

**Northwest Regional Workforce Investment Board, Inc.  
249 Thomaston Avenue  
Waterbury, CT 06702**

**[www.nrwib.org](http://www.nrwib.org)**

**JOBS FIRST EMPLOYMENT SERVICES  
REQUEST FOR PROPOSAL**

**Vocational Education and Occupational Skills Training  
for  
Recipients of Temporary Assistance for Needy Families**

**Proposal Due date:  
May 10, 2019**

**Northwest Regional Workforce Investment Board**

Program Year 2019-2020  
Request for Proposal (RFP)

Vocational Education and Occupational Skills Training

**PROPOSAL INSTRUCTIONS**

Release Date: April 2, 2019  
Bidders Conference: April 22, 2019 11:00 AM  
Location: 249 Thomaston Avenue, Waterbury, CT  
Return Deadline: May 10, 2019, 4:00pm  
Location: 249 Thomaston Avenue, Waterbury, CT  
Awards announced: May 31, 2019

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PROPOSAL CONTACT PERSON: Steven Gray,  
TANF/Welfare to Work Coordinator

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**SECTION I: BACKGROUND**

The Northwest Regional Workforce Investment Board (NRWIB) is a private, non-profit corporation serving the workforce development needs of residents and employers in the 41 cities and towns that comprise the Northwest corner of Connecticut (i.e., Waterbury, Danbury and Torrington labor markets).

**The NRWIB seeks qualified contractors who can design and implement occupational skills training activities (including placement and retention services) for time-limited TANF cash recipients that will result in their obtaining, retaining or upgrading unsubsidized jobs that will move them toward economic self-sufficiency. Education and training programs must be responsive to the needs of TANF participants as well as area employers.**

The Deficit Reduction Act of 2005 reauthorized the Temporary Assistance to Needy Families (TANF) program. In general, adult TANF recipients are expected to become independent of public assistance. The primary principle of welfare reform as adopted by the Connecticut Department of Labor encourages participants to develop workforce attachment as soon as possible by engaging in work activity prior to or concurrent with receiving training. Those welfare recipients who have the least skills, education and work experience may need additional assistance to obtain lasting jobs and become self-sufficient.

The goals established by the Department of Labor for the welfare-to-work program, entitled JFES - Jobs First Employment Services, are:

- Enable TANF participants, through employment, to become independent from cash assistance by the end of the 21-month time limit established by state law.
- Enable TANF participants who become independent from cash assistance to remain employed and independent of TANF.
- Ensure that federally established participation rates are met through employment of TANF participants and engagement in other allowable JFES activity.

Occupational skills training programs must work with the existing JFES Case Management team to assist participants in reaching the above goals by offering activities that will keep them in compliance with participation standards. While “Jobs First” is still the overriding philosophy, programs are encouraged to have available a variety of components that will assist participants in overcoming their barriers to employment while they are job searching, as well as during their first few months on the job. As developed by the Connecticut Department of Labor, the preferred approach provides a range of services to the participant depending on need. These skills could include: preparing for a job, finding a job, occupational skills development, vocational education, adult basic education, substance abuse and behavioral health services and domestic violence counseling.

## **SECTION II: GENERAL RFP PROCESS AND PROCEDURES**

### **ELIGIBLE PROPOSERS**

All organizations (for profit and non-profit), schools, Boards of Education, faith-based and community-based education and training providers and employers interested in and capable of providing occupational skills training and placement services may submit a proposal. Organizations may choose to submit a proposal as partners/collaborators providing one is named as prime contractor with the other organization(s) as their subcontractor(s). A “Memorandum of Understanding” must be included as part of the proposal in cases where this type of arrangement exists that details the arrangement and delineates the respective partner responsibilities.

### **QUESTIONS AND BIDDERS CONFERENCE**

The NRWIB will conduct a Bidders Conference on Monday, April 22, 2019 at 11:00 AM. in the Waterbury American Job Center, located at 249 Thomaston Avenue, Waterbury, CT. NRWIB staff will review the application and answer questions regarding this RFP. You are encouraged to attend this conference. NRWIB staff will not answer any questions regarding this RFP after this bidders conference. All proposers are asked to read thoroughly all instructions prior to the conference. Indicate your intention to attend by contacting Steve Gray at the Board offices at 203-574-6971, ext. 464 or via e-mail at: [steve.gray@nrwib.org](mailto:steve.gray@nrwib.org).

### **DELIVERY CONDITIONS**

An original and five exact, legible copies of the proposal must be submitted in a sealed envelope (clearly identified by “JFES Vocational Education Proposal”) by the stated due date and time. In addition, one exact electronic copy of the entire proposal in a non-PDF format must be submitted on a flash drive.

### **TERMS AND CONDITIONS**

All proposals must be submitted to:

Northwest Regional Workforce Investment Board  
249 Thomaston Avenue  
Waterbury, Connecticut 06702  
ATTN: Steve Gray

Please mark the envelope: “JFES Vocational Education Proposal.” The proposals should be submitted no later than 4:00 PM, Friday, Friday, 2019. Proposals received after this deadline will not be accepted under any circumstances.

### **PERIOD OF PERFORMANCE**

The period of performance under this RFP will be one year, with the possibility of renewing contracts for a second year and a third year at the discretion of the NRWIB based on performance, programming need and the continuing availability of funding. The initial contract period will begin on July 1, 2019 and end on June 30, 2020. Training

should be available throughout the program year, and approved programs will be expected to start up operations and accept referrals as soon as possible after July 1, 2019.

### **PROPRIETY INFORMATION**

Proposals will be received and maintained consistent with applicable Connecticut open record laws. Due regard will be given to the protection of proprietary information contained in all proposals received. However, bidders should be aware that all materials associated with this procurement are subject to the terms of the Freedom of Information Act, the Privacy Act and all rules, regulations and interpretations resulting there from. It will not be sufficient for bidders to merely state which pages a bidder believes to be proprietary; these pages must be specifically identified as such. Convincing explanation and rationale to justify exception from release consistent with Section 1-19 of the Connecticut General Statutes must accompany the proposal. The rationale and explanation must be stated in terms of 1) the prospective harm to the competitive position of the bidder that would result if the identified material were to be released, and 2) the reasons why the materials are legally exempt from release pursuant to the above-cited statute. Rationale and explanation of the proprietary nature of all such pages or portions thereof, as described above, should be included as an attachment.

### **LIMITATIONS**

This RFP does not commit NRWIB to award a contract to any proposer. The NRWIB will not pay any costs incurred by any proposer in the preparation of a proposal. The NRWIB may accept or reject any or all proposals received as a result of this RFP in whole or part, or cancel in part or in its entirety this RFP if it is in the best interest of NRWIB to do so.

The NRWIB may choose not to fund the proposer who has the proposal with either the lowest score or the highest score on the proposal. In addition to the scores obtained, the NRWIB will take into account 1) previous experience the proposer has had in implementing training projects, 2) project mix and labor market considerations, 3) projects dealing with specific target groups and/or 4) projects offering unique training.

The NRWIB may request additional data or an oral presentation in support of written proposals.

The NRWIB may award contracts under this RFP without discussion with the proposers. Therefore, proposals must be submitted on the most favorable terms from both a technical and cost standpoint.

The NRWIB may award less than the amount requested. The NRWIB may require proposers selected to participate in negotiations and to submit any price, technical or other revisions of their proposals as may result from negotiation.

All contract awards are subject to availability of federal and state funds and the execution of a contract acceptable to both NRWIB and the selected proposer.

## **REVIEW PROCESS**

To ensure the following, NRWIB staff will conduct an initial screening of all proposals for technical requirements including timely submission of the proposal, appropriate number of copies including one original with original signature, appropriate formatting and all others. If the proposal does not meet the requirements of the screening process, it may not continue through the review and rating process.

If the proposal meets the requirements of the screening process by NRWIB staff, it will then be evaluated and scored by members of NRWIB's Program Committee. Recommendations will be made to the NRWIB's Executive Committee who will approve tentative funding. The NRWIB Board of Directors will make final contract decisions.

## **DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION**

Federal regulations require the NRWIB to determine if a contractor is debarred, suspended, ineligible or voluntarily excluded from applying for federal funds. This will be done at the same time a "Notice of Approval" is sent to selected proposers. Proposers will be asked to certify their status. Contract negotiations will not begin until this certification is received by the NRWIB.

## **CONTRACT NEGOTIATIONS**

The amount approved by the NRWIB Executive Committee will be a maximum funding level. Any program that is not able to operate at the level of funding awarded by the Executive Committee must request to meet with NRWIB staff to see if there are any options for negotiating project standards. Staff will notify approved proposers of any modifications that are required to their original proposal to ensure that it fulfills all committee recommendations and meets the required contract format. Prospective contractors are expected to comply with all requested revisions in a timely manner so that the contract may be executed without delay. Only after the contract has been signed by both an authorized representative of the contractor and the NRWIB may any agreed upon payments be made.

## **TYPES OF CONTRACTS**

Jobs First Employment Services contracts awarded under this RFP provide for cost reimbursement up to the maximum amount of the award.

## **PROFIT AND PROGRAM INCOME**

Since this is a cost reimbursement contract, profit will not be allowed as a line item in the budget. Programs will be reimbursed for their actual, demonstrable costs up to the full amount of the contract.

## **EQUIPMENT**

The NRWIB will retain title to all equipment with a value of \$1,000 or more and a useful life of at least 12 months. Also, contractors will be required to receive prior written approval from the NRWIB on all equipment purchases in excess of \$1,000.

## **FAILURE TO MEET PROGRAM PERFORMANCE/BENCHMARKS/GOALS**

Programs that fail to meet program benchmarks will be sanctioned and subject to corrective actions and guidance by NRWIB or subject to the loss of the contract. Programs will be monitored on a regular basis by NRWIB for programmatic, administrative and fiscal compliance.

## **AVAILABLE FUNDS**

As of the release of this RFP, the NRWIB has not received final allocation figures from the State. It is anticipated that funds will be equal to those available last fiscal year. Since these funds, combined with other available resources must provide some level of employment services for all who need them, it is imperative that programs are innovative in their design and demonstrate how they will provide the most cost effective services in the areas where they are needed. Leveraging of additional funds, while not required, will enhance the program application.

## **SECTION III: PROPOSAL NARRATIVE**

### **PREPARATION OF PROPOSALS**

All sections noted within this RFP are required and must be addressed in the proposal, following the instructions provided and answering all questions completely.

To facilitate the review process:

- All pages must be numbered
- Margins: Left and Right, no less than 1”
- Margins: Top and Bottom, no less than 1”
- Font Size: no less than 12 point, Times Roman or similar, unless in a table, then no less than 10 point
- Do not attach or submit any extraneous materials such as brochures, newspaper articles or videotapes.
- Bind the proposals with a binder clip in the upper left corner
- Do not submit cover letter
- 15 page program narrative limit, *excluding* letters of support or attachments

Proposed programs must combine Vocational Training/Occupational Skills Training with Basic Adult Education designed to increase math and reading skills. The funding of these programs is intended to increase participation rates of JFES participants. All programs must develop a system of day-to-day participant tracking and reporting.

## **FEDERAL WORK PARTICIPATION RATES**

Participants in all Jobs First Employment Services activities, including Vocational Training, Job Readiness, Job Search/Placement, and Subsidized or Unsubsidized Employment, must meet the Federally-mandated work participation rates. Currently, the standard Federal Participation Requirements and their time limitations are as follows:

### **Countable Activities:**

*Vocational Education* (lifetime limit of 12 months participation), including pre- or post-employment occupational skills training resulting in new or improved unsubsidized employment.

*Job Readiness/Job Search Skill Training/Job Placement* - countable for only for 4 consecutive weeks + 2 additional weeks (after an interim period of one week's participation in a different activity) for a total of 6 weeks maximum per year.

*Remedial Education* (including ESL, ABE or GED) - countable if also participating in work or training activities for 20 hours per week.

*Post-Employment Services* including Job Retention for 6 months after placement in unsubsidized employment, a 10% increase in income through upgrades in salary, hours and/or position, and a continuation of training & education, including occupational skills, remediation or on-the-job training, especially for those who are not yet working full-time.

## **PROGRAM PERFORMANCE BENCHMARKS/ GOALS**

Enrollment: Programs are required to serve appropriate Jobs First Employment Services participants referred to them by the Case Management Staff. Programs generally do not have selection rights but may confer with Case Managers regarding referrals they feel do not meet their established entry criteria. Programs must be able to start up immediately at the beginning of the program year (as soon as possible after July 1, 2019) and accept referrals until the end of the year (June 2020).

Countable Activities: Programs must carefully plan how they will keep all participants active at all times in countable activities which meet the Federal Work Participation Rates (30 hours per week total) during the course of their program participation.

Successful Completion: Occupational Skills Training programs must have a minimum 80% successful completion rate based on total enrollment. A successful completion occurs when a participant either completes the occupational skills training component and begins Job Placement, another countable component or enters unsubsidized employment directly from the training component.

Placement: Programs must have a minimum 70% placement rate based on those who are unemployed at the time of enrollment. A placement occurs when a participant begins working in unsubsidized employment at minimum wage or higher for any number of hours per week.



90-Day Retention: Programs must be designed to retain a minimum of 70% of their employed participants (whether new placements or those who are employed at program entry) in unsubsidized employment for at least 90-days after placement (or enrollment, for those who begin the program year employed, or until the end of the contract period).

6-month Retention: Programs must be designed to retain a minimum of 40% of their employed participants (whether new placements or those who are employed at program entry) in unsubsidized employment for at least 6 months (or enrollment, for those who begin the program year employed, or until the end of the contract period).

## **PROPOSAL NARRATIVE INSTRUCTIONS**

### **I. ORGANIZATIONAL INFORMATION**

Provide a description of your organization's philosophy, background and qualifications in providing the type of program that you are proposing with this population. This section is not rated and should not exceed one page.

### **II. PROGRAM NEED and TARGET POPULATIONS (5 points)**

TANF recipients who are assessed as “employment-ready” will be referred for placement services. Some TANF recipients may have severe barriers but they nevertheless need to find employment as quickly as possible. This RFP, however, does not solicit job search work readiness skills as stand-alone training. A primary need for the unemployed and underemployed TANF population is for vocational education (i.e., occupational skills) combined with life, employability and basic skills (including ESL or English/math remediation). This should be provided in the most timely and cost-effective manner possible. Programs must find ways of providing the type of modular services that are needed on an individual (open entry) or small group basis.

In the Proposal: Analyze and document the factors demonstrating that the type of program and number of placements you are proposing are currently needed by employers and appropriate for time-limited TANF population. Discuss how the program will provide a good match between the needs of the two groups. Proposers should include a discussion of how the training they are proposing fills a gap in the Northwestern Service Delivery Area by identifying other agencies providing a similar type of training (or demonstrating convincingly that there are none) and describing how their training differs from others being provided in the area. Letters from employers, described in Section V, must demonstrate their specific need for employees in the proposed field and their willingness to hire from this population.

According to the type of program that you are proposing, identify the specific group(s) that you plan to target for service in your program. For each of the target groups 1) clearly define the group(s) and the specific barriers (personal as well as job-related) that members of each group typically face in finding, upgrading and retaining unsubsidized employment (specify any limitations on the participants you would be able to serve, in

terms of language barriers, employed participants or other factors); 2) describe clearly, supported by your program design, how your program will assist the target population in overcoming the barriers you have identified, accessing and retaining initial placement into unsubsidized employment, and upgrading into full-time employment with earnings at or above the Federal Poverty Level.

### III. PROGRAM DESIGN (40 points)

#### A. TYPE OF PROGRAM

Creative, cost-effective approaches to providing vocational education are needed throughout the Northwest region. Vocational education is defined as formal training that leads to a particular skill or knowledge. It may be conducted in a classroom setting, in a workplace setting or in some combination of the two. It may include occupational skills development, ESL, GED and ABE when part of a vocationally focused curriculum or entrepreneurial training. To be successful with the current JFES client flow, where participants are referred for services one or two at a time throughout the year and the chances of assembling a large group all at once are highly unlikely, training should be provided on a flexible, modular basis, with frequent entry opportunities available (open entry, if possible.) Considering that participants are in a time-limited situation, training should not be excessively long (no more than a few months) and should be available on a full-time (30 hours/ week) basis for those who are unemployed and/or a part-time, flexible basis for those who are underemployed. Placements should result in jobs paying a salary at or above the federal poverty level for a family of three (currently \$21,330 per annum).

The following Types of Vocational Education may be proposed:

1. ***Classroom Occupational Skills*** training (traditional vocational education) may be offered in fields that require a higher level of skill for entry or promotion and have been demonstrated to be in demand by employers. In this scheme, participants must be given an additional 10 or more hours per week of education or training that will increase their employability (basic education/ GED preparation, English or math enhancement or the continued development of occupational skills), as well as make up the remainder of the mandated work participation hours. Participants may not be required to participate more than a total of 35 hours per week for all activities combined.
2. ***Classroom Occupational Skills Training with Integrated Adult Education*** training (traditional vocational education) for 20 hours combined with dedicated adult educational services resulting in both occupational skills and educational skill attainment. A successful program will have both the occupational and educational training on site. The educational advancement services should be taught from an employment perspective.

#### B. PROGRAM COMPONENTS

***Required Components:*** Regardless of which type of Vocational Education a program chooses to offer, all Classroom Occupational Skills, must provide a detailed curriculum outline including all of the following components:

- occupational skills training (refer to description of types above),
- life and employability skills component,
- basic skills remediation (math and language skills),
- job search and placement services, and
- post-employment services during the first six months on the job, including (at a minimum) proactive retention strategies and a continued training/ education plan to upgrade the skills of participants and the level of their employment.

1) *Occupational Skills Training* must target in-demand occupations and provide sufficient training to enable participants to access full-time, unsubsidized employment that will result in wages at or above the Federal Poverty Level within the first six months of employment. In addition to the training curriculum, programs must detail the types of jobs graduates can be expected to access, the starting (weekly) salary range and the potential for advancement in the field (as well as what future steps would be needed to achieve that advancement).

2) The *Life and Employability Skills component* includes training in job search techniques and preparation, as well as assistance in understanding what it takes to deal with personal or professional barriers on the job and in their lives, so that participants may be well prepared to retain employment and work their way up into better positions.

3) *Basic Skills Remediation*: Some TANF participants lack a high school diploma and/or test as deficient in basic skills in English (speaking, reading or writing) and math, so it is now required that a basic skills remediation component be provided on an ongoing basis for at least a few hours per week throughout the course of the program. Depending on the target population, this component may be geared toward English as a Second Language (ESL), Adult Basic Education (ABE), GED preparation, business English/math, presentation skills, general remediation or any combination of these needs. This learning may be accomplished in a classroom with a teacher, through self-paced individualized study, through contextual learning geared toward the targeted occupation or through computer-based instruction (indicate what specialized software will be used). It may also be accomplished through the establishment of cooperative arrangements between the training program and a local Adult Education program, where participants may be shared, schedules coordinated and services exchanged. Documentation of this type of arrangement should be provided.

4) *The Job Search and Placement* component applies the techniques learned to finding and getting a job. Programs should describe what means they will use to help their target population succeed in accessing unsubsidized employment. Once the participant enters the job search phase, continued job readiness seminars (as well as continued remediation, training and personal development opportunities) should still be offered 5 days per week. Be sure to describe all aspects of the Job Search curriculum thoroughly. Participants would still be required to attend for 30 hours a week and would be excused from attendance only when they have specific job search activities or interviews scheduled.

Programs must also describe how they will monitor and document participants' job search efforts.

5) *Post-Employment Services* begin as soon as the participant begins working in an unsubsidized position and end when the participant is discontinued from TANF assistance or at the conclusion of the contract period. It includes not only maintaining ongoing employment for a longer period of time (or seeking new employment if the original position is lost) but also working to continually upgrade the employment through increased skills, hours and wages. Any participants who begin work in a position that is less than 30 hours per week must continue to attend the program for the remaining hours (up to a maximum of 35 hours) to continue their training/remediation and increase their employability. Any participants who lose their jobs during the initial six month period would need to resume their search efforts on a more intensive basis, to regain employment as soon as possible, after meeting with staff to analyze what went wrong and how it could be prevented in the future. Programs should clearly describe the job retention strategies they plan to use and how they will keep working participants successful on-the-job and in pursuing life-long learning activities. In addition to having program staff doing regular follow-up with working participants, those working full-time would transition into structured job retention activities to the degree that their schedules allow. Support Groups can be offered to allow an opportunity for all working TANF recipients to participate. These (as well as individual meetings) are an effective means of offering proactive assistance to participants in handling problems or barriers as they arise before they impact on their employment. The Support Group would focus on retention and job upgrading issues, utilize guest speakers on topics of interest to newly employed participants and offer a chance for participants to discuss situations they have encountered and solutions they have found with both their peers and a qualified staff facilitator. A structured mentoring program either through their work place or through volunteers from the community is another method that has proven effective in improving job retention.

### C. DESCRIPTION OF PROGRAM COMPONENTS

Proposers must clearly describe each of the above components that will be included within their program design (and clearly delineate the costs in the budget). In the proposal, be sure to include complete information regarding:

1) *Curriculum & Approach*: All programs must be geared toward the specific needs of the target population they have identified. The description of the program curriculum should convincingly address ways of overcoming the barriers described for this population, and the approach (including times and places where the program will be offered, staff, etc.) should be demonstrated as suitable to their needs. A full curriculum outline must be provided for all program components (including optional ones).

2) *Goals*: Specify the goals that the program aims to achieve for its participants. All programs will be required to keep their participants in compliance with the previously described Federal Participation Rates and program performance benchmarks and goals. Program outcomes should reflect a measurable improvement over the participants'

current employment situations. Programs should define (backed up by employer documentation) the types of jobs as well as the starting weekly wage which their participants can expect to achieve at the completion of training. Vocational education programs must aim for at least 50% of their placements to be full-time (preferably with benefits) and to result in earnings that exceed the Federal Poverty Level (by the end of the program year). All programs should provide sufficient post employment training opportunities, if needed, to assure a 10% increase in earnings, as well as retention, during the first six months of employment.

#### D. SCHEDULE

On a week by week basis, detail a schedule that demonstrates all the proposed components, the options available to participants at particular points in the program, how the curriculum will be delivered and indicate the mandated 30 hours a week of participation. For components that may include more than one stage in the participation, the schedule and curriculum layout must be clearly described for each stage (e.g., the courses and topics to be included during training, job search, post-employment services, etc.) Since referrals tend to come a few at a time on an irregular basis, indicate how the schedule has been arranged into modules and how often new participants could be added.

#### IV. PROGRAM STAFF (5 points)

From the time participants first report to a training provider until they are terminated from the program, in addition to training and placement, responsibility for day-to-day monitoring is assumed by program staff. Program staff will carefully monitor the progress of each participant through all phases of the program, providing the first line attempt at resolving barriers related to continued participation in the program and attainment of the program's goals. Program staff will report progress back to the JFES Case Manager on a regular basis and consult with them as needed, especially when larger problems arise, when non-compliance is evident or when an outside referral is needed.

In the proposal, describe:

a) **Staff Qualifications:** Identify (by title, not name) all staff positions which are included in the Budget, what aspects of the program each is responsible for, and what qualifications (experience or training) they would require to be effective in carrying out these responsibilities. Qualifications should more closely resemble job descriptions, not the resumes of individuals currently in the positions, but they should be geared towards the needs of the program.

b) Describe the approach and techniques staff will use in preparing participants for unsubsidized employment, tracking their individual progress through the program and assisting them in overcoming their barriers to employment. Describe what information will be maintained in the file, what would be important to report back to the Case Manager and how staff would coordinate services with the Case Manager.

c) Describe the role that program staff will play in guiding participants through each phase or component of their training, placement and post-employment services. Include how they will motivate and empower participants to resolve their own problems, increase their earnings and succeed in their efforts to become free of TANF dependence.

**V. EMPLOYER SUPPORT LETTERS (10 points):**

Programs depend on employers to hire their participants and give them a chance to make a successful labor market attachment. Strong employer involvement with programs also helps to ensure programs are more responsive to the employers' needs. The most successful programs have employers involved in many phases of the program, including curriculum development, instructor or guest speaker roles, conducting practice interviews, allowing participants to tour facilities, providing donations in the form of funds/space/ equipment/supplies, and, of course, providing work experience or employment opportunities. There are many levels of support that employers may be willing to offer. They may choose to become involved in one or more of the above suggested roles or in some other tangible way. They may have had positive experiences with your programs in the past which makes them willing to give consideration to candidates that you may present to them in the future.

*Attach to the proposal:* You must document this partnership by providing letters from employers specifying the extent of their involvement with this program and especially their willingness to hire the targeted population for positions they expect to have available in our region within the next year or so. NOTE: Letters must be originals, on the employer's letterhead, and dated on or after March 1, 2017. They must be submitted by the proposal deadline (late letters will not be accepted). Faxed letters will be accepted temporarily, up to the proposal deadline, but the original must be obtained and submitted within 5 business days of the fax date. The quality of commitment demonstrated by the letters will be a major consideration in the rating process, as well as whether the quantity of employers willing to hire seems sufficient for the number of participants planned. Letters of general support for the agency and its mission will carry little weight. Letters should specify the types and number of jobs employers expect to have available, the starting salary (or range) that would be offered to new employees with little or no previous experience in the field and the fact that employers have some awareness of the target population.

**VI. COST EFFECTIVENESS (Budget and Budget Narrative- 40 points):**

Describe how your program plans to operate cost effectively in providing training, placement and retention services to Jobs First Employment Services participants. Describe any additional funds you will be able to leverage in providing these services or any innovations you have incorporated that will allow the program to serve as many participants as possible with limited funding. Include a description of leveraged funds in the Budget Narrative.

In the Budget, itemize all expenses you will incur in the operation of this program.

In the Budget Narrative, provide a detailed narrative for all line item expenses listed on the Budget. Provide a detailed budget narrative for expenses listed on the Jobs First Employment Services Budget Form, showing the calculations used to determine the total for each line item. When completing this section, note the following:

- Narrative for staff salaries must show the NUMBER OF HOURS to be charged to the contract, the HOURLY WAGE and the TOTAL WAGE. Example: Job Title, 100 hours @ \$10 hour = \$1,000.00.
- All portions of the fringe rate must be clearly identified and the breakdown of the calculations clearly shown. Example: Staff Fringe = \$7,401 (38%)
  - FICA @ 7.6% = 1,480.20
  - Pension @ 5.1% = 993.29
  - Unemployment Compensation @ 3.4% = 662.20
  - Health Insurance @ 14.9% = 2,901.97
  - Short Term Disability @ 4.9% = 954.34
  - Long Term Disability @ 2.1% = 409
- For many line items, such as travel, the purpose and need should be explained, as well as calculated. Rent could include the number of square feet and the rate per square foot.
- Liability insurance covering participants is required for all programs. It should be part of every budget. NRWIB should be included as additional insured on a Certificate of Insurance that will be included as an attachment.
- Leveraged funds: Any funds or services being leveraged from other sources in support of this contract may be indicated in the Budget Narrative. Identify the source, amount and use of these funds. Demonstration of in-kind support or leveraged funds will result in a higher rating in the budget section.

Additional contract forms will be required of selected service providers after awards have been made.

## PROPOSAL TITLE PAGE INSTRUCTIONS

**Organization, Mailing Address, Contact Person and Telephone:** Provide the name of your organization, your complete mailing address and the name of a person who can be contacted for further information regarding this proposal (not necessarily the contract signatory). The telephone number should be that of the contact person (include area code).

**Operation Site(s):** Provide the address of the location(s) where the program components will be offered. For the convenience of participants, training sites should be within the labor market area where participants reside at a location readily accessible by public transportation.

**Field of Training:** Indicate the type of training or occupational field the program is targeting.

**Program Performance Goals:**

List the following numeric goals for your program:

1. Total Participants (This represents 100% of the participants who receive any services from the program).
2. Successful Completions (minimum 80% of the Participants enrolled in each component). The number of participants who will either complete the occupational skills training and begin Job Search, another countable component or enter training-related unsubsidized employment directly from the occupational skills training. Since not all participants who begin the program will complete it (and all who show up for the first day count as enrollments), it is best not to overestimate this goal.
3. 90 Day Employment Retention (minimum 70% of Employed Participants): The percentage of participants in unsubsidized employment (whether new placements or those who were employed at the time of program entry) who retain their employment for 90 calendar days during the time they are receiving services from the program (prior to the end of the contract period).
4. Six Month Employment Retention (minimum 40% of Employed Participants): The percentage of participants in unsubsidized employment (whether new placements or those who are employed at the time of program entry) who retain their employment for 6 months during the time they are receiving services from the program (prior to the end of the contract period.)

**Amount of Funding Request:** Enter the amount of funds you are requesting to operate this program. Separate Program Costs (A) from Administrative Costs (B).



**NORTHWEST REGIONAL WORKFORCE INVESTMENT BOARD  
REQUEST FOR PROPOSAL TITLE PAGE**

Organization Name			
Mailing Address			
Contact Person			
E-mail Address			
Telephone			
FEIN #		DUNS #	
Operation Site			
Name of Program			
Field of Training			
Number of participants		Number of successful completions	
Number 90 day retention		Number 6 month retention	

SIGNATURE: \_\_\_\_\_

NAME (print): \_\_\_\_\_

TITLE: \_\_\_\_\_

DATE SIGNED: \_\_\_\_\_

**JFES/TANF BUDGET FORM**

<b>EXPENSES/CATEGORIES</b>	<b>TANF FUNDS</b>	<b>LEVERAGED FUNDS</b>	<b>TOTAL</b>
<b>Contractual Services</b>			
Legal	\$ -	\$ -	\$ -
Independent audit	\$ -	\$ -	\$ -
Other Contractual Services	\$ -	\$ -	\$ -
<b>SUB-TOTAL</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Administrative Costs</b>			
Salaries & Wages	\$ -	\$ -	\$ -
Fringe Benefits	\$ -	\$ -	\$ -
Dues, Insurance & Overhead	\$ -	\$ -	\$ -
Other (specify):	\$ -	\$ -	\$ -
<b>SUB-TOTAL</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Program Staff</b>			
Salaries & Wages			\$ -
Employment/Fringe Benefits			\$ -
<b>SUB-TOTAL</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Participant Costs</b>			
Salaries & Wages	\$ -	\$ -	\$ -
Stipends & Incentives	\$ -	\$ -	\$ -
Employment/Fringe Benefits	\$ -	\$ -	\$ -
Student Support	\$ -	\$ -	\$ -
<b>SUB-TOTAL</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Other Program Costs</b>			
Advertising	\$ -	\$ -	\$ -
Conferences	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -
Insurance - Property & Casualty	\$ -	\$ -	\$ -
Mileage	\$ -	\$ -	\$ -
Office Supplies	\$ -	\$ -	\$ -
Other Project Expenses (List):			\$ -
	\$ -	\$ -	\$ -
Postage	\$ -	\$ -	\$ -
Printing	\$ -	\$ -	\$ -
Program Supplies	\$ -	\$ -	\$ -
Rent	\$ -	\$ -	\$ -
Repairs & Maintenance	\$ -	\$ -	\$ -
Staff Development	\$ -	\$ -	\$ -
Technical Support	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ -
Utilities (e.g. Telephones)	\$ -	\$ -	\$ -
<b>SUB-TOTAL</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>GRAND TOTAL</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

**JFES/TANF BUDGET NARRATIVE FORM**

<b>EXPENSES/CATEGORIES</b>	<b>EXPLANATION OF LINE ITEM</b>	<b>TOTAL</b>
<b>Contractual Services</b>		
Legal		\$ -
Independent audit		\$ -
Other Contractual Services		\$ -
<b>SUB-TOTAL</b>		<b>\$ -</b>
<b>Administrative Costs</b>		
Salaries & Wages		\$ -
Fringe Benefits		\$ -
Dues, Insurance & Overhead		\$ -
Other (specify):		\$ -
<b>SUB-TOTAL</b>		<b>\$ -</b>
<b>Program Staff</b>		
Salaries & Wages		\$ -
Employment/Fringe Benefits		\$ -
<b>SUB-TOTAL</b>		<b>\$ -</b>
<b>Participant Costs</b>		
Salaries & Wages		\$ -
Stipends & Incentives		\$ -
Employment/Fringe Benefits		\$ -
Student Support		\$ -
<b>SUB-TOTAL</b>		<b>\$ -</b>
<b>Other Program Costs</b>		
Advertising		\$ -
Conferences		\$ -
Equipment		\$ -
Insurance - Property & Casualty		\$ -
Mileage		\$ -
Office Supplies		\$ -
Other Project Expenses		\$ -
		\$ -
Postage		\$ -
Printing		\$ -
Program Supplies		\$ -
Rent		\$ -
Repairs & Maintenance		\$ -
Staff Development		\$ -
Technical Support		\$ -
Travel		\$ -
Utilities (e.g. Telephones)		\$ -
<b>SUB-TOTAL</b>		<b>\$ -</b>
<b>GRAND TOTAL</b>		<b>\$ -</b>

