NOTE:** This bid may include details regarding information that you will need to provide (such as proof of licenses) to the issuing department before the formalization of an award.

This information is NOT requested to be provided in your initial bid by design.

All bids submitted to the City Clerk become public record. Failure to follow instructions could result in information considered private being posted to the city’s Open Meetings Portal and made available as a public record. The City has made a conscious effort to avoid the posting of sensitive information on the City’s Open Meetings Portal, by requesting that such sensitive information be submitted to the issuing department only at their request.



**BOARD OF CONTRACT AND SUPPLY
CITY OF PROVIDENCE, RHODE ISLAND**

BID PACKAGE CHECKLIST

Digital forms are available in the City of Providence Purchasing Department Office or online at <http://www.providenceri.gov/purchasing/how-to-submit-a-bid/>

The bid package **MUST** include the following, in this order:

- Bid Form 1: Bidder's Blank as the cover page/ 1st page (*see page 6 of this document*)
- Bid Form 2: Certification of Bidder as 2nd page (*see page 7 of this document*)
- Bid Form 3: Certificate Regarding Public Records (*see page 8 of this document*)
- Forms from the Minority and Women Business Enterprise Program: Based on Bidder Category. *See forms and instructions enclosed (pages 9-13) or on:*

<https://www.providenceri.gov/purchasing/minority-women-owned-business-mbewbe-procurement-program/>

***Please note: MBE/WBE forms must be completed for EVERY bid submitted and must be inclusive of ALL required signatures. Forms without all required signatures will be considered incomplete.**

- Bidder's Proposal/Packet: Formal response to the specifications outlined in this RFP, including pricing information and details related to the good(s) or service(s) being provided. Please be mindful of formatting responses as requested to ensure clarity.
- Financial Assurance, *if requested* (as indicated on page 5 of this document under "Bid Terms")

All of the above listed documents are REQUIRED. (With the exception of financial assurances, which are only required if specified on page 5.)

*****Failure to meet specified deadlines, follow specific submission instructions, or enclose all required documents with all applicable signatures will result in disqualification, or in an inability to appropriately evaluate bids.**



**BOARD OF CONTRACT AND SUPPLY
CITY OF PROVIDENCE, RHODE ISLAND**

NOTICE TO VENDORS

1. The Board of Contract and Supply will make the award to the lowest qualified and responsible bidder.
2. In determining the lowest responsible bidder, cash discounts based on preferable payment terms will not be considered.
3. Where prices are the same, the Board of Contract and Supply reserves the right to award to one bidder, or to split the award.
4. No proposal will be accepted if the bid is made in collusion with any other bidder.
5. Bids may be submitted on an "equal in quality" basis. The City reserves the right to decide equality. Bidders must indicate brand or the make being offered and submit detailed specifications if other than brand requested.
6. A bidder who is an out-of-state corporation shall qualify or register to transact business in this State, in accordance with the Rhode Island Business Corporation Act, RIGL Sec. 7-1.2-1401, et seq.
7. The Board of Contract and Supply reserves the right to reject any and all bids.
8. Competing bids may be viewed in person at the Department of the City Clerk, City Hall, Providence, immediately upon the conclusion of the formal Board of Contract and Supply meeting during which the bids were unsealed/opened. Bids may also be accessed electronically on the internet via the City's [Open Meetings Portal](#).
9. As the City of Providence is exempt from the payment of Federal Excise Taxes and Rhode Island Sales Tax, prices quoted are not to include these taxes.
10. In case of error in the extension of prices quoted, the unit price will govern.
11. The contractor will **NOT** be permitted to: a) assign or underlet the contract, or b) assign either legally or equitably any monies or any claim thereto without the previous written consent of the City Purchasing Director.
12. Delivery dates must be shown in the bid. If no delivery date is specified, it will be assumed that an immediate delivery from stock will be made.
13. A certificate of insurance will normally be required of a successful vendor.
14. For many contracts involving construction, alteration and/or repair work, State law provisions concerning payment of prevailing wage rates apply ([RIGL Sec. 37-13-1 et seq.](#))
15. No goods should be delivered or work started without a Purchase Order.
16. **Submit 2 copies of the bid to the City Clerk, unless the specification section of this document indicates otherwise.**
17. Bidder must certify that it does not unlawfully discriminate on the basis of race, color, national origin, gender, gender identity or expression, sexual orientation and/or religion in its business and hiring practices and that all of its employees are lawfully employed under all applicable federal, state and local laws, rules and regulations. (See Bid Form 2.)



**BOARD OF CONTRACT AND SUPPLY
CITY OF PROVIDENCE, RHODE ISLAND**

BID TERMS

1. Financial assurances may be required in order to be a successful bidder for Commodity or Construction and Service contracts. If either of the first two checkboxes below is checked, the specified assurance **must accompany** a bid, or the bid will not be considered by the Board of Contract and Supply. The third checkbox indicates the lowest responsible bidder will be contacted and required to post a bond to be awarded the contract.
 - a) ☐ A certified check for \$_____ must be deposited with the City Clerk as a guarantee that the Contract will be signed and delivered by the bidder.
 - b) ☐ A bid bond in the amount of _____ per centum (%) of the proposed total price, must be deposited with the City Clerk as a guarantee that the contract will be signed and delivered by the bidder; and the amount of such bid bond shall be retained for the use of the City as liquidated damages in case of default.
 - c) ☐ A performance and payment bond with a satisfactory surety company will be posted by the bidder in a sum equal to one hundred per centum (100%) of the awarded contract.
 - d) ☐ No financial assurance is necessary for this item.
2. Awards will be made within **sixty (60) days of bid opening**. All bid prices will be considered firm, unless qualified otherwise. Requests for price increases will not be honored.
3. Failure to deliver within the time quoted or failure to meet specifications may result in default in accordance with the general specifications. It is agreed that deliveries and/or completion are subject to strikes, lockouts, accidents and Acts of God.

The following entry applies only for COMMODITY BID TERMS:

4. Payment for partial delivery will not be allowed except when provided for in blanket or term contracts.

The following entries apply only for CONSTRUCTION AND SERVICE BID TERMS:

5. Only one shipping charge will be applied in the event of partial deliveries for blanket or term contracts.
6. Prior to commencing performance under the contract, the successful bidder shall attest to compliance with the provisions of the Rhode Island Worker's Compensation Act, RIGL 28-29-1, et seq. If exempt from compliance, the successful bidder shall submit a sworn Affidavit by a corporate officer to that effect, which shall accompany the signed contract.
7. Prior to commencing performance under the contract, the successful bidder shall, submit a certificate of insurance, in a form and in an amount satisfactory to the City.



**BOARD OF CONTRACT AND SUPPLY
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BID FORM 1: Bidders Blank

1. Bids must meet the attached specifications. Any exceptions or modifications must be noted and fully explained.
2. Bidder's responses must be in ink or typewritten, and all blanks on the bid form should be completed.
3. The price or prices proposed should be stated both in **WRITING** and in **FIGURES**, and any proposal not so stated may be rejected. **Contracts exceeding twelve months must specify annual costs for each year.**
4. Bids **SHOULD BE TOTALED** so that the final cost is clearly stated (unless submitting a unit price bid), however **each item should be priced individually**. Do not group items. Awards may be made on the basis of *total* bid or by *individual items*.
5. All bids **MUST BE SIGNED IN INK.**

Name of Bidder (Firm or Individual): _____

Contact Name: _____

Business Address: _____

Business Phone #: _____

Contact Email Address: _____

Agrees to bid on (Write the "Item Description" here):

If the bidder's company is based in a state other than Rhode Island, list name and contact information for a local agent for service of process that *is located within Rhode Island*

Delivery Date (if applicable): _____

Name of Surety Company (if applicable): _____

Total Amount in Writing*:

Total Amount in Figures*:

**** If you are submitting a unit price bid, please insert "Unit Price Bid"***

Use additional pages if necessary for additional bidding details.

Signature of Representation

Title



BOARD OF CONTRACT AND SUPPLY
CITY OF PROVIDENCE, RHODE ISLAND

BID FORM 2: Certification of Bidder

(Non-Discrimination/Hiring)

Upon behalf of _____ (Firm or Individual Bidding),

I, _____ (Name of Person Making Certification),

being its _____ (Title or "Self"), hereby certify
that:

1. Bidder does not unlawfully discriminate on the basis of race, color, national origin, gender, sexual orientation and/or religion in its business and hiring practices.
2. All of Bidder's employees have been hired in compliance with all applicable federal, state and local laws, rules and regulations.

I affirm by signing below that I am duly authorized on behalf of Bidder, on
this _____ day of _____ 20 ____.

Signature of Representation

Printed Name



**BOARD OF CONTRACT AND SUPPLY
CITY OF PROVIDENCE, RHODE ISLAND**

BID FORM 3: Certificate Regarding Public Records

Upon behalf of _____ (Firm or Individual Bidding),
I, _____ (Name of Person Making Certification),
being its _____ (Title or "Self"), hereby certify an
understanding that:

1. All bids submitted in response to Requests for Proposals (RFP's) and Requests for Qualification (RFQ's), documents contained within, and the details outlined on those documents become public record upon receipt by the City Clerk's office and opening at the corresponding Board of Contract and Supply (BOCS) meeting.
2. The Purchasing Department and the issuing department for this RFP/RFQ have made a conscious effort to request that sensitive/personal information be submitted directly to the issuing department and only at request if verification of specific details is critical the evaluation of a vendor's bid.
3. The requested supplemental information may be crucial to evaluating bids. Failure to provide such details may result in disqualification, or an inability to appropriately evaluate bids.
4. If sensitive information that has not been requested is enclosed or if a bidder opts to enclose the defined supplemental information prior to the issuing department's request in the bidding packet submitted to the City Clerk, the City of Providence has no obligation to redact those details and bears no liability associated with the information becoming public record.
5. The City of Providence observes a public and transparent bidding process. Information required in the bidding packet may not be submitted directly to the issuing department at the discretion of the bidder in order to protect other information, such as pricing terms, from becoming public. Bidders who make such an attempt will be disqualified.

I affirm by signing below that I am duly authorized on behalf of Bidder, on
this _____ day of _____ 20_____.

Signature of Representation

Printed Name



**BOARD OF CONTRACT AND SUPPLY
CITY OF PROVIDENCE, RHODE ISLAND**

WBE/MBE Form Instructions

The City of Providence actively seeks Minority and Women business enterprises to participate in bids to meet the City's procurement needs. Pursuant to the City of Providence Code of Ordinances, Chapter 21, Article II, Sec. 21-52 (Minority and Women's Business Enterprise) and Rhode Island General Laws (as amended), Chapter 31-14, et seq. (Minority Business Enterprise), Minority Business Enterprise (MBE) and Women's Business Enterprise (WBE) participation goals apply to contracts.

The goal for Minority Business Enterprise (MBE) participation is **10%** of the total bid value.

The goal for Women's Business Enterprise (WBE) participation is **10%** of the total bid value.

The goal for combined MBE/WBE participation is **20%** of the total bid value.

Only businesses certified with the State of Rhode Island as minority and/or women business enterprises are counted towards the City's goals. Eligible minority or women-owned businesses are encouraged to seek certification from the State of Rhode Island Minority Business Enterprise Compliance Office at:
<http://odeo.ri.gov/offices/mbeco/>

Note: MBE certification with the State of Rhode Island on the basis of Portuguese heritage is not currently recognized by the City of Providence's MBE program.

Bid Requirements:

All Bidders: All bidders must complete and submit the **MBE/WBE Participation Affidavit** indicating whether or not they are a state-certified MBE/WBE and acknowledging the City's participation goals. Submission of this form is required with **every bid**. Your bid will not be accepted without an affidavit.

Bidders who will be subcontracting: Bidders who will be subcontracting must submit the **Subcontractor Disclosure Form** as part of their bid submission. All subcontractors, regardless of MBE/WBE status, must be listed on this form. Business NAICS codes can be found at <https://www.naics.com/search/>. Awarded bidders are required to submit **Subcontractor Utilization and Payment Reports** with each invoice.

Waiver Requests:

If the percentage of the total amount of the bid being awarded to MBE or WBE vendors is less than 20% (Box F on the Subcontractor Disclosure Form) and the prime contractor is not a Rhode Island State-certified MBE or WBE, the Bidder must complete the **MBE/WBE Waiver Request Form** for review. Waivers will be considered on a case by case basis.

No waiver will be granted unless the waiver request includes documentation that demonstrates that the Bidder has made good faith efforts to achieve the City's stated participation goals. Waivers must be reviewed and signed by the City of Providence's MBE/WBE Outreach Director, Grace Diaz, or her designee. Department Directors cannot recommend a bidder for award if this form is applicable and absent. If the bid does not meet the participation goals of the City of Providence and a waiver is not filed with the signature of the MBE/WBE Outreach Director or her designee, the bid will not be accepted.

Verifying MBE/WBE Certification

It is the responsibility of the bidder to confirm that every MBE/WBE named in a proposal and included in a contract is certified by the Rhode Island Minority Business Enterprise Compliance office. The current MBE/WBE directory is available at the State of RI MBE Office, One Capitol Hill, 2nd Floor, Providence, RI, or online at <http://odeo.ri.gov/offices/mbeco/mbe-wbe.php>. You can also call (401) 574-8670 to verify certification, expiration dates, and services that the MBE/WBE is certified to provide. Note: MBE certification with the State of Rhode Island on the basis of Portuguese heritage is not currently recognized by the City of Providence's MBE program.

Form Instructions:



**BOARD OF CONTRACT AND SUPPLY
CITY OF PROVIDENCE, RHODE ISLAND**

Access all bid forms from <http://www.providenceri.gov/oeo/> or <http://www.providenceri.gov/purchasing/minority-women-owned-business-mbewbe-procurement-program/>. **Download** the forms as blank PDFs. Once saved on your computer, fill them out using the Adobe program. The fillable PDFs must be completed in Adobe in order to be saved properly. Google Chrome and similar platforms do not allow for the forms to be saved as filled PDFs. Therefore, please download the blank forms to your computer, then fill them out and save.

Assistance with Form Requirements

Examples of completed forms can be found on the City of Providence website at <http://www.providenceri.gov/oeo/> or <http://www.providenceri.gov/purchasing/minority-women-owned-business-mbewbe-procurement-program/>.

Contract Requirements:

Prime contractors engaging subcontractors must submit the *Subcontractor Utilization and Payment Report* to the City Department's Fiscal Agent with every invoice and with request for final payment. This form is not submitted as a part of the initial bid package.

For contracts with duration of less than 3 months, this form must be submitted along with the contractor's request for final payment. The form must include all subcontractors utilized on the contract, both MBE/WBE and non- MBE/WBE, the total amount paid to each subcontractor for the given period and to date. During the term of the contract, any unjustified failure to comply with the MBE/WBE participation requirements is a material breach of contract.

Questions?

For more information or for assistance with MBE/WBE Forms, contact the City of Providence MBE/WBE Outreach Director, Grace Diaz, at mbe-wbe@providenceri.com or (401) 680-5766.



**BOARD OF CONTRACT AND SUPPLY
CITY OF PROVIDENCE, RHODE ISLAND**

MBE/WBE PARTICIPATION AFFIDAVIT

Item Discussion (as seen on RFP):

Prime Bidder: _____

Prime Bidder (Company) Phone Number: _____

Which one of the following describes your business' status in terms of Minority and/or Woman-Owned Business Enterprise certification with the State of Rhode Island? ☐ MBE ☐ WBE ☐ Neither MBE nor WBE

By initialing the following sections and signing the bottom of this document in my capacity as the contractor or an authorized representative of contractor, I make this Affidavit:

It is the policy of the City of Providence that minority business enterprises (MBEs) and women business enterprises (WBEs) should have the maximum opportunity to participate in procurements and projects as prime contractors and vendors. Pursuant to Sec. 21-52 of the Providence Code of Ordinances and Chapter 31-14 *et seq.* of the Rhode Island General Laws (as amended), MBE and WBE participation goals apply to contracts.

The goal for Minority Business Enterprise (MBE) participation is 10% of the total bid value.

The goal for Women's Business Enterprise (WBE) participation is 10% of the total bid value.

The goal for combined MBE/WBE participation is 20% of the total bid value.

I acknowledge the City of Providence's goals of supporting MBE/WBE certified businesses. Initial _____

If awarded the contract, I understand that my company must submit to the Minority and Women's Business Coordinator at the City of Providence (MBE/WBE Office), copies of all executed agreements with the subcontractor(s) being utilized to achieve the participation goals and other requirements of the RI General Laws. **I understand that these documents must be submitted prior to the issuance of a notice to proceed.** Initial _____

I understand that, if awarded the contract, my firm must submit to the MBE/WBE Office canceled checks and reports required by the MBE/WBE Office on a quarterly basis verifying payments to the subcontractors(s) utilized on the contract. Initial _____

If I am awarded this contract and find that I am unable to utilize the subcontractor(s) identified in my Statement of Intent, I understand that I must substitute another certified MBE and WBE firm(s) to meet the participation goals. **I understand that I may not make a substitution until I have obtained the written approval of the MBE/WBE Office.**

Initial _____

If awarded this contract, I understand that authorized representatives of the City of Providence may examine the books, records and files of my firm from time to time, to the extent that such material is relevant to a determination of whether my firm is complying with the City's MBE/WBE participation requirements.

Initial _____

I do solemnly declare and affirm under the penalty of perjury that the contents of the foregoing Affidavit are true and correct to the best of my knowledge, information and belief.

Signature of Bidder

Printed Name

Company Name

Date



**BOARD OF CONTRACT AND SUPPLY
CITY OF PROVIDENCE, RHODE ISLAND**

SUBCONTRACTOR DISCLOSURE FORM

Fill out this form only if you WILL SUBCONTRACT with other parties. If you will not subcontract any portion of the proposed bid, do not fill out this form.

Prime Bidder: _____ Primary

NAICS _____ Code: _____

Item Description (as seen on RFP): _____

Please list all Subcontractors below. Include the total dollar value that you propose to share with each subcontractor and the dollar amount to be subcontracted. Please check off MBE and WBE where applicable. The directory of all state-certified MBE/WBE firms is located at www.mbe.ri.gov. Business NAICS codes can be found at <https://www.naics.com/search/>

Proposed Subcontractor	MBE	WBE	Primary NAICS Code	Date of Mobilization	\$ Value of Subcontract
					\$
					\$
					\$
					\$
A. MBE SUBCONTRACTED AMOUNT:					\$
B. WBE SUBCONTRACTED AMOUNT:					\$
C. NON MBE WBE SUBCONTRACTED AMOUNT:					\$
D. DOLLAR AMOUNT OF WORK DONE BY THE PRIME CONTRACTOR:					\$
E. TOTAL AMOUNT OF BID (SUM OF A, B, C, & D):					\$
F. PERCENTAGE OF BID SUBCONTRACTED TO MBEs AND WBEs. (Divide the sum of A and B by E and multiply result by 100).					

Please read and initial the following statement acknowledging you understand. If the percentage of the total amount of the bid being awarded to MBE or WBE vendors is less than 20% (Box F) and the prime contractor is NOT a Rhode Island State-certified MBE or WBE, **you must fill out the MBE/WBE WAIVER REQUEST FORM for consideration by City of Providence MBE/WBE Outreach Director.** Initial _____

Signature of Bidder

Printed Name



**BOARD OF CONTRACT AND SUPPLY
CITY OF PROVIDENCE, RHODE ISLAND**

MBE/WBE Waiver Request Form

**Fill out this form only if you are subcontracting and did not meet the 20% MBE/WBE participation goal.
State-certified MBE or WBE Prime Bidders are NOT REQUIRED to fill out this form.**

Submit this form to the City of Providence MBE/WBE Outreach Director, Grace Diaz, at mbe-wbe@providenceri.gov, for review **prior to bid submission**. This waiver applies only to the current bid which you are submitting to the City of Providence and does not apply to other bids your company may submit in the future.

Prime Bidder: _____

Company Trade: _____

Item Discussion (as seen on RFP): _____

To receive a waiver, you must list the certified MBE and/or WBE companies you contacted, the name of the primary individual with whom you interacted, and the reason the MBE/WBE company could not participate on this project.

MBE/WBE Company Name	Individual's Name	Company Trade	Why did you choose not to work with this company?

I acknowledge the City of Providence's goal of a combined MBE/WBE participation is 20% of the total bid value. I am requesting a waiver of _____ % MBE/WBE (20% minus the value of **Box F** on the Subcontractor Disclosure Form). If an opportunity is identified to subcontract any task associated with the fulfillment of this contract, a good faith effort will be made to select MBE/WBE certified businesses as partners.

Signature of Prime Contractor

Printed Name

Date Signed

Signature of City of Providence
MBE/WBE Outreach Director

Printed Name of City of Providence
MBE/WBE Outreach Director

Date Signed



**BOARD OF CONTRACT AND SUPPLY
CITY OF PROVIDENCE, RHODE ISLAND**

SUPPLEMENTAL INFORMATION

If the issuing department for this RFP determines that your firm's bid is best suited to accommodate their need, you will be asked to provide proof of the following prior to formalizing an award.

An inability to provide the outlined items at the request of the department may lead to the disqualification of your bid.

*This information is **NOT** requested to be provided in your initial bid that you will submit to the City Clerk's office by the "date to be opened" noted on page 1. This list only serves as a list of items that your firm should be ready to provide on request.*

All bids submitted to the City Clerk become public record. Failure to follow instructions could result in information considered private being posted to the city's Open Meetings Portal and made available as a public record.

You must be able to provide:

- Business Tax ID will be requested after an award is approved by the Board of Contract and Supply.
- Certificates of Insurance will be required from all partners if funded.



**BOARD OF CONTRACT AND SUPPLY
CITY OF PROVIDENCE, RHODE ISLAND
BID PACKAGE SPECIFICATIONS**



REQUEST FOR PROPOSALS

Workforce Innovation and Opportunity Act (WIOA)
COMPREHENSIVE YOUTH PROGRAMS
Title I Youth FY 2020
Statement of Work

ISSUE DATE	TUESDAY, DECEMBER 10, 2019
BIDDER'S CONFERENCE	TUESDAY, DECEMBER 17, 2019
PROPOSALS DUE	MONDAY, FEBRUARY 3, 2020 BEFORE 2:15 PM

REQUIRED DOCUMENTS

- 1) Board of Contract and Supply Forms as described in previous pages **AND**
- 2) Only these forms will be accepted in response:
 - a) Proposal Response Packet –MS Word Document **AND**
 - b) Proposal Budget and Narrative-MS Excel Document

Samples of these forms are included with this Statement of Work.

Applicants must use these fillable forms posted on our website:

<http://www.providenceri.gov/oeo/2020-wioa-youth-PROGRAMrfp/>

Foundational principles of the Youth Work Plan for WSPC:

- ❖ Adolescents and emerging adults need a developmentally appropriate and socially inclusive environment of support to successfully transition to adulthood.
- ❖ The Providence/Cranston Youth Services will coordinate and connect vulnerable youth to activities and services they need to transition to adulthood with a focus on planning for work and self-sufficiency.
- ❖ Commitment to the idea that social inclusion is as much about the *ability* to participate in community as it is about access to community.
- ❖ Supports for youth should enable them to participate in and shape their own futures and not perpetuate the need for services.
- ❖ Planning and implementation of programs and services must be firmly based in youth development principles and meet the needs of youth impacted by trauma.
- ❖ All programs and services must include plans to develop an understanding of diversity and the attainment of cultural competency skills for staff and participants.

From the WSPC Local Plan



**BOARD OF CONTRACT AND SUPPLY
CITY OF PROVIDENCE, RHODE ISLAND**

2020 WIOA YOUTH RFP TIMELINE

RFP Released Online	Tuesday, December 10, 2019
Advertisement	Friday, December 13, 2019
Bidder's Conference	Tuesday, December 17, 2019 @ 9 am
Deadline for Questions	Friday, January 17, 2020
Final Q & A Published	Wednesday, January 22, 2020
RFP Deadline	Tuesday, February 3, 2020 <i>BEFORE</i> 2:15 pm
Funding Provider Decision	Monday, March 2, 2020
Contract Negotiations Begin	Tuesday, March 3, 2020
Program Start Dates:	Programs MAY begin as early as April 1, 2020.
	Programs MUST begin by July 1, 2020

Procurement process dates may be subject to change.
Check regularly for updates and/or corrections to this RFP timeline at
<http://www.providenceri.gov/oeo/2020-wioa-youth-PROGRAMrfp/>

BIDDERS' CONFERENCE

**Tuesday, December 17, 2019 at 9:00 AM at the Roger Williams Park Casino,
1100 Elmwood Avenue Providence, RI 02907**

**If you are a non-profit entity, please fill and download your WBE/MBE WAIVER
REQUEST FORM (PAGE 13) and bring it to the Bidders' Conference
Grace Diaz will be in attendance to sign your completed forms.**

This informational session will be held after the release of the RFP to discuss and explain the Scope of Services, the application package and the grant process. ***While attendance at the bidders' conference is not required to submit a proposal, it is strongly encouraged.***

Please note: Procurement policies mandate that staff of Workforce Solutions of Providence/Cranston are ***not*** allowed to discuss or answer questions about the RFP outside of the Bidders' Conference. **Additional questions may be submitted after the Bidders' Conference.** These questions must be submitted in writing to awalsh@providenceri.gov with ***"2020 WIOA Youth PROGRAMS RFP"*** in the subject line, no later than Friday, January 17, 2020. You will not receive a personal answer to your question. All questions and answers will be posted on an ongoing basis through Wednesday, January 15, 2020 at <http://www.providenceri.gov/oeo/2020-wioa-youth-PROGRAMrfp/>

**Please print and read the RFP prior to the Bidders' Conference
Bring your copy of the RFP and your questions to the conference
Auxiliary aids and services are available upon request to individuals with disabilities.
Please contact awalsh@providenceri.gov with your request prior to the event.**



**BOARD OF CONTRACT AND SUPPLY
CITY OF PROVIDENCE, RHODE ISLAND**

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Section One: Background

A: Workforce Solutions of Providence/Cranston

Workforce Solutions of Providence/Cranston (WSPC) is a municipal agency of the City of Providence. Under the mandate of federal legislation, the Workforce Innovation and Opportunity Act of 2014 (WIOA), the Governor of RI, along with the Local Elected Officials (LEOs) for the cities of Providence and Cranston, has designated WSPC as the regional workforce development board and administrator for the cities of Providence and Cranston, RI, in compliance with WIOA Section 107 and 20 CFR Parts 679 through 681. All WSPC services are procured through the City of Providence Board of Contract and Supply (BOCS).

WSPC is governed by a Board of Directors and Local Elected Officials (LEOs) for the local workforce area. A majority of the WSPC Board of Directors' members represent private sector businesses.

WSPC strives to implement and coordinate an effective Workforce Development System that creates economic and employment partnerships among service providers, job seekers and employers in a way that enhances the economic vitality of all.

WSPC is soliciting innovative WIOA youth proposals which respond to the needs of target populations and employers in today's changing economy. Applicants must demonstrate how they intend to transition WIOA-eligible youth residents of the Providence/Cranston workforce area, ages 16-24 years into post-secondary education and training or employment under the Workforce Innovation and Opportunity Act (WIOA) Title I. The purpose of this solicitation is to identify and fund organizations that will design innovative programming and comprehensive services that result in WIOA youth achieving academic and employment success.

Through this RFP, approximately \$1.4 million of WIOA funds are anticipated to be available for comprehensive WIOA Youth programs, some of which may begin as early as April 1, 2020.

B: Workforce Innovation and Opportunity Act (Overview)

The Workforce Innovation and Opportunity Act of 2014 (WIOA), is designed to improve and streamline access to federally funded employment, education, training, and support service programs. The goal of WIOA legislation is to consolidate, coordinate, and improve employment, training, literacy, and vocational programs in the United States and provide the framework for a workforce preparation system that is flexible, responsive, customer-focused, and locally managed. The spirit of WIOA legislation emphasizes collaboration and the belief that we can accomplish more if we work together to serve participants and employers. Of particular focus in the legislation are three key driving messages:

- A commitment to providing high quality, accessible services;
- An alignment of investments in workforce, education, and economic development;
- A youth vision that supports an integrated service delivery system.



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WIOA emphasizes local control and management of WIOA services through Local Workforce Investment Areas. As the Local Workforce Investment Board (LWIB) for Providence and Cranston, the WSPC board determines policies, priorities and providers for our local area, including the local One-Stop Center, *America's Job Center of Providence/Cranston*, while also working collaboratively to create a better experience for the job seekers and employers they serve.

Section Two: Program Design Elements

A: WIOA Target Youth Populations and Eligibility

PARTICIPANT ELIGIBILITY

All participants served with WIOA Youth funds under this procurement must meet ***all*** of the following eligibility characteristics, ***which must be documented:***

- 1) Out-of-school youth between the ages of 16 – 24 years old **or** in-school youth between the ages of 14-21 years old (for definition please see table 2, next page)
- 2) Is a resident of the City of Providence, RI **or** the City of Cranston, RI (*Note: Youth in DCYF custody anywhere in the State of RI are considered residents of the capital city (Providence) and are therefore eligible for WIOA services under this RFP*) **and;**
- 3) Low-income (definition and table below) **and;**
- 4) U.S. Right to Work Documentation **and;**
- 5) Selective Service registration for males 18 and older **and;**
- 6) Having one or more barriers (for definition please see table 1 next page).

WIOA LOW-INCOME

WIOA defines low income as an individual who:

- 1) Receives, or in the past 6 months has received, or is a member of a family that is receiving or in the last 6 months has received, assistance through SNAP
- 2) In a family with total income not exceeding the higher of the poverty line or 70% Lower Living Standard Income Level (see Table 1, next page);
- 3) Homeless;
- 4) Receives or eligible to receive a free or reduced price lunch;
- 5) Foster child on behalf of whom State or local government payments are made or an individual who has attained 16 years of age and left foster care for kinship guardianship or adoption
- 6) Youth with a disability whose own income meets the income requirement of clause (2) but whose family does not.
- 7) Youth living in a high-poverty area as determined by census data.



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Table 1: Determination of income level in RI for WIOA

Family Size	1	2	3	4	5	6
Reference	Federal Poverty Level	Lower Living Standard Income Level	Lower Living Standard Income Level	Lower Living Standard Income Level	Lower Living Standard Income Level	Lower Living Standard Income Level
Income Limit	\$12,490	\$18,432	\$25,298	\$31,229	\$36,856	\$43,099

Table 2: In-and-Out-of-School Definitions and Barriers

Out-of-School Youth Definition	In-School Youth Definition
<p>A) Not attending any school; B) Not younger than age 16 or older than age 24; <u>and</u> C) One or more of the following: a) A school drop-out. b) 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. c) A recipient of a secondary school diploma or its recognized equivalent who is a low income individual and is i. basic skills deficient; or ii. an English language learner. d) An individual who is subject to the juvenile or adult justice system. e) A homeless individual, a homeless child or youth, a runaway, in foster care of 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. f) An individual who is pregnant or parenting. g) A youth who is an individual with a disability. h) A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.</p>	<p>A) Attending school; B) Not younger than age 14 or (unless an individual with a disability who is attending school under state law) older than age 21; C) A low-income individual; and D) One or more of the following: a) Basic skills deficient. b) An English language learner. c) An offender. d) A homeless individual, a homeless child or youth, a runaway, in foster care of 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. e) Pregnant or parenting. f) A youth who is an individual with a disability. g) An individual who requires additional assistance to complete an educational program or to secure or hold employment.</p> <p><i>Taken directly from Section 129 (a)(1):Youth participant eligibility. Retrieved from: https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf</i></p>
<p>A MINIMUM OF 75% OF THE FUNDS PROPOSED AND SPENT THROUGH THIS RFP MUST SERVE YOUTH MEETING THE ELIGIBILITY REQUIREMENTS FOR OUT-OF-SCHOOL YOUTH</p>	



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B. WIOA Youth Program Required Elements

Accessibility

WIOA re-enacts and strengthens the non-discrimination requirements of the Workforce Investment Act's Section 188 and requires the contracted providers to provide physical and programmatic accessibility to individuals with disabilities. Respondents must make every effort to provide reasonable accommodations for known physical, mental and/or sensory barriers in all programs, policies and procedures.

Youth providers are expected to demonstrate efforts to provide universal access by:

- Providing outreach to all populations of eligible participants;
- Providing meaningful support for individuals with limited English proficiency;
- Offering information about services and activities to all eligible participants;
- Providing accessibility in the physical space, by communication services and through auxiliary aids and services <https://www.ada.gov/>

14 Required WIOA Elements

WIOA legislation requires that each participant has access to each of the following fourteen WIOA youth program elements as needed for enrolled youth. Each bid must include provision of each of the elements.

***Every youth will not necessarily require every element in their individual plan,
but every element must be accessible to each participant.***

1. Tutoring, Study Skills Training and Instruction	Development of educational achievement skills that leads to the completion of the requirements for a secondary or post-secondary school diploma/credential.
2. Alternative Secondary School	Alternative secondary school services, or drop out recovery services.
3. Work Experience	Work experiences which include summer employment, year round employment, pre-apprenticeship, internships/Job-Shadow and On-the-job training opportunities.
4. 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.
5. Education concurrently w/Workforce Preparation	Integrated education and training that occur concurrently and contextually with workforce preparation.
6. Leadership Development	Opportunities that encourage responsibility, confidence, employability, self-determination and other positive social behaviors.
7. Supportive Services	Services that enable youth to participate in program activities such as assistance with book, fees, school supplies, transportation, and legal aid services.

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8. Adult Mentoring (12 months min)	Participants receive adult mentoring for a period of not less than 12 months that connects to the youth's goals.
9. Comprehensive Guidance and Counseling	Individualized counseling which includes drug and alcohol abuse, and mental health counseling and referral to partner programs.
10. Financial Literacy Education	Support the ability of participants to create budgets, learn how to manage spending, credit, and debt.
11. Entrepreneurial Skills Training	Entrepreneurial skills training to provide the basics of starting and operating a small business.
12. Labor Market Services	Access to career counseling, career exploration, career awareness, and the use of labor market tools.
13. Transition to Post-Secondary Education	Access to job exploration counseling, work based learning experiences, instruction in self-advocacy, work readiness training.
14. Follow-up Services (12 months)	Follow-up services are provided for 12 months unless the participant cannot be located or contacted.

These WIOA components must be provided, regardless of program model. All programs **MUST**:

1. Conduct creative outreach and recruitment activities to identify and engage participants;
2. Complete a thorough intake interview and collect eligibility documentation for enrollment;
3. Conduct comprehensive individual assessments;
4. Provide academic skills remediation for youth who test below 9th grade in reading and/or math;
5. Provide pre and post assessments that measure documented academic, technical, occupational or other forms of interim progress toward the credential or employment;
6. Administer a career interest assessment inventory and conduct career exploration activities with structured opportunities to explore a range of career options in a particular industry, thereby developing work readiness and industry-relevant competencies;
7. Develop an Individual Service Strategy (ISS) to address the needs identified through the comprehensive assessment that is appropriate to the individual, developmental needs of each youth, and follows clear timelines for completion;
8. Provide supportive services as identified in the youth Individual Service Strategies;
9. Define the terms of participant success for each service delivered;
10. Work with employers in the development and structure of work-experiences to ensure the needs of both youth and employers are met; these full or part-time employment opportunities should empower participants to make career pathway choices;
11. Develop effective community partnerships that will support the service delivery needs of youth as identified in the comprehensive assessment;
12. Maintain contact and active engagement with participants to ensure there are no gaps in service;



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C: Additional Program Elements

Sector-Based Cohorts

Proposed program designs should include cohorts of youth and young adults with interests in and aptitude for a particular industry sector.

Sector-based training models may include recognized and approved credentialing programs and **must** target jobs in industries that align with labor force needs or with projected growth and demand. These programs feature career exploration, academic and occupational skills training, job readiness, practical work experience within a specific industry and should result in the mastery of technical skills required for employment in addition to the attainment of an industry-recognized certification that is portable, transferable and stackable. Applicants may utilize contextual learning strategies designed to develop basic and occupational skills simultaneously to facilitate job placement and retention.

Programs are encouraged to develop sector-based cohorts of participants, which must:

- Work with local employers or training providers to ensure training aligns with industry needs;
- Deliver skills training services in one seamless program. Participants receive relevant classroom-based and hands-on instruction;

NOTE: Concurrent with this RFP, WSPC intends to award contracts specifically for work based learning services to include occupational skills training and placement services for participants served under this RFP.

- Have active participation from industry representatives in program design, screening of candidates, curriculum development, instruction, hands-on experiences and field trips, job shadowing, internships and placement into advanced education and/or related employment;
- Include work-based learning experiences within the specific sector which are structured opportunities for youth to learn and engage in career opportunities that incorporate education and employment activities. This can take the form of unpaid or paid work experiences, summer and year-round employment, pre apprenticeship, internships, apprenticeships and on the job training. Successful models must feature strong collaboration with industry and business leaders in the design and delivery of the training. Evidence of employer involvement in the design and delivery of the program is required.
- Include all other WIOA requirements

Media Literacy Skills

For centuries, literacy has referred to the ability to read and write. Today, we get most of our information through a multiplatform system of media technologies. The ability to read many types of media has become an essential skill in the 21st Century. Media literacy is the ability to access, analyze, evaluate, and create media. Media literate youth and adults are better able to understand the complex messages we receive from television, radio, Internet, newspapers, magazines, books, billboards, video games, music, and all other forms of media. Media literacy is an effective and



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engaging way to apply critical thinking skills to a wide range of issues in work and life.

Programs funded through this RFP will include an aggressive media literacy plan woven throughout the 14 WIOA Elements.

Media literacy skills can help youth and young adults:

- Develop critical thinking skills
- Understand how media messages shape our culture and society
- Identify target marketing strategies
- Recognize what the media maker wants us to believe or do
- Name the techniques of persuasion used
- Recognize bias, spin, misinformation, and lies
- Discover the parts of the story that are not being told
- Evaluate media messages based on their own experiences, skills, beliefs, and values
- Create and distribute their own media messages
- Advocate for media justice

Computer Literacy is the ability to use computers and related technology efficiently with a range of skills covering levels from elementary use to programming and advanced problem solving. These skills are necessary to function in contemporary society within educational, work and just navigating a normal day. People with low incomes often are not able to access education in these technologies, which impacts their work and educational opportunities. Programs funded under this RFP are required to include computer skills training to participants to enhance their opportunities for learning, employment and functioning in this technological era.

Career Pathways

WIOA places a strong emphasis on career pathways as defined as a combination of rigorous and high quality education, training and other services that:

- Align with the skill needs of industries in the local economy;
- Prepare individuals to be successful in a full range of secondary or postsecondary education options by providing education, training, employment and supportive services through intensive case management;
- Provide clear advancement opportunities and transitions for participating youth;
- Enable participants to attain secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
- Helps an individual enter or advance within a specific occupation or occupational cluster.

Work Based Learning

WIOA requires that a significant portion of **WIOA Youth funds** **must** be spent on activities supporting paid and unpaid work experience that have as a component academic and occupational education. This may include summer employment and other employment opportunities available throughout the year such as pre-apprenticeship programs, internships, job shadowing and on the job training opportunities (OJTs).



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These work-based learning strategies must serve as a next step in career development, whether the desired outcome is employment or enrollment in post-secondary education or advanced training **and must comprise at least 30% of your WIOA budget.**

D: Trauma-Responsive Services

The trauma that concerns those focused on positive youth outcomes and youth violence prevention is often a combination of a set of circumstances (such as living in an unsafe environment or chronic discrimination) and events (such as abuse or gun violence). Young people living in high-crime neighborhoods are almost certainly coming to any youth programming site with previous exposure to traumatic circumstances or events. *Trauma-informed and trauma responsive practices are a requisite, foundational element of youth services funded through this RFP.*

As defined by the U.S. Substance Abuse and Mental Health Services Administration (SAMHSA), individual trauma results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or threatening and that has a lasting adverse impact on the individual's functioning and physical, social, emotional, or spiritual wellbeing. Traumatic events include sexual abuse, physical abuse or neglect, emotional abuse or neglect, domestic violence, community and school violence, medical trauma, motor vehicle accidents, acts of terrorism, war experiences, natural and human-made disasters, suicides, loss of a parent, and other traumatic losses.

Social Stressors and Trauma

Everyday occurrences and social stressors such as racism, discrimination, sexism, oppression, poverty, bullying, humiliation, and cultural dislocation can also result in trauma when experienced chronically. These traumas are directly related to chronic fear and anxiety, with serious long-term effects on health and other life outcomes. Trauma created by chronic or persistent social stress often disproportionately affects communities of color. Racism, prejudice, and discrimination can serve as sources of trauma and have a detrimental effect on academic achievement, self-efficacy, and social-emotional growth. Racism-based trauma, in particular, alters an individual's self-perception and self-esteem, and disturbs the structures of safety. This can lead to profound alienation, loss, and relational disconnection, particularly for youth living in already under-resourced communities coping with high rates of violence and crime.

Secondary traumatic stress (STS), or vicarious traumatization, is an additional layer of trauma. Defined as "the natural consequent behaviors resulting from knowledge about a traumatizing event experienced by a significant other," STS affects youth living in neighborhoods where violence and crime impact friends, family, or neighbors. STS also has significant effects on service providers whose role it is to support youth in these neighborhoods, and is often associated with "burnout," further distressing overburdened service delivery systems and diminishing the chance that youth will gain



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access to the care they need. While direct exposure to violence accounts for a severe and significant impact on youth, social stressors combined with the effects of vicarious traumatization result in communities and service delivery systems with pervasive trauma.

Youth Violence and Trauma

In addition to the economic and emotional burden it places on society, trauma plays a significant role in the perpetuation of violence. Violence victimization, including abuse, neglect, and witnessing violence, has long-term effects on cognitive, emotional, and behavioral development, and increases the likelihood of violent behavior later in life. The earlier abuse or neglect is initiated in a child's life and the longer it persists, the stronger its effect on that child's development will be. Furthermore, violent discipline teaches youth that violence is an appropriate way to solve problems or change behavior.

High levels of family or marital conflict, exposure to intimate partner violence or domestic violence, poor family management (unclear expectations, inadequate supervision, and inconsistent and/or severe punishment), and lack of familial bonding are well-documented risk factors for youth violence: These family traits can lead to externalizing of aggression and adverse behavioral and mental health issues, and are linked to delinquency and violence.

Importance of Trauma-Informed and Trauma-Responsive Practices in WIOA programs funded through this RFP

Victims of trauma often exhibit anti-social behavior, have difficulty forming relationships, and struggle to express and manage emotions and behaviors. **If staff in youth-serving organizations are not trained to identify these behaviors as symptoms of trauma and are not knowledgeable about how to respond accordingly, they may re-traumatize youth by reacting in a punitive manner, strengthening youth's expectations of confrontation and danger and reinforcing a negative self-image. The cycle of trauma created by this process inhibits youth's ability to achieve positive youth outcomes.** Accordingly, efforts that focus on education, poverty, or any other issue must address trauma to reach their full potential.

This cycle of trauma is not inevitable. **The impacts of trauma can be mitigated and are treatable. Its long-term consequences on a young person can be addressed and prevented through effective interventions and proper treatment. The proper identification of indicators related to trauma, followed by effective intervention and proper treatment, can help youth manage stress in a healthy way and avoid forming destructive coping mechanisms.**

Trauma-Informed and Trauma Responsive Practices

Trauma-informed and trauma-responsive programs and services operate with an understanding and sensitivity to the vulnerabilities of trauma victims in order to avoid aggravating those vulnerabilities, ultimately increasing the chances of producing positive outcomes for children's wellbeing.



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It is a requirement that all partners in the proposal include Trauma-Informed and Trauma-Responsive Practices for services provided through this RFP.

10 Essentials of Trauma-Informed Practices Set forth by the Substance Abuse and Mental Health Services Administration. (SAMHSA)	
1.	Safety: throughout the organization, staff and the people they serve feel physically and psychologically safe; the physical setting is safe and interpersonal interactions promote a sense of safety.
2.	Trustworthiness and transparency: organizational operations and decisions are conducted with transparency and the goal of building and maintaining trust among staff, clients, and family members of people being served by the organization.
3.	Collaboration and mutuality: there is true partnering and leveling of power differences between staff and clients and among organizational staff, from direct care staff to administrators; there is recognition that healing happens in relationships and in the meaningful sharing of power and decision-making.
4.	Empowerment: throughout the organization and among the clients served, individuals' strengths are recognized, built on, and validated, and new skills are developed as necessary.
5.	Voice and choice: the organization aims to strengthen the staff's, clients', and family members' experience of choice and recognize that every person's experience is unique and requires an individualized approach.
6.	Peer support and mutual self-help: are integral to the organizational and service delivery approach and are understood as key vehicles for building trust, establishing safety, and empowerment.
7.	Resilience and strengths based: a belief in resilience and in the ability of individuals, organizations, and communities to heal and promote recovery from trauma; builds on what clients, staff, and communities have to offer rather than responding to their perceived deficits.
8.	Inclusiveness and shared purpose: the organization recognizes that everyone has a role to play in a trauma-informed approach; one does not have to be a therapist to be therapeutic.
9.	Cultural, historical, and gender issues: the organization addresses cultural, historical, and gender issues; the organization actively moves past cultural stereotypes and biases (e.g., based on race, ethnicity, sexual orientation, age, geography, etc.), offers gender-responsive services, leverages the healing value of traditional cultural connections, and recognizes and addresses historical trauma.
10.	Change process: is conscious, intentional, and ongoing; the organization strives to become a learning community, constantly responding to new knowledge and developments.

From: [Funding Resource Guide for Supporting Trauma-Informed Practices for Children & Youth](#)
SAMHSA [Understanding Child Trauma](#)



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E: Local Job Growth Information by Sector

Applicants must plan their programs based on the expected job growth in RI, as described by the RI Dept. of Labor & Training Labor Market Information publications.

Growth by Sector from RI DLT (full report: www.dlt.ri.gov/lmi/pdf/indoutlook.pdf)

Rhode Island employment is expected to increase by nearly 30,500 jobs during the 2016-2026 projection period. Employment in 2026 is projected to reach 550,700 an increase of 36,076 (5.9%) jobs from the 2016 employment level. Much of this growth is attributed to the increased demand for the products and services provided by the Accommodation & Food Services; Health Care & Social Assistance; Professional, Scientific & Technical Services; and Retail Trade sectors. Nationally, employment is projected to increase by 7.4 percent.

A CLOSER LOOK AT PROJECTED EMPLOYMENT FOR RHODE ISLAND IN YEAR 2026

Industry Sector	EMPLOYMENT		CHANGE	
	2016	2026 ▼	Numeric	%
Statewide	520,251	550,715	30,464	5.9
Health Care & Social Assistance	82,389	86,500	4,111	5.0
Accommodation & Food Services	48,204	52,761	4,557	9.5
Retail Trade	48,190	50,653	2,463	5.1
Educational Services	44,329	45,550	1,221	2.8
Manufacturing	40,420	42,510	2,090	5.2
Government	31,431	32,028	597	1.9
Administrative & Waste Services	27,873	30,301	2,428	8.7
Finance & Insurance	26,572	28,120	1,548	5.8
Professional, Scientific, & Technical Services	24,572	27,627	3,055	12.4
Construction	18,134	20,401	2,267	12.5
Other Services (except Government)	17,951	18,751	800	4.5
Wholesale Trade	16,484	16,893	409	2.5
Management of Companies & Enterprises	13,378	14,213	835	6.2
Transportation & Warehousing	9,939	10,748	809	8.1
Arts, Entertainment, & Recreation	9,311	10,055	744	8.0
Real Estate & Rental & Leasing	6,108	6,534	426	7.0
Information	6,114	6,507	393	6.4
Utilities	1,081	1,087	6	0.6
Agriculture, Forestry, Fishing & Hunting	776	860	84	10.8
Mining	200	196	-4	-2.0

A successful bidder will present program components that further the connecting of employers, youth and local training providers to ensure that all participants are provided with opportunities to engage with and discover career pathways, pursue training and obtain placement in high-growth/high-demand occupations.



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F: Performance Outcomes

Federal and State Performance Measures

The proposer is required to meet or exceed federal performance indicators. Targets for these indicators are redefined annually by the federal and state governments, and providers will be held accountable for achieving performance targets outlined in the annual contract. Please note that some performance indicators are attainable while a youth is enrolled in the program, and others are attainable only after the youth is exited from the program for a specified time period.

a) State-Negotiated Youth Performance Standards:

Contracts awarded through this RFP will be negotiated according to the 2020 Performance Standards currently being negotiated between the US Dept. of Labor and Training Administration and the State of RI. For reference, the 2019 Performance Standards are listed below:

2019 RI WIOA YOUTH MINIMUM PERFORMANCE STANDARDS	
Entered Employment Rate: <i>Employed or in education or training any time in the second quarter after exit.</i>	62%
Retention Rate: <i>Employed or in education or training any time in the fourth quarter after exit.</i>	69.4%
Median Earnings: <i>Median quarterly earnings of those employed in the second quarter after exit.</i>	Baseline
Credential Rate: <i>Percent of exiters that received education or training who obtain a post-secondary credential or high school diploma or equivalent by the 4th quarter after exit. Those obtaining a high school diploma or equivalent only count toward the performance rate if they are employed or in education or training leading to a recognized post-secondary credential within the year.</i>	60.6%
Measurable Skills Gain: <i>Percent of participants who, during the course of the program year, are in an education or training program and are achieving measurable skill gains, defined as documented academic or other progress.</i>	Baseline
Effectiveness in Serving Employers	Baseline

Positive Exit Outcomes

There are only two acceptable positive outcomes for youth who are *exited* from the program: unsubsidized employment or post-secondary training or education, including apprenticeship.

The term "program exit" means a participant does not receive a service funded by the program or funded by a partner program for 90 consecutive calendar days and is not scheduled for future services. Once the participant exit date has been determined, all performance measures are linked to that date.



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G: Performance and Case Management Tracking

EmployRI is a state-managed database that supports statewide employment and training operations. It is designed to integrate employment and training program services including WIOA. *EmployRI* provides customer tracking and enables RI to report on federal and state-mandated WIOA reporting requirements.

All successful bidders will be required to use *EmployRI* to record and track all client activities and program services. Reports generated from *EmployRI* will be used to determine program performance by the contractor, WSPC and the State. Therefore, knowledge of the system, accuracy of data entry and timely entry of information are critical. Contractors will be trained in use of the *EmployRI* system through local trainers; it is the contractor's responsibility to ensure ongoing staff expertise and compliance.

In addition, contractors may be asked to provide additional documentation or information to evaluate performance outcomes as well as program strengths and weaknesses. Therefore, an internal tracking knowledge and mechanism is required.

Section Four: RFP Information

A: RFP Schedule for Submission, Review & Awards

Posting of Request for Proposals Online	Tuesday, December 10, 2019
Legal Notice Publication and Advertisement	Friday, December 13, 2019
Non-Mandatory Bidders Conference	Tuesday, December 17, 2019 @ 9 am
Last date for proposers to email questions	Friday, January 17, 2020
Last date WSPC will post answers to questions on website	Wednesday, January 22, 2020
Proposals Due to Providence Board of Contract & Supply	Tuesday, February 3, 2020 <u>BEFORE</u> 2:15 pm
Funding Provider Decision	Monday, March 2, 2020
Contract Negotiation Begins	Tuesday, March 3, 2020
Programs MAY Start by	Wednesday, April 1, 2020
Programs MUST Start by	Wednesday, July 1, 2020



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B: Eligible Organizations

Organizations eligible to submit proposals fall within the following categories:

- Government agencies
- Private non-profit organizations
- Private for-profit businesses
- Business service and advocacy organizations

Proposers must also complete the Certifications form in the response packet, declaring that they are not debarred, suspended or otherwise excluded from receiving federal funds, and that they adhere to certain required policies.

If the proposal includes partnerships, it must identify one entity as the lead organization, which is the submitter of the proposal. Each partner will deliver on their own individual metrics and performance alongside partnership metrics.

C: Bidders' Conference

BIDDERS' CONFERENCE

**Tuesday, December 17, 2019 at 9:00 AM at the Roger Williams Park Casino,
1100 Elmwood Avenue Providence, RI 02907**

**If you are a non-profit entity, please fill and download your WBE/MBE WAIVER
REQUEST FORM (PAGE 13) and bring it to the Bidders' Conference
Grace Diaz will be in attendance to sign your completed form.**

This informational session will be held after the release of the RFP to discuss and explain the Scope of Services, the application package and the grants process. While attendance at the bidders' conference is not required to submit a proposal, it is strongly encouraged.

Please note: Procurement policies mandate that staff of Workforce Solutions of Providence/Cranston are **not** allowed to discuss or answer questions about the RFP outside of the Bidders' Conference. **Additional questions may be submitted after the Bidders' Conference.** These questions must be submitted in writing to awalsh@providenceri.gov with the words, **"2020 WIOA Youth Program RFP"** in the subject line, no later than Friday, January 17, 2020. You will not receive a direct answer to your question. All questions and answers will be posted on an ongoing basis through Wednesday, January 22, 2020 at <http://www.providenceri.gov/oeo/2020-wioa-youth-PROGRAMrfp/>

Please print and read the RFP prior to the Bidders' Conference

Bring your copy of the RFP and your questions to the conference

Auxiliary aids and services are available upon request to individuals with disabilities.

Please contact awalsh@providenceri.gov with your request prior to the event.



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D: Communications and Clarification Procedures

The primary mode of communication between WSPC and potential bidders will take place through our website: <http://www.providenceri.gov/oeo/2020-wioa-youth-PROGRAMrfp/>

Beginning December 10, 2019 interested parties can download the Request for Proposals from the above website. A record of the questions and answers from the Bidders' Conference will be available on the website along with contact information of the attendees to assist you with networking. After the Bidders' Conference, any further questions must be submitted via email to awalsh@providenceri.gov. It is the bidder's responsibility to check the web page frequently to stay apprised throughout the process. **Questions will not be answered by email, over the phone or in person.** Questions received after close of business on Friday, January 17, 2020 will not be answered. Final answers to questions will be on Wednesday, January 22, 2020.

E: Submission Requirements

Applicants may only use the **BOCS forms** and **2020 WIOA Youth RFP Response Documents** crafted specifically for this RFP. These are: one MS Word file titled "*Response Packet*", and one MS Excel "*Budget and Narrative Form*". **No other forms or budgets will be accepted.**

To be considered for review, one original (containing original signatures) and two (2) complete copies of the proposal must be submitted as detailed in the instructions in first 14 pages of this RFP, from BOCS.

An electronic copy of the application response packet and budget, in Word and Excel formats will be requested if proposals are funded.

The included proposal format MUST be used and page limits, where defined, must be kept. Instructions for completing the proposal are provided in the Response Packet.

- All required forms have been included for convenience and information.
- All material must be typed.
- Proposal checklist must be used.
- Attachments such as videos, brochures, newspaper articles, or other extraneous materials will not be accepted.
- Any material considered extraneous by WSPC will be discarded prior to the proposal review.
- Proposals must be wholly contained and securely stapled.
- Do not enclose the proposal in a binder or portfolio or add any cover sheet other than the Proposal Cover Sheet included in the response package.
- Proposals not submitted according to the required format may not be accepted.



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F: Proposal Review and Evaluation Process

Proposals will be screened for compliance with the federal and state Workforce Innovation and Opportunity Act requirements, consistency with WSPC requirements, requirements of the City of Providence Board of Contract and Supply and the specifications of this RFP.

- Staff will initially evaluate each proposal for acceptability, with emphasis placed on completeness and responsiveness to requisite program criteria.
- Once the minimum threshold has been met, proposals will be evaluated on the basis of quality, congruence with the goals of this RFP, past program performance, geographic distribution of services and service to the target population based on evaluation criteria outlined in the next section.

The point values allocated to each section of the proposal narrative are an evaluation tool and do not dictate which proposals are ultimately recommended for funding. WSPC reserves the right to reject any and all proposals, to waive or modify any requirement contained in this RFP, to amend without consult any proposal, and to effect any agreement deemed to be in the best interest of WSPC and its residents.

G: Proposal Evaluation Criteria

The BOCS Forms and the WSPC Response Packet included in this RFP are the only formats which can be used to submit a proposal. Everything must be included in in order as illustrated in the chart on page 37.

Section 1: BOCS Forms

Section 2: WSPC Response Packet in MS Word and Budget documents in MS Excel

- In the WSPC Response Packet, Sections A-F are forms, which will be evaluated for completeness on a "yes/no" basis. A "no" in any of these sections will eliminate the proposer from the award consideration.
- Points will be awarded for responses to Sections 1-4. These sections ask the proposer what they will do, how they will do it, how much it will cost, and how qualified the proposer is to successfully carry out their proposal.
- The maximum number of points available is 100 points.
- Failure to complete all of the sections to the satisfaction of BOCS and WSPC will eliminate the proposal from consideration.



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Scored Sections

1. Proposal Summary – Two pages maximum

2. Agency Background and Organizational Capacity (20 points)

Section will be scored according to

- Agency's overall history and its previous experience in providing the specific services proposed
- Experience and expertise in any or all of the critical components of career pathways: alternative education, post-secondary education/training, and/or employment.
- Organization's track record in the services proposed including size of service population and any performance outcomes, alternative education, post-secondary education/training credential achievement, and/or job placement and retention.
- Staffing and Facilities - the extent to which agency's overall staffing and management structure and staff qualifications and skills support program operations and goal attainment.
The facilities that will be used including location of classes and other services

4. Program Design (60 points)

Section will be scored according to

- Description of characteristics of needs of the specific populations targeted, organization's direct experience with target population and data supporting agency's ability to achieve successful outcomes with target group.
- Key components and special features of program design, including proposed schedule, duration, intensity, and location of each component and staff to participant ratios, plans for attendance, termination, and code of conduct policies, and how these are communicated to staff and participants.
- Methods to improve participation retention and motivation, demonstrating effectiveness where possible.
- Engagement of industry employer(s) and/or training providers in the development and delivery of a program design/curriculum which prepares youth for careers, including a Memorandum of Agreement with at least one employer for work experience placements and employment.
- Partnership plan with clearly defined roles and responsibilities, using Partnership Agreements Form in packet. The Partnership Agreement must be signed by the CEO of each organization or a designee who has signatory authority.
- Work-based learning (WBL): Description of how proposed program is incorporating work-based learning programs to provide opportunities for youth to gain work experience. Indicate what workplace related materials, supplies, and equipment will be used. Describe the balance between classroom-based activities and work-based learning opportunities. Please reference the *PrepareRI* description and standards in describing your plans for WBL. <https://www.prepare-ri.org/wbl>



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- WIOA Sequence of Services - The quality of the plan to provide these common services, which form a core structure for a participant's involvement in the WIOA system.
 - *Outreach and Recruitment*
 - *Intake and Eligibility Determination*
 - *Assessment and Referral*
 - *Case Management and Individual Service Strategy*
 - *Access to a Range of Services*
 - *Follow-Up*

4. Program Cost and Budget (20 points)

Section will be scored according to

- The accuracy, reasonableness and completeness of proposed budget.

Preference **may** be given to agencies that

- are already serving the target population of WIOA-eligible youth with non WIOA-funds **and**
- describe those services, bring them into the proposal as in-kind services

EXAMPLE:

ABC Agency serves youth who are aging out of foster care. Their proposal narrative would include:

- a) The # of WIOA-eligible youth served with non-WIOA funds;
- b) Name and description of the 14 WIOA-required elements they already provide with non-WIOA funds (see table in response packet);
- c) Request for funds to provide additional elements required in this proposal;
- d) The number of youth in letter a, above, that the organization plans to recruit into WIOA.



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SECTION ONE: Board of Contract & Supply Forms	
1) Bid Form 1: Cover page/Bidders Blank	<input type="checkbox"/> YES <input type="checkbox"/> NO
2) Bid Form 2: Certification of Bidder as 2 nd page	<input type="checkbox"/> YES <input type="checkbox"/> NO
3) Certificate Regarding Public Records	<input type="checkbox"/> YES <input type="checkbox"/> NO
4) Forms from the Minority and Women Business Enterprise Program: Based on Bidder Category. <i>See forms and instructions enclosed</i>	<input type="checkbox"/> YES <input type="checkbox"/> NO
SECTION TWO: WSPC Bid Specifications Response Packet (MS Word & Excel)	
FORMS	
A. WSPC Cover Page	<input type="checkbox"/> YES <input type="checkbox"/> NO
B. Proposal Checklist	<input type="checkbox"/> YES <input type="checkbox"/> NO
C. Signed Title Page	<input type="checkbox"/> YES <input type="checkbox"/> NO
D. Signed Certifications Form	<input type="checkbox"/> YES <input type="checkbox"/> NO
E. Signed Accessibility Information	<input type="checkbox"/> YES <input type="checkbox"/> NO
F. Planned Outcomes	<input type="checkbox"/> YES <input type="checkbox"/> NO
SCORED SECTIONS- Points will be awarded to each proposal as follows. <i>A minimum threshold of 70 points will be required.</i>	
	Maximum Points
1. Program Summary (2 page limit)	
2. Agency Background and Organizational Capacity*	20
3. Program Design	60
4. Budget	20
*Federal fiscal management experience is required	100

Additional elements of the proposal to be considered may include geographic areas to be served, target population to be served and other factors that will provide equity of opportunity for the workforce area.

H: Notification of Award / Negotiations

Respondents will receive written notification of the status of their proposal. In all cases, available funding will be used as the initial benchmark for negotiations. Contractors will be required to submit complete and accurate information for contract components, including any revisions, additions or modifications required. **Programs may only begin after the execution of a signed contract. Contract negotiations will not begin until after the BOCS award meeting of March 2, 2020.**

I: Protest/Appeals Process Procedures

Any respondent who has submitted a response to this RFP may appeal an award announcement. All protests, appeals and/or complaints must be submitted in writing to either WSPC within five (5) working days of the award announcement, addressed to the Executive Director for review and to determine merit. In order for an appeal to have merit it must show that any substantial portion of the RFP process or Federal procurement guidelines was violated. Only appeals that cite the specific section(s) of the RFP that have been violated will be considered.



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If protests, appeals and/or complaints are found to have merit, the appeal will be evaluated by the WSPC Youth Council, and then by the WSPC Board. The decision made by the full board will be final.

Appeals received after the established deadline will not be accepted. Appeals may not dispute a particular score received by the petitioning agency, or the scores assigned to a competing agency. The scores awarded are final and are not subject to question by an appealing agency.

Section Four: Additional Requirements

A: RFP Amendments

Contradictions, errors, misinformation, etc., discovered in the RFP may require an amendment. Any amendment to this RFP will be published on the WSPC website at

<http://www.providenceri.gov/oeo/2020-wioa-youth-PROGRAMrfp/>

Proposers are responsible for checking this page regularly for any updates.

B: Stand Alone

Each proposal submitted must be written in such manner that if only one was funded, that one could still be successful without additional funding. However, if more than one proposal from a single respondent is funded, WSPC reserves the right to identify and eliminate duplicative costs and/or other elements during contract negotiations. All budget proposals must also “stand alone” and only include matching funds you are certain you will receive.

C: Limitations

This RFP does not commit WSPC to award a contract or to pay for any of the costs in the preparation of a proposal. WSPC reserves the right to accept or reject any or all proposals received as a result of this request or to cancel in part or in its entirety this RFP, if it is in the its best interest to do so and reserve the right not to fund any proposal solely due to the submission of the lowest cost or receipt of the highest ranking.

All contract awards are subject to the availability of WIOA Funds and the execution of a contract that is acceptable to both the selected respondent and WSPC.

D: Youth Eligibility

Participant eligibility for all WIOA youth programs funded through this RFP must be verified in writing by WSPC staff before any WIOA services may begin.

E: Labor Laws

All programs and activities must comply with applicable federal and state labor laws including child labor, OSHA, Right-To-Know, and ADA (i.e. hours, working conditions, use of equipment, etc.). The LWIBs reserve the right to impose further restrictions on activities that it may consider



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inappropriate, regardless of applicable laws. In many circumstances, Work Permits and/or Certificates of Age are required. Participants that receive wages are considered employed and may require a Work Permit. Please see <http://www.dlt.ri.gov/ls/childlabor.htm> for full details.

F: Financial

All funds will be dispersed by contract through WSPC fiscal department. Payments will be issued on a cost reimbursement basis **ONLY** upon receipt of a signed invoice as well as necessary source documentation.

G: Documentation

All documentation relative to an individual's participation including eligibility, assessments, Individual Service Strategy, case management notes, counseling records, benchmark attainments, time and attendance records, skills certification, test scores, and any other records or forms required by WSPC must be securely maintained in the individual's participant file record. The participant file record is the property of WSPC and must be surrendered at the end of the contract period.

H: Reporting

WSPC will provide a monthly reporting format to track the status of participants enrolled in the program. Reports (including appropriate backup documentation) regarding participant performance achievements, skill gains, and work experience placements must also be kept current and submitted through the MIS system. Providers funded under this RFP will also attend a monthly meeting with WSPC staff.

In addition, all invoices accompanied by supporting documentation deemed necessary by the WSPC will be required. A complete and accurate accounting of all funds and expenditures is expected.

Payment requests will not be processed if program reports have not been submitted.

Section Five: Administrative and Technical Requirements

All contractors must meet a minimum level of administrative capacity in order to contract with local boards. The following administrative / technical elements will apply.

A: Cost Allocation Plan

All applicant organizations must submit a copy of the applicant's approved Cost Allocation Plan. The Cost Allocation Plan is a document that identifies and distributes the cost of services and/or departments or function according to the benefit received. It is a means to substantiate and support how shared costs of a program are charged to a particular cost objective. Formal accounting records to substantiate the charges must support all costs included in the plan, including information technology.



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B: Fidelity Bond

If selected and prior to the initial disbursement of funds, a written statement from the insurer will be required confirming that all persons responsible for funds contracted under this RFP are covered by a fidelity bond equal to the maximum contracted funds.

C: Fiscal Management / Internal Oversight

Contractors are required to maintain complete and accurate records of all financial expenditures with supporting documentation. These records must be available to WSPC staff and state and federal auditors. Contractors are required to internally monitor fiscal activities to insure compliance with WOIA legislation and applicable federal cost principles. At a minimum, internal oversight will address the following:

1. WSPC staff have verified eligibility prior to participant program enrollment;
2. Participant attendance and payroll disbursement have been properly documented;
3. Program expenditures are supported by appropriate documentation;
4. Budget allocations and expenditures comply with contracted obligations;
5. Accounting records are traceable to the source document and the application of grant funds relating to authorizations, obligations, balances, liabilities, expenditures and income.

All program activities must be internally monitored on a scheduled basis to ensure compliance with all aspects of the contract, written policies, and the legislation. Contractors will be required to include a program management plan and schedule to conduct internal monitoring to ensure quality services are delivered and maintained. At a minimum, this internal monitoring will include:

1. Program service delivery as it relates to the contract, including review and evaluation of the key program elements required by the contract;
2. Program activity assignments and how they correspond to participant assessments and ISS results;
3. Effectiveness of work sites including mentoring and supervision;
4. Participant attendance;
5. Frequency of documentation;
6. Review of performance outcomes as outlined in the contract.

D: Nepotism

No individual may be placed in WIOA-funded employment if a member of his or her immediate family is directly supervised by or directly supervises that individual.

E: Partner Agreements

Respondents partnering with other agencies and employers must complete and sign Partner Agreements detailing the services to be provided. The signed agreements **must** be included with the proposal. The Partner Agreement format is included in the response packet.



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If a Partner Agreement is developed and supported by WIOA funds; costs must be included in the line item budget of the proposal. If WIOA funds are used to support Partner Agreements, the Contractor will be responsible for insuring that the partner(s) deliver(s) the services as outlined in the agreement and applicable performance goals are achieved. In addition, the Contractor must insure all funds expended by the partner(s) are in compliance with the federal regulations and applicable OMB guidelines. Disallowed costs by the partner(s) agency will be the liability of the Contractor. If a Partner Agreement is amended or cancelled, written notice must be submitted to The Board prior to finalization. If WIOA funds are affected, a modification to the contract must be approved and completed.

NOTE: If a Partner Agreement supported by funds is not included in the original proposal submission and it is determined at a later date that specific that services are needed, a competitive procurement process must be initiated. A sub-contractor agreement must be completed and WSPC staff must approve the sub-contract. A competitive procurement process also is required if a Partner Agreement is terminated at any time prior to the end of the contract period and a new partner is identified to deliver those services.

F: Closeout Report

Contractors will be required to submit a fiscal and program closeout report within ninety days of the completion of the program.

Section Six: Provisions & Disclaimers

1. All solicitations are contingent upon availability of funds.

2. It is the intent of the WSPC to award contracts for WIOA Title I Youth Programs. The expected contract term under this solicitation will be from April 1, 2020 through June 30, 2022, provided measurable outcomes are successfully achieved and sufficient funds for the contract term remain available. This includes one year of program and one year of required follow-up. WSPC will have the option to renew the contract for up to two (2) additional two-year periods with the Board approval as follows:

- Optional Renewal Program Year One: July 1, 2021 to June 30, 2023
- Optional Renewal Program Year Two: July 1, 2022 to June 30, 2024
- If any programs begin April 1, 2019, they may be renewed on April 1, 2021 and April 1, 2022

Please note, the option to renew is subject to performance review, oversight, and approval by the WSPC Board and is not guaranteed.

3. WSPC reserves the right to accept or reject any or all proposals received.

4. WSPC reserves the right to waive informalities and minor irregularities in offers received.

5. This RFP does not obligate WSPC to award a contract.



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6. This RFP is for WIOA services and other related programs and funding streams which may become available to WSPC during this funding period.
7. WSPC may accept any item or group of items of any offer, unless the bidder qualified its offer by specific limitations.
8. WSPC may select a service provider based on initial offers received, without discussion of such offers. Accordingly, each offer should be submitted on the most favorable terms from a price and technical standpoint that the bidder can submit to WSPC.
9. Proposals must follow the format set forth in the RFP Response Package section of the RFP.
10. WSPC reserves the right to request additional data or oral discussion or documentation in support of written offers.
11. No costs will be paid to cover the expense of preparing a proposal or procuring a contract for services or supplies under WIOA.
12. All data, material, and documentation originated and prepared by the bidder pursuant to the contract shall belong exclusively to WSPC and be subject to disclosure under the Freedom of Information Act.
13. Formal notification to award a contract and the actual execution of a contract are subject to the following: receipt of WIOA funds anticipated, results of negotiations between selected bidders and WSPC staff, and continued availability of WIOA funds.
14. Any changes to the WIOA program, performance measures, funding level, or the WSPC Board of Directors' direction may result in a change in contracting. In such instances, WSPC will not be held liable for what is in the bidder's proposal or this Request for Proposals package.
15. Proposals submitted for funding consideration must be consistent with and if funded, operated according to the federal WIOA legislation, all applicable federal regulations, State of RI policies, City of Providence and WSPC policies and procedures.
16. Service providers selected for funding must also ensure compliance with the following, as applicable: U.S. DOL regulations 20 CFR Part 652; 29 CFR Parts 96, 93, 37, 2, and 98; and 48 CFR Part 31; Office of Management and Budget (OMB) 2 CFR Chapter I, and Chapter II Part 200; and A-133 or 46 CFR Part 31, whichever is applicable.



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17. Service providers will be expected to adhere to WSPC procedures to collect, verify, and submit required data as required along with submission of monthly invoices.

18. Additional funds received by WSPC may be contracted by expanding existing programs or by consideration of proposals not initially funded under this RFP, if such proposals were rated in the competitive range. These decisions shall be at the discretion of WSPC and subject to approval of the City of Providence Board of Contract and Supply.

19. WSPC may decline to fund part or all of a proposal, even though it is found to be in the competitive range if, in the their opinion the services proposed are not needed or the costs are higher than WSPC finds reasonable in relation to the overall funds available or if past management concerns lead them to believe that the bidder has undertaken more service provision than it can successfully provide.

20. WSPC has the right to fund a lower-ranked proposal over a higher-ranked proposal because of valid policy considerations, including but not limited to, organizational experience, geographical considerations, leveraging of outside resources, and target populations.

21. Any proposal approved for funding is contingent on the results of a pre-award review that may be conducted by the WSPC staff. This site visit will establish, to WSPC's satisfaction whether the bidder is capable of conducting and carrying out the provisions of the proposed contract. If the results of the site visit indicate in the opinion of WSPC that the bidder may not be able to fulfill contract expectations, WSPC reserves the right to decline to enter into contract with the organization regardless of the approval of the bidder's proposal.



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Section Seven: Proposal Submission

Proposals with incomplete or missing sections will not be eligible and will not be considered. Please take the time to complete this checklist to make sure that all of the necessary information is included in your proposal packet.

PROPOSALS ARE DUE BEFORE 2:15 PM Monday, February 3, 2020

Bids may be submitted up to **2:15 P.M.** on the above meeting date at the **Department of the City Clerk, Room 311, City Hall, 25 Dorrance Street, Providence.** At 2:15 P.M. all bids will be publicly opened and read at the Board of Contract Meeting in the City Council Chambers, on the 3rd floor of City Hall. **Submissions will be time and date stamped.**

Proposals delivered after 2:15 pm will not be considered.

A: Section One

The bid package **MUST** include the following, in this order:

SECTION ONE: Board of Contract and Supply forms

- 1) ☐ Bid Form 1: Bidder's Blank as the cover page/ 1st page (see page 6 of the RFP)
- 2) ☐ Bid Form 2: Certification of Bidder as 2nd page (see page 7 of the RFP)
Certificate Regarding Public Records (see page 8 of the RFP)
- 3) ☐ Forms from the Minority and Women Business Enterprise Program: Based on Bidder Category. See forms and instructions enclosed (pages 9-13 the RFP) or on: <https://www.providenceri.gov/purchasing/minority-women-owned-business-mbewbe-procurement-program/>
- 4) ☐ One original signed proposal and two copies of proposal.

SECTION TWO: WSPC Bid Specifications Response Packet

- A) ☐ WSPC Cover Sheet
- B) ☐ Proposal checklist(this list)
- C) ☐ Signed Title Page
- D) ☐ Signed Certifications Page
- E) ☐ ADA Accessibility Information
- F) ☐ Planned Performance Outcomes
- G) ☐ Proposal Narrative Scored Sections Numbered 1-5
 - 1) ☐ Proposal Summary
 - 2) ☐ Agency Background and Organizational Capacity
 - 3) ☐ Program Design
 - 4) ☐ Budget Forms – Excel file provided with the RFP – Must include all 3 tabs
☐ 1 Budget Summary ☐ Tab 2 – Program Year Budget ☐ Tab 3 – Budget Narrative

Attach:

- ☐ One copy of the past year's organizational audit, including the accompanying financial statements.
- ☐ One copy of the agency's cost allocation plan.
- ☐ Partner Agreements



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B: Section Two WSPC Bid Specifications Response Packet

**This version is included in the RFP for your information only.
Proposals must use the fillable MS Word & Excel versions on our website.**

**WSPC 2020 WIOA Youth RFP Response Packet
Proposals Monday, February 3, 2020 *before* 2:15 pm**

A) WSPC Cover Sheet

ORGANIZATION NAME			
ADDRESS			
PHONE		EMAIL	

Total Budget Request			
	#Youth	Budget amount	Cost per person
Out of School Youth			
In School Youth			

BUDGET SUMMARY	Proposed Cost	Budget Request	In-Kind	% Out of School	% In-School	% Paid WEX
Personnel						
Facilities						
Participant Supports						
Work Experience						
Participant Wage & Fringe						
All Other Direct Costs						
General & Admin. Costs						
Profit (if for-profit entity)						
Total						

List of Partner Agencies: <i>If</i> you have partner agencies, signed Partner Agreements must be included with proposal.



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B) Final Checklist

Please include this completed checklist to be sure you have included all requirements.

Section 1: Board of Contract and Supply forms

- 1) ☐ Bid Form 1: Bidder's Blank as the cover page/ 1st page (see page 6 of RFP)
- 2) ☐ Bid Form 2: Certification of Bidder as 2nd page (see page 7 of RFP)
Certificate Regarding Public Records (see page 8 of RFP)
- 3) ☐ Forms from the Minority and Women Business Enterprise Program: Based on Bidder Category. See forms and instructions enclosed (pages 9-13) or on: <https://www.providenceri.gov/purchasing/minority-women-owned-business-mbewbe-procurement-program/>
- 4) ☐ One original signed proposal and two copies of proposal.

Section 2: WSPC Bid Specifications Response Packet

- A) ☐ WSPC Cover Sheet
- B) ☐ Proposal checklist(this list)
- C) ☐ Signed Title Page
- D) ☐ Signed Certifications Page
- E) ☐ ADA Accessibility Information
- F) ☐ Planned Performance Outcomes
- G) ☐ Proposal Narrative Scored Sections Numbered 1-4
 - 1) ☐ Proposal Summary
 - 2) ☐ Agency Background and Organizational Capacity
 - 3) ☐ Program Design
 - 4) ☐ Budget Forms – Excel file provided with the RFP – Must include all 3 tabs
☐ 1 Budget Summary ☐ Tab 2 – Program Year Budget ☐ Tab 3 – Budget Narrative

Attach:

- ☐ One copy of the past year's organizational audit, including the accompanying financial statements.
- ☐ One copy of the agency's cost allocation plan.
- ☐ Partner Agreements (if applicable)

☐ Only use form versions and templates included in this RFP.

If you have an old version of a form do not recycle it for use in this bid.

☐ Communications to the Board of Contract and Supply that are not competitive sealed bids (i.e. product information/samples) should have "NOT A BID" written on the envelope or wrapper.



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C) Title Page

Complete all requested information and include all required signatures.

1. Agency Organizational Structure: (Check any that apply)			
<input type="checkbox"/>	Non-Profit	<input type="checkbox"/>	Public Sector
<input type="checkbox"/>	For-Profit	<input type="checkbox"/>	Private Sector
<input type="checkbox"/>	Educational Institution		
<input type="checkbox"/>	Other _____		

2. Agency Fiscal Year End Date:	
--	--

3. Name and Title of Agency Administrator:			
Name:		Phone:	
Title:		FAX:	
Email:			

4. Proposed Program Contact Person:			
Name:		Phone:	
Title:		FAX:	
Email:			

5. Name and Title of Person authorized to sign financial invoices:			
Name:		Phone:	
Title:		FAX:	
Email:			

6. Agency Fiscal Management Contact Person: (If different from above)			
Name:		Phone:	
Title:		FAX:	
Email:			

7. CFDA Number	
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8. Insurance: I understand that if chosen for funding, providers must supply the Office of Economic Opportunity with proof of insurance as part of the contracting process, prior to any programming. Provider's Insurance shall include, at minimum, an umbrella liability policy of \$1,000,000 for property damage and personal injury where the City of Providence is named as additionally insured.

9. Payment: Bidder organization agrees to have the financial resources to pay program costs (not including youth wages) up front and receive reimbursement after submission of invoices, reports and other required materials. The reimbursement timeline will be finalized during contact negotiation.

PROPOSAL SUBMITTAL CERTIFICATION

On behalf of the respondent organization, I approve this proposal submittal to the Workforce Solutions of Providence/Cranston.

Signature: _____

Date: _____

Typed Name: _____

Title: _____



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D. Certifications

1. DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION CERTIFICATION

Lower Tier Covered Transaction - This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 29 CFR Part 98, Section 98.510, Participant's Responsibilities. The regulations were published as Part VII of the May 26, 1988 Federal Register (pages 19160-19211).

1.a. The Agency attests that neither it, its principals, nor its partners are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal department or agency from applying for or receiving federal funds.

2. NONDISCRIMINATION AND EQUAL OPPORTUNITY COMPLIANCE CERTIFICATION - This certification is required by regulations implementing WIA Section 188, "Nondiscrimination", and as promulgated in 29 CFR Parts 31 and 32.

2.a. The Agency attests that it:

- (1) Shall not exclude any individual from participation in, deny the benefits of, subject to discrimination under, or deny employment in the administration of or in connection with any of its programs/services because of race, color, religion, sex, national origin, age, disability or political affiliation or belief.
- (2) Shall not employ participants on the construction, operation, or maintenance of so much of any facility as is used or to be used for sectarian instruction or as a place for religious worship.
- (3) Shall not discriminate, with respect to terms and conditions affecting or rights provided to participants in activities supported by funds provided under this Act, against such individuals solely because of their status as such participants.
- (4) Shall ensure that participation in programs and activities financially assisted in whole or in part under this Act shall be open to citizens and nationals of the United States, lawfully admitted permanent resident aliens, lawfully admitted refugees and parolees, and other individuals authorized by the U.S. Attorney General to work in the United States.

3. AMERICANS WITH DISABILITIES ACT COMPLIANCE CERTIFICATION – 3.a. The Agency attests that it is in compliance with all applicable provisions of the Americans With Disabilities Act (ADA) and shall make any and all reasonable accommodation to provide access and equity of services to disabled persons applying to or enrolled in any program controlled by this contract.

4. CERTIFICATION REGARDING DRUG-FREE WORKPLACE REQUIREMENTS

4.a. The Agency attests that it will provide a drug free workplace in accordance with 29 CFR Part 98 by:

- (1) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.
- (2) Establishing an ongoing drug-free awareness program to inform employees about:
 - (a) The dangers of drug abuse in the workplace;
 - (b) The grantee's policy of maintaining a drug-free workplace;
 - (c) Any available drug counseling, rehabilitation and employee assistance programs; and
 - (d) The penalties that may be imposed upon employees for drug abuse violations.

5. CONFLICT OF INTEREST CERTIFICATION - The Agency attests that it and its principals are in compliance with the provisions of the Rhode Island "Conduct of Employee and Code of Ethics Law" (R.I.G.L. 36-14) as well as all applicable federal, state, and municipal ethics guidelines.

6. LOBBYING - The Agency attests that it and its principals must comply with the restrictions on lobbying which are codified in the Department of Labor Regulations at 29CFR Part 93. **BCI** - I/WE certify that all staff working directly with youth in programs funded under this grant will obtain a Background Check Information (BCI). I further understand that my failure to do BCI checks will adversely affect my ability to continue to do business with the State of Rhode Island.

The Agency hereby certifies, by signature of its authorized representative affixed below, to all attestations identified above.

SIGNATURE OF AUTHORIZED AGENCY REPRESENTATIVE	DATE
TYPED NAME	TITLE



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E. Accessibility to People with Disabilities

Title III of the Americans with Disabilities Act of 1990 (ADA) prohibits discrimination on the basis of disability in "places of public accommodation" (businesses and non-profit agencies that serve the public) and "commercial facilities" (other businesses). Program facilities are expected to be accessible to persons with disabilities. Respondents are expected to demonstrate full compliance with all applicable aspects of the Americans with Disabilities Act of 1990 (ADA), as amended and must have a recent accessibility survey completed and on file. Delegate Agencies who are not fully compliant with ADA are required to submit an "accessibility plan" outlining the steps that will be taken to become both programmatically and physically accessible and the planned implementation dates. This accessibility plan must meet the criteria set forth in the ADA.

For a full copy of the Americans with Disabilities Act, please visit:

<http://www.usdoj.gov/crt/ada/adahom1.htm>

For the ADA Title III Technical Assistance Manual please visit:

<http://www.usdoj.gov/crt/ada/taman3.html>

Add more rows if needed.

Location Name & Address	Is it accessible?	Plan for Accommodations



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F. Planned Performance Outcomes

Planned Enrollments – please plan to enroll youth in cohorts

Youth Service Plan July 1, 2020 – June 30, 2021	In-School	Out of School	Total
Total New Enrollments			
Dropouts (not attending secondary school; no diploma or GED)			
Have H.S. Diploma or GED and low income and basic-skill deficient			
Barriers*			
Court Involved			
Homeless			
Foster Youth			
Youth with Disabilities (including learning disabilities)			
Communities of Color			
Pregnant or Parenting			
Priority of Service			
Veteran or Veteran Spouse			

Planned Outcomes

Youth Service Plan July 1, 2020 – June 30, 2021	In-School	Out of School	Total
Total Received Diploma/Credential**			
High School Diploma			
High School Equivalent (HSE)			
Associates/Bachelor's Degree			
Other Credential			
Total Work Experience***			
Subsidized Summer Employment/Internship			
Other Subsidized Employment/Internship			
Total Exits			
Exits with Diplomas/ Credentials**			
Exit into Qualified Apprenticeship			
Exit into Post-Secondary Ed.			
Placement into Unsubsidized Employment (UE) or Military			

*This category does not need to total. Some youth will fall into more than one category.

**Common measure definition of diploma/credential.

***May include a WEX using non-WIOA funding.



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G. PROPOSAL NARRATIVE

1) Proposal Summary *(Maximum 2 pages)*

Briefly describe your proposed program, including specific target population, number of participants to be served, program site(s), type of program and duration of services, expected WIOA outcomes, WIOA elements you expect to fund with non-WIOA funds, amount of funds requested, cost per participant, and other key features of your program. Identify any partners with whom you will collaborate to offer key components of the program design.

2) Agency Background and Organizational Capacity *(Maximum 4 pages) 20 points*

Briefly describe your agency's overall history and its previous experience in providing the specific services proposed. Indicate on an attached organizational chart where the proposed services fit. Describe your experience and expertise in any or all of the critical components of career pathways: alternative education, post-secondary education/training, and/or employment. Include information about your partnership, briefly describing each partner's roles and responsibilities under this RFP – indicate your partnership's positive impact on your service to target populations in the past, if applicable.

Provide a description of your organization's track record in the service you are proposing. Include size of service population and any performance outcomes, including alternative education, post-secondary education/training credential achievement, and/or job placement and retention.

3. Program Design (60 points)

a) Target Population Please describe the characteristics and needs of the specific populations you intend to serve, assuming the reader is unfamiliar with the population. Describe the target population's barriers in accessing employment and education services. How will the proposed program address those barriers? If more than one group is targeted, provide information for each group. How does this population differ from the general population? What direct experience have you had with members of this population and how did you accommodate their needs? Which aspects of your program (e.g. curriculum, program environment, facilities...etc) are designed specifically to address the challenges faced by this population? Include data supporting your agency's ability to achieve successful outcomes with the target group.

b) Key Components Describe all key components and special features of your program design, including proposed program schedule, duration, intensity, and location of each component and staff to participant ratios. Discuss attendance, termination, and code of conduct policies, and how these are communicated to staff and participants. Describe the methods to improve participation retention and motivation, demonstrating effectiveness where possible.

c) Industry Input Discuss how the program has engaged industry employer(s) and/or training providers in the development and delivery of a program design/curriculum which prepares youth for careers. Describe the nature of the organization's employer partnerships, and describe any plans to develop new partnerships or strengthen existing relationships.

Attach a Memorandum of Agreement with at least one employer, which prepares youth for careers.

Describe the nature of the organization's employer partnerships, and describe any plans to develop new partnerships or strengthen existing relationships.



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d) Partnerships Describe in detail the ways in which your partnership(s), if applicable will contribute to the success of your program. Clearly define the roles and activities of the partner organizations. Attach a Partnership Agreement between your organization and each of the partners outlining the responsibilities and contributions of partner organizations. The Partnership Agreement must be signed by the CEO of each organization or a designee who has signatory authority.

e) Work-based learning (WBL): Describe how your program is incorporating work-based learning programs to provide opportunities for youth to gain work experience. Indicate what workplace related materials, supplies, and equipment will be used. Describe the balance between classroom-based activities and work-based learning opportunities. Please reference the *PrepareRI* description and standards in describing your plans for WBL.

<https://www.prepare-ri.org/wbl>

f) Cultural Competency: Describe how the services you provide will include development of cultural competencies and ensure that trainees

1. Become aware of their individual world view
2. Develop positive attitudes toward cultural differences
3. Gain knowledge of different cultural practices and world views
4. Develop skills for communication and interaction across culture

g) WIOA Required Sequence of Services

These common services form a core structure for a participant's involvement in the WIOA system. For each of the steps outlined, explain how your program design will fulfill the expectations of the WIOA system and this RFP's requirement for Trauma-Responsive Services.

Outreach and Recruitment

Discuss your plan for recruitment, including the specific target group you will recruit, and the tools and methods you will use. How large a pool of recruits will you need to bring into your intake process in order to identify the cohort of enrolled participants you propose to serve? Discuss plans for the recruitment and enrollment of out-of-school youth.

Intake and Eligibility Determination

Describe the intake process, including the collection of basic information from potential clients, informing potential clients of available services in your organization or elsewhere, and determination of client suitability for program services. Describe the process of determining eligibility for WIOA funded services and which staff are responsible for this process.

Assessment and Referral

Describe how your assessment process provides an objective assessment of academic levels, work readiness/interests and occupational skills levels, service needs, and assets/strengths of each participant. Include a description of any tools or methods used to determine the following: levels of basic skills, occupational skills, work readiness skills, prior work experience, employability, interests and aptitudes, and supportive service needs. How will you ensure that academic assessment is conducted quarterly and that students perform to the best of their ability? Provide a plan to incorporate academic instruction tailored to student needs, particularly for those assessed below the 9th grade level in reading or math. If it is determined that the program does not match the particular needs of the individual, how is that individual referred to more appropriate services?



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Case Management and Individual Service Strategy

Describe your program's capacity to provide case management services designed to support student achievement and address barriers to education and employment participation. Describe how the Individual Service Strategy will be used to document services for each participant and to measure progress toward attaining goals. What steps will be taken to ensure that the ISS is an active document that reflects a client's progress, evolving goals, and service needs? Describe how your program will incorporate trauma-informed approaches into their case management models? Describe how program staff will provide youth with ongoing support in employment search, and/or assistance in applying for advanced training or higher education.

Access to a Range of Services

In order to provide individual youth with access to a broad range of services, or the required 14 elements, WIOA necessitates the formation of a system of services and providers. Complete the attached chart describing how each of the 14 WIOA elements will be provided.

h) Cultural Competency. Please describe your plans for

1) Program staff to receive training to

- Become aware of their individual world view?
- Develop positive attitudes toward cultural differences?
- Gain Knowledge of different practices and world views?
- Develop skills for positive interaction across culture?

and

2) Provide this positive environment for participants and teach participants to

- Become aware of their individual world view?
- Develop positive attitudes toward cultural differences?
- Gain Knowledge of different practices and world views?
- Develop skills for positive interaction across culture?



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i. WIOA 14 Required Elements Chart

For a more detailed description of the 14 Required WIOA Elements, please refer to the WIOA Federal Register pages posted under **“Useful Resources”** on <http://www.providenceri.gov/oeo/2020-wioa-youth-PROGRAMrfp/>

1. Tutoring, Study Skills Training, Instruction Development of educational achievement skills that leads to the completion of the requirements for a secondary or post-secondary school diploma/credential

How will this element be provided for:

a) Out-of-School Youth without diploma Currently provide this element with non-WIOA funds & will use this as in-kind in budget? ☐ Yes ☐ No

Agency delivering element	Describe activities, name of curricula, objectives.	How will you measure successful outcomes for participants?

b) Out-of-School Youth with diploma but in need of basic skills development?

Currently provide this element with non-WIOA funds & will use this as in-kind in budget? ☐ Yes ☐ No

Agency delivering element	Describe activities, name of curricula, objectives.	How will you measure successful outcomes for participants?



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c) In-School Youth

Currently provide this element with non-WIOA funds & will use this as in-kind in budget? ☐ Yes ☐ No

Agency delivering element	Describe activities, name of curricula, objectives.	How will you measure successful outcomes for participants?

2. 2. Alternative Secondary School

Alternative secondary school services, or drop out recovery services, as appropriate.

Describe your program's criteria for referral to the above services, name and describe the provider. Why did you choose them? If youth are referred externally for this element, how will you ensure that case management continues uninterrupted?

Currently provide this element with non-WIOA funds & will use this as in-kind in budget? ☐ Yes ☐ No

Agency delivering element	Describe activities, name of curricula, objectives.	How will you measure successful outcomes for participants?



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3. Work Experience (WEX)

Paid or unpaid work experiences that have academic and/or occupational education as a component of the work experience, which may include the following types of work experiences:

a. Summer employment opportunities and other employment opportunities available throughout the school year;

Currently provide this element with non-WIOA funds & will use this as in-kind in budget? ☐ Yes ☐ No

b. Pre-apprenticeship programs;

Currently provide this element with non-WIOA funds & will use this as in-kind in budget? ☐ Yes ☐ No

c. Internship programs;

Currently provide this element with non-WIOA funds & will use this as in-kind in budget? ☐ Yes ☐ No

b. On-the-Job Training Programs;

Currently provide this element with non-WIOA funds & will use this as in-kind in budget? ☐ Yes ☐ No

WEX Type (a, b, c, d)	Which agency will deliver this element?	Describe activities, name curricula, objectives	How will you measure successful outcomes for participants?

Please list the employers with whom you already have signed commitments for Work Experience Placements.

All work experience opportunities must be consistent with State and Federal Child Labor laws.



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4. Occupational Skills Training

Training for an occupation or occupational cluster, which includes priority consideration for training programs leading to recognized postsecondary credentials and aligning with in-demand industry sectors or occupations in the local area involved.

NOTE: Concurrent with this RFP, WSPC will issue a Request for Bids for Training Program Providers for cohorts of WIOA youth from these programs. Funded providers will be able to refer enrolled WIOA youth to this bank of programs. Given the proposers, awards, and industry sectors are unknown at this time, applicants must also include their own training plans in this proposal.

Please describe any sector-specific trainings that are part of your proposal. Why did you choose them? How will you determine which trainings to add to this list? Who will provide the trainings? How will they be funded?

Currently provide this element with non-WIOA funds & will use this as in-kind in budget? ☐ Yes ☐ No

Agency to deliver training?	Describe activities, name curricula, objectives.	How/why did you choose this training?	Does training assist with job placement?	Does this training include an industry-recognized credential?	How will you measure successful outcomes for participants?



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5. Education concurrent with Workforce Preparation

Currently provide this element with non-WIOA funds & will use this as in-kind in budget? ☐ Yes ☐ No

NOTE: Concurrent with this RFP, WSPC will issue a Request for Bids for Training Program Providers for cohorts of WIOA youth from these programs. Funded providers will be able to refer enrolled WIOA youth to this bank of programs. Given the proposers, awards, and industry sectors are unknown at this time, applicants must also include their own training plans in this proposal.

Please list any job-specific integrated trainings that are part of your proposal. How will you determine which trainings to add to this list? Who will provide the trainings? How will they be funded?

Agency to deliver training?	Describe activities, name curricula, objectives.	How/why did you choose this training?	Does training assist with job placement?	Does this training include an industry-recognized credential?	How will you measure successful outcomes for participants?



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6. Leadership Development

Youth-development focused opportunities that encourage responsibility, confidence, employability, self-determination and other positive social and civic behaviors. May include community service learning projects, peer mentoring and peer-centered activities, organizational and teamwork training, decision-making, citizenship training, training in life skills, media literacy, parenting, social responsibility, (including pregnancy prevention), and positive social behaviors to include maintaining a healthy lifestyle.

Describe the activities you will include in this element. How will they be funded?

Currently provide this element with non-WIOA funds & will use this as in-kind in budget? ☐ Yes ☐ No

Agency to deliver?	Describe activities, name curricula, objectives.	How do these Leadership activities develop citizen leaders?	How will you measure successful outcomes for participants?

7. Comprehensive Guidance & Counseling

Comprehensive Guidance and Counseling provides individualized counseling to participants. This includes career and academic counseling, drug and alcohol abuse counseling, mental health counseling, and referral to partner programs, as appropriate. Case managers may refer youth to counseling as appropriate to the needs of each individual youth. When referring participants to necessary counseling that cannot be provided by the local youth program or its service providers, the local youth program must coordinate with the organization it refers to in order to ensure continuity of service.

Currently provide this element with non-WIOA funds & will use this as in-kind in budget? ☐ Yes ☐ No

Please describe your philosophy of case management as well as specific trauma-informed case management plans for serving youth in your WIOA proposal.



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What agency will provide Comprehensive Guidance and Counseling?

Please describe how case managers will make referrals to counseling services and how they will coordinate with the organization providing counseling to ensure continuity of service.



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8. Supportive Services

Case managers may provide or refer participants to basic services needed to support their successful participation in the program such as:

Links with community services, assistance with transportation, childcare, dependent care, housing, educational testing, legal aid services, referrals to health care, etc.

Currently provide this element with non-WIOA funds & will use this as in-kind in budget? ☐ Yes ☐ No

How will you provided access to various supportive services? Who is primarily responsible for coordinating the supportive services?

9. Adult Mentoring (12 months minimum)

WIOA Adult Mentoring must be a formal relationship between a youth participant and an adult mentor with structured activities where the mentor offers guidance, support & encouragement to develop competence & character. The mentoring period must be at least 12 months and may occur both during and after program participation;

Describe your plan to provide this element including which partner(s) will be responsible for delivering the component.

Currently provide this element with non-WIOA funds & will use this as in-kind in budget? ☐ Yes ☐ No



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10. Financial Literacy Education

Support the ability of participants to create budgets, learn how to manage spending, make informed financial decisions.

Currently provide this element with non-WIOA funds & will use this as in-kind in budget? ☐ Yes ☐ No

Describe your plan to provide this element including which partner(s) will be responsible for delivering the component.

Agency to deliver?	Describe activities, name curricula, objectives.	How does this financial literacy empower participants?	How will you measure successful outcomes for participants?

11. Entrepreneurial Skills Training

Entrepreneurial skills training provides the basics of starting and operating a small business and develops skills associated with entrepreneurship.

Currently provide this element with non-WIOA funds & will use this as in-kind in budget? ☐ Yes ☐ No

Agency to deliver?	Describe Activities, Curricula, Objectives	What areas of industry will the entrepreneurship training focus on?	How will you measure successful outcomes?



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12. Labor Market Services

Participants receive access to career counseling, career exploration, career awareness, and the use of labor market tools.

Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services;

RI DLT has a tremendous amount of local Labor Market Information.

Describe how will you include this data in your services and teach youth how to search for information in that system?

Which partner(s) will be responsible for delivering the component?

Currently provide this element with non-WIOA funds & will use this as in-kind in budget? ☐ Yes ☐ No

13. Transition to Post-Secondary Education Currently provide this element with non-WIOA funds & will use this as in-kind in budget? ☐ Yes ☐ No

Participants receive access to job exploration counseling, work based learning experiences, instruction in self-advocacy, work readiness training.

Describe your plan for activities that help youth prepare for and transition to postsecondary education and training including which partner(s) will be responsible for delivering the component.

Currently provide this element with non-WIOA funds & will use this as in-kind in budget? ☐ Yes ☐ No

Agency to deliver?	Describe activities, name curricula, objectives.	How do these activities develop local labor market skills?	How will you measure successful outcomes for participants?



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14. Follow-up Services (12 months) Follow-up services are critical services provided following a youth's exit from the program to ensure the youth is successful in employment and/or postsecondary education and training.

Currently provide this element with non-WIOA funds & will use this as in-kind in budget? ☐ Yes ☐ No

Follow-up services are critical services provided following a youth's exit from the program to help ensure the youth is successful in employment and/or postsecondary 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

- A. May begin immediately following the last expected date of service when no future services are scheduled
- B. Follow-up services for youth may include the following program elements:
 - Supportive services;
 - Adult mentoring;
 - Financial literacy education;
 - Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and
 - Activities that help youth prepare for and transition to postsecondary education and training.

Describe your plan to provide this element including which partner(s) will be responsible for delivering the component.



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Additional Program Elements: Please describe how you will incorporate these additional elements into your proposed program.

1) Sector-Based Cohorts

Agency to deliver?	Describe activities, name curricula, objectives.	How do these activities develop local labor market skills?	How will you measure successful outcomes for participants?

2) Media Literacy Skills

Agency to deliver?	Describe activities, name curricula, objectives.	How do these activities develop media literacy skills?	How will you measure successful outcomes for participants?

3) Computer Literacy

Agency to deliver?	Describe activities, name curricula, objectives.	How do these activities develop computer skills for participants?	How will you measure successful outcomes for participants?



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Career Pathways

Agency to deliver?	Describe activities, name curricula, objectives.	How do these activities develop career pathways for participants?	How will you measure successful outcomes for participants?

K. Staffing

Position Title	Staff Name	Specific Training, Skills and Experience	Responsibilities	How does this person meet the required Youth Worker Qualifications?



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Staffing continued

Position Title	Staff Name	Specific Training, Skills and Experience	Responsibilities	How does this person meet the required Youth Worker Qualifications?

4. Program Cost and Budget (20 points)

This category will evaluate the cost of the proposed program and the degree to which expenditure of funds relates to performance outcomes. Budgets will be reviewed for accuracy and completeness. Additionally, all proposals will be reviewed for costs that are allowable, fully justified, and competitive as measured by the review of the line item budget; the program design, cost per participant, and cost per positive outcome, and comparison to all other proposals. All three budget form tabs in the Excel document are required: Summary, Budget and Narrative.



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**This version is included in the RFP for your information only.
Proposals must use the fillable MS Excel version provided.**

WIOA YOUTH COMPREHENSIVE PROGRAM BUDGET

CONTRACTOR NAME:

TOTAL REQUEST	\$0.00	LEVERAGED	\$0.00
PROGRAM YEAR	\$0.00		
FOLLOW-UP YEAR	\$0.00	IN-KIND	\$0.00
TOTAL FUNDS COMBINED REQUEST-LEVERAGED-IN-KIND			\$0.00

BUDGET SUMMARY Do not fill in this page - amounts will populate

Staff Salaries	\$0.00
Fringe Benefits	\$0.00
Travel	\$0.00
Rent	\$0.00
Utilities	\$0.00
Equipment Rental	\$0.00
Consumable Supplies	\$0.00
Other	\$0.00
Participant Wage & Fringe - AT LEAST 30% OF REQUEST FUNDS	\$0.00
Other Support Services	\$0.00
Indirect Cost	\$0.00
TOTAL	\$0.00
TOTAL IN-SCHOOL - NO MORE THAN 25% OF REQUEST FUNDS	\$0.00
TOTAL OUT-OF-SCHOOL - NO LESS THAN 75% OF REQUEST FUNDS	\$0.00
Leveraged Contracts	\$0.00
In-Kind	\$0.00



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WIOA YOUTH COMPREHENSIVE PROGRAM BUDGET
PROGRAM YEAR BUDGET

I. FUNDS REQUESTED					No more than 25% of request funds	No less than 75% of request funds
CATEGORY	BASIS			AMOUNT	IN SCHOOL	OUT-OF-SCHOOL
1. Staff Salaries	Hrly Rate	Annual Hrs.	% To Contract			
a.				\$0.00		
b.				\$0.00		
c.				\$0.00		
			TOTAL	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	Wage Base	Rate		Amount		
a.				\$0.00		
b.				\$0.00		
c.				\$0.00		
d.				\$0.00		
			TOTAL	\$0.00	\$0.00	\$0.00
3. Travel (list position)	Rate Per Mile	# of Miles	# of Weeks	Amount		
a.				\$0.00		
b.				\$0.00		
c.				\$0.00		
			TOTAL	\$0.00	\$0.00	\$0.00
4. Rent (address & # Sq. Feet)	Cost Per Month	# of Months	% to Contract	Amount		
a.				\$0.00		
b.				\$0.00		
			TOTAL	\$0.00	\$0.00	\$0.00
5. Utilities (tel, elec, gas, etc.)	Monthly Rate	# of Months	% to Contract	Amount		
a.				\$0.00		
b.				\$0.00		
c.				\$0.00		
			TOTAL	\$0.00	\$0.00	\$0.00
6. Equip Rental (copier, etc)	Monthly Rate	# of Months	% to Contract	Amount		
a.				\$0.00		
b.				\$0.00		
			TOTAL	\$0.00	\$0.00	\$0.00



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7. Consumable Supplies	# of Units	Unit Cost	% to Contract	Amount		
a.				\$0.00		
b.				\$0.00		
c.				\$0.00		
d.				\$0.00		
			TOTAL	\$0.00	\$0.00	\$0.00

8. Other	Cost per Month	# of Months	% to Contract	Amount		
a.				\$0.00		
b.				\$0.00		
c.				\$0.00		
			TOTAL	\$0.00	\$0.00	\$0.00

9. Participant Wages & Fringe - AT LEAST 30% OF REQUEST FUNDS						
Number of Participants	Rate Per Hour	Hrs Per Week	Total Weeks	Amount		
0	\$10.50	0	0	\$0.00		
			X 90%	\$0.00	\$0.00	\$0.00
Type of Fringe	Wage Base	Rate		Amount		
a	\$0.00	0.00%	X	\$0.00		
b.	\$0.00	0.00%	X	\$0.00		
			TOTAL	\$0.00		
		Total Wages & Fringe		\$0.00	\$0.00	\$0.00

10. Other Support Services						
Type of Service	Rate Per	# of		Amount		
				\$0.00		
				\$0.00		
			TOTAL	\$0.00	\$0.00	\$0.00

11. Indirect Cost						
	0	0%		\$0.00		
				\$0.00		
			TOTAL	\$0.00		

PROGRAM YEAR AMOUNT REQUESTED				\$0.00	\$0.00	\$0.00
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II. LEVERAGED CONTRACTS						
Contract Provider (name)						
a.				\$0.00		
b.						
			TOTAL	\$0.00		



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III. IN-KIND FUNDS						
Description	Rate	# of	% to Contract	Amount		
a.				\$0.00		
b.				\$0.00		
c.				\$0.00		
			TOTAL	\$0.00		

WIOA YOUTH COMPREHENSIVE PROGRAM BUDGET NARRATIVE

TOTAL REQUEST	\$0.00	LEVERAGED	\$0.00
PROGRAM YEAR	\$0.00		
FOLLOW-UP YEAR	\$0.00	IN-KIND	\$0.00

TOTAL FUNDS COMBINED REQUEST-LEVERAGED-IN-KIND	
Amounts will populate to this page. Enter narrative text only.	

BUDGET NARRATIVE - add space in description boxes if needed

Staff Salaries	\$0.00
<i>Provide # pay periods/hours at \$ rate pay period/hour @ % to grant; Indicate if the position is full time or part-time, salaried or hourly rate, paid week, bi-weekly, or monthly. Provide summary of job responsibilities for each position.</i>	
Fringe Benefits	\$0.00
<i>Provide fringe benefit rate and breakdown</i>	
Travel	\$0.00
<i>Describe transportation expenses under this line item</i>	



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Rent	\$0.00
<i>Describe rent expenses under this line item - use allocation plan</i>	
Utilities	\$0.00
<i>Describe utilities expenses under this line item - use allocation plan</i>	
Equipment Rental	\$0.00
<i>Describe equipment rental expenses under this line item - use allocation plan</i>	
Consumable Supplies	\$0.00
<i>Describe items to be purchased under this line item - use allocation plan</i>	
Other	\$0.00
<i>Describe other expenses under this line item - use allocation plan</i>	
Other Support Services	\$0.00
<i>Describe items to be purchased under this line item - use allocation plan</i>	
Indirect Cost	\$0.00
<i>Check the appropriate answer regarding your agency's indirect cost rate</i>	
The agency has a current federal indirect cost rate: <input type="checkbox"/> yes- attach copy <input type="checkbox"/> no	
TOTAL	\$0.00
TOTAL IN-SCHOOL - NO MORE THAN 25% OF REQUEST FUNDS	\$0.00
TOTAL OUT-OF-SCHOOL - NO LESS THAN 75% OF REQUEST FUNDS	\$0.00



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Leveraged Contracts	\$0.00
<i>Describe leverage amounts under this line item</i>	
In-Kind	\$0.00
<i>Describe in-kind amounts under this line item</i>	



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2020 WIOA YOUTH PROPOSAL EVALUATION SAMPLE

This is a sample of the form used to evaluate the proposals submitted under this RFP. Minor changes may be made to the final.

Lead Agency Provider Name _____

Proposal # _____

Proposal Segment	Maximum Points	Assigned Points
A) Agency Background and Organizational Capacity	20	
B) Program Design – Narrative and WIOA Elements Chart	60	
C) Program Cost and Budget	20	
Total	100	

SIGNATURE: This section must be signed by the reader in ink for the evaluation to be valid.

I, the undersigned, have read, evaluated and rated the indicated proposal package.

The scores assigned to each criterion, including any, which may be altered, are my own.

Signature: _____ **Date:** _____

A. Agency Background and Organizational Capacity: Maximum 20 points

Excellent	Good	Poor
-Clear information on similar or related past successful programs -Extensive experience with similar or related programs -Evidence of capacity to administer services as proposed	-Sufficient information on similar or past related programs -Some relevant experience with similar or related programs -Evidence of sufficient capacity to administer an adequate program	-Limited, vague information on past service delivery. -Limited relevant experience with similar or related programs. -Vague description of capacity to administer services as proposed.

	Circle One:	Comments:
1) Does the proposer have expertise and successful previous experience in supporting the WIOA target population through transition to adulthood?	Excellent Good Poor	
2) Does the proposer have expertise and successful previous experience in alternative education, post-secondary education/training, and/or employment opportunities for young adults?	Excellent Good Poor	
3) Does the proposal include viable partnerships that contribute to the success of the participants?	Excellent Good Poor	
4) Are the staff qualifications, skills and experience working with target population youth appropriate for the proposed program?	Excellent Good Poor	

Your score for *Demonstrated Experience and Ability* (maximum 20 points): _____



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B. Program Design: Maximum 60 points

Program Design Part One: Proposal Narrative – Up to 30 points

Excellent	Good	Poor
-Proposal reflects a good comprehension of the purpose of the RFP and services requested -Proposal includes an effective approach and plan to achieve the goals of the RFP --Program structure is robust and designed to ensure successful outcomes	-Proposal reflects an incomplete comprehension of the purpose of the RFP and services requested -Proposal includes a somewhat effective approach and plan to achieve the goals of the RFP, but could be better -Program structure is well described & sufficient for successful outcomes	-Proposal reflects a lack of understanding of the purpose of the RFP and services requested -Approach and plan to achieve the goals of the RFP are vague or not sufficient to achieve the goals of the RFP -Program structure is not clear or not sufficient

	Circle One:	Comments:
1) Does the proposal demonstrate understanding the needs of the target population and does the plan address those needs? Is data included to support this model?	Excellent Good Poor	
2) Do the method and policies describe an effective process that will support participant success and retention?	Excellent Good Poor	
3) How engaged are employers in the design and implementation of the program. There must be at least one MOU with an employer.	Excellent Good Poor	
5) Is the Work-Based Learning thorough and does it align with the <i>PrepareRI</i> WBL definitions?	Excellent Good Poor	
6) Are the staff qualifications, skills and experience working with target population youth appropriate for the proposed program?	Excellent Good Poor	
7) Cultural Competency Will staff and participants alike be trained to: Become aware of their individual world view? Develop positive attitudes toward cultural differences? Gain Knowledge of different practices and world views? Develop skills for positive interaction across culture?	Excellent Good Poor	
8) Are the policies, client flow, service accessibility, assessment tools, desired outcomes, case management and strategies for teaching appropriate to develop successful workplace behaviors and soft skills?	Excellent Good Poor	
9) Do the above-described program plans provide Trauma-Responsive Services for youth throughout?		

Your score for *Program Design Part One Proposal Narrative* (maximum 30 points): _____



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Program Design Part Two WIOA and Other Required Elements:

Excellent	Good	Poor
-Proposal reflects a good comprehension of the purpose of the RFP and services requested -Proposal includes an effective approach and plan to achieve the goals of the RFP --Program structure is robust and designed to ensure successful outcomes	-Proposal reflects an incomplete comprehension of the purpose of the RFP and services requested -Proposal includes a somewhat effective approach and plan to achieve the goals of the RFP, but could be better -Program structure is well described & sufficient for successful outcomes	-Proposal reflects a lack of understanding of the purpose of the RFP and services requested -Approach and plan to achieve the goals of the RFP are vague or not sufficient to achieve the goals of the RFP -Program structure is not clear or not sufficient

WIOA Required Elements	Excellent	Good	Fair	Poor	Reviewer Comments
1. Tutoring, Study Skills Training, Instruction					
2. Alternative Secondary School					
3. Work Experience					
4. Occupational Skills Training					
5. Education concurrent w/Workforce Prep					
6. Leadership Development					
7. Comprehensive Guidance & Counseling					
8. Supportive Services					
9. Adult Mentoring (12 months min)					
10. Financial Literacy Education					
11. Entrepreneurial Skills Training					
12. Labor Market Services					
13. Transition to Post-Secondary Education					
14. Follow-up Services (12 months)					

Other Required Elements	Excellent	Good	Fair	Poor	Reviewer Comments
1. Sector-Based Cohorts					
2. Media Literacy Skills					
3. Computer Literacy					
4. Career Pathways					

Your score for *Program Design Part Two: WIOA and other required elements* (maximum 30 points): _____

Your score for *Program Design Total* (maximum 60 points): _____



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D. Program Cost and Budget: Maximum 20 points

Excellent	Good	Poor
Excellent budget details; consistent with program design; Cost effective yet adequate inclusions for high quality; Includes a significant amount of leveraged and/or in-kind funds to support and enhance the program design, follow-up activities, and/or incentives; Great cost per participant. Allowable costs.	Sufficiently cost effective in content; Demonstrates sufficient attention to detail and consistency with program design, most inclusions reasonable; Includes a small amount of leveraged and/or in-kind funds to support and enhance the program design, follow-up activities, and/or incentives. Some costs are not allowable; Cost per participant not appropriate (too high or low).	Inflated costs and inclusions; Inconsistent with program design; Difficult to follow/confusing; Little or no leveraged and/or in-kind funds to support and enhance the program design, follow-up activities, and/or incentives. Proposer doesn't seem to understand the allowable costs. Cost per participant not appropriate (too high or low).

	Circle One:	Comments:
1) How well does the expenditure of funds relate to the proposed performance outcomes?	Excellent Good Poor	
2) Is the budget consistent and accurate?	Excellent Good Poor	
3) Are all costs allowable?	Excellent Good Poor	
4) Do proposed costs compare favorably with other proposals submitted?	Excellent Good Poor	
5) Does the budget narrative fully explain and justify the reasons the proposed costs are needed?	Excellent Good Poor	

Your score for Program Cost and Budget (maximum 20 points): _____



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Attachments

A. WIOA Definitions

B. Youth Worker Competencies

Useful Resources:

Casey Life Skills (CLS) Resources

Casey Life Skills *How-To Guide*

Casey Life Skills *Guidebook*

Casey Life Skills *Assessments*

Casey Life Skills *Project Practice Guide*

<https://www.casey.org/casey-life-skills-resources/>

National Collaborative on Workforce and Disability:

Guidepost 2.0 <http://www.ncwd-youth.info/solutions/guideposts-for-success/>

Publications: <http://www.ncwd-youth.info/publication-category/publication/>

<http://www.ncwd-youth.info/wp-content/uploads/2016/10/By-Youth-For-Youth-Employment.pdf>

National Technical Assistance Center on Transition:

<https://transitionta.org/>



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Attachment A: WIOA Definitions

a. Assessment - The process whereby applicants are interviewed to determine their employability, motivation, aptitude, family situation, education and training, attitudes, transportation, support needs, abilities and interests in order to assist in developing an Individual Service Strategy (ISS) for the attainment of the individual's career goals. Testing and counseling are a part of the assessment process.

b. Basic Skills Deficient – The individual computes or solves problems, reads, writes, or speaks English at or below the ninth grade level or is unable to speak English at a level necessary to function on the job, in the individual's family or in society.

c. Basic Skills Goal – Only applies to Out-of-School Youth who have been deemed basic skills deficient. To meet the goal, at post-test, there must be an educational gain of one or more educational functioning levels from the starting level measured on entry into the program (pre-test).

d. Case Management - The provision of a participant-centered approach in the delivery of services which are designed to ensure and coordinate individual comprehensive employment plans, such as service strategies for customers to ensure access to necessary Workforce Innovation and Opportunity funded activities and supportive services, including computer-based technologies; and to provide job and career counseling during program participation and after job placement.

e. Credential - A nationally recognized degree or certificate or state/local recognized credential. Credentials include but are not limited to a high school diploma, GED or other recognized equivalents, post-secondary degrees/certificates, recognized skill standards, and licensure or industry-recognized certificates designed to equip individuals to enter or re-enter employment, retain employment, or advance into better employment.

f. Diploma - The term diploma means any credential that the state education agency accepts as equivalent to a high school diploma. The term diploma also includes post-secondary degrees including Associate (AA and AS) and Bachelor Degrees (BA and BS).

g. Eligible (Eligibility) - Refers to an individual's status in relation to their ability to receive services under the Workforce Innovation and Opportunity Act.

h. English Language Learner (ELL): An individual who has limited ability in reading, writing, speaking, or comprehending the English language, and— (A) Whose native language is a language other than English;
or (B) Who lives in a family or community environment where a language other than English is the



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dominant language. [WIOA Sec. 3 (7)]

i. Enrollment- An eligible participant who has been referred for WIOA services and for whom enrollment documents have been completed and entered into the State’s tracking system, EmployRI.

j. Job Retention - The period an individual remains in an unsubsidized job following placement. The period of required retention is determined in accordance with WIOA or as dictated by the funder as appropriate to the individual.

k. Job Search Assistance – Work Readiness Training, which provides the participant with the instruction and necessary skills to obtain full time employment. These skills may include resume writing, interviewing skills, telephone techniques and job acquisition skills. Job search assistance must be offered to all participants.

l. Job Development - The planned and organized effort by agency representatives to encourage employers or business organizations to make jobs available for WIOA participants.

m. Low Income - Youth

1. Youth receives or is a member of a family that receives (currently or in the past six months) one of the following
 - a) TANF, or
 - b) SNAP, or c)
 - SSI, or
 - d) Other public assistance; or
2. Foster Child; or
3. Homeless; or
4. Receives or is eligible to receive free or reduced-price lunch; or
5. Lives in a high poverty census tract.

(In-School and Out –of-School barriers also apply for eligibility.)

n. Opportunity Youth - A young adult age 16-24 who is not engaged in education nor employment. Also referred to as disconnected youth.

o. Post-Secondary Education – A program at an accredited degree-granting institution that leads to an academic degree (e.g., A.A., A.S., 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.”

p. Post-test – A test administered to a participant at regular intervals during the workforce development program.



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q. Pre-test – A test used to assess a participant’s basic literacy skills, which is administered to a participant up to six months prior to the date of participation if such pre-test scores are not available or within 60 days following the date of participation.

r. Qualified Apprenticeship - A program approved and recorded by the U.S. Department of Labor Employment and Training Administration Bureau of Apprenticeship and Training or by a recognized state apprenticeship agency or council. Approval is by certified registration or other appropriate written credential.

s. Supportive Services - Services such as transportation, childcare, dependent care, housing and needs-related payments that are necessary to enable an individual to participate in activities authorized under WIOA.



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Attachment c: Youth Worker Competencies – Knowledge, Skills, Abilities

Baseline competencies for all youth service professionals are listed in the first column. These were synthesized from the work of The John J. Heldrich Center, the YDPA Program, the National Association of Workforce Development Professionals (NAWDP), and others. The second column contains the additional competencies for youth service professionals working with youth with disabilities. These competencies are a combination of those suggested by the Council on Rehabilitation Education (CORE), the Center for Mental Health Services, the Association for Persons in Supported Employment (APSE), and others. <http://www.ncwd-youth.info/youth-service-professionals>

KSAs Needed to Serve All Youth Effectively	Additional KSAs Needed to Serve Youth with Disabilities Effectively
Competency Area #1: Knowledge of the Field	
<ul style="list-style-type: none"> • Knowledge of youth development theory, adolescent and human development • Understanding of youth rights and laws including labor, curfew, and attendance • Knowledge of self as a youth development worker, including professional ethics and boundaries, confidentiality, and professional development needs and opportunities 	<ul style="list-style-type: none"> • Understanding of the values and history of the disability field • Understanding of disability laws including 504, ADA, IDEA, and TWWIIA* • Knowledge of key concepts and processes including IEP, IPE**, transition, due process procedures, parents' rights, informed choice, self-determination, universal access, and reasonable accommodations • Understanding of privacy and confidentiality rights as they relate to disability disclosure
Competency Area #2: Communication with Youth	
<ul style="list-style-type: none"> • Respect and caring for all youth, including the ability to be open minded and nonjudgmental, develop trusting relationships, and maintain awareness of diversity and youth culture • Ability to recognize and address need for intervention (e.g. drug or alcohol abuse, domestic abuse or violence, and depression) • Ability to advocate for, motivate, recruit, and engage youth 	<ul style="list-style-type: none"> • Knowledge of issues and trends affecting youth with disabilities (e.g. low expectations, attitudinal or environmental barriers, need for social integration) • Understanding of disability awareness, sensitivity, and culture • Understanding of how to communicate with youth with various physical, sensory, psychiatric, and cognitive disabilities
Competency Area #3: Assessment and Individualized Planning	
<ul style="list-style-type: none"> • Ability to facilitate person-centered planning, including the ability to assess goals, interests, past experience, learning styles, academic skills, assets, independent living skills, and needs (e.g. transportation, etc.) • Ability to involve youth in their own planning 	<ul style="list-style-type: none"> • Ability to ensure appropriate assessment of young peoples' disabilities (in-house or through referrals, as necessary) • Understanding how to use information from assessments and records and recognize implications for education and employment, including any potential



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KSAs Needed to Serve All Youth Effectively	Additional KSAs Needed to Serve Youth with Disabilities Effectively
<p>process by helping youth to set realistic goals and action steps, make informed choices, exercise self-determination, and actively participate in own development (includes financial/benefits planning and educational requirements)</p> <ul style="list-style-type: none"> • Knowledge of various assessment tools and strategies and ability to administer assessments (or make referrals, as needed) • Ability to track progress and change plans as needed 	<p>need for accommodations and assistive technology</p> <ul style="list-style-type: none"> • Ability to assess independent/ community living skills and needs, including accommodations and supports • Understanding of benefits planning, includes Social Security income and health benefits and their relation to working
Competency Area #4: Relationship to Family and Community	
<ul style="list-style-type: none"> ▪ Engage/build relationships with family members or other significant persons ▪ Resource mapping/ability to connect youth to community institutions, resources and supportive adults ▪ Ability to engage youth in community service and leadership activities 	<ul style="list-style-type: none"> ▪ Involving families, guardians, and advocates, including connections to disabilities specific resources & groups ▪ Community resources, including disabilities specific resources and organizations
Competency Area #5: Workforce Preparation	
<ul style="list-style-type: none"> • Ability to facilitate job readiness skill-building and assess employability strengths/barriers • Ability to teach job search skills, including use of technology and the Internet • Ability to coach youth, assist in job maintenance, and provide follow-up support • Ability to match youth with appropriate jobs and careers, including job analysis and skills standards • Ability to involve employers in preparation process 	<ul style="list-style-type: none"> • Ability to conduct job analysis, matching, customizing, and carving for youth with disabilities, including accommodations, supports, and modifications • Knowledge of support required to place youth in jobs, including what employers need to know about reasonable accommodations, undue burden, assistive technology, funding streams, and tax incentives
Competency Area #6: Career Exploration	
<ul style="list-style-type: none"> • Knowledge of technology and online search skills • Knowledge of tools and processes for career exploration • Ability to engage employers in career exploration • Knowledge of workplace and labor market trends 	<ul style="list-style-type: none"> • Knowledge of workplace and labor market trends, including options for youth with disabilities such as supported employment, customized employment, or self-employment



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KSAs Needed to Serve All Youth Effectively	Additional KSAs Needed to Serve Youth with Disabilities Effectively
Competency Area #7: Relationships with Employers & Between Employer and Employee	
<ul style="list-style-type: none"> • Ability to develop relationships with employers • Ability to communicate effectively with employers • Ability to mediate/resolve conflicts • Ability to engage employers in program design and delivery • Ability to train employers in how to work with and support young people • Customer service skills 	<ul style="list-style-type: none"> • Ability to identify, recruit, and provide support to employers who hire youth with disabilities • Ability to advocate for youth with disabilities with employers including negotiating job design, job customization, and job carving • Ability to train employers and their staff in how to work with and support young people, including providing disability awareness training and information about universal access and design, reasonable accommodations, auxiliary aids and services for youth with disabilities